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Council on Academic Affairs Minutes, May 21, 2009

Eastern Kentucky University

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COUNCIL ON ACADEMIC AFFAIRS MINUTES
May 21, 2009

Members Present: Rich Boyle, Ed Davis, Tina Davis, Michael Foster, Linda Frost, Claire Good, Gary Kuhnenn, Kim Naugle, Jaleh Rezaie, Benton Shirey, Janna Vice, Mixon Ware, Deborah Whitehouse

Members Absent: Onda Bennett, Steve Byrn*, Verna Freer, DaJuane Harris, E.J. Keeley, Sandra Moore, Rodney Piercey, Sherwood Thompson, Liz Throop*
 *indicates prior notification

Non-Members Present: Sheila Adkins, Larry Collins, Derrick Morton, Julie Robinson, Pam Schlomann, Judy Short, Julie Spease, Linda Turner.

Dr. Janna Vice called the Council on Academic Affairs to order at 1:03 p.m. on May 21, 2009.

Approval of the Minutes – April 16, 2009
 The minutes were approved as distributed.

CURRICULUM ITEMS

Justice and Safety

Approved Memorandum of Agreement with U.S. Army Combat Readiness – Safety Center
Approved contingent upon review of Executive Committee of the Graduate Council.

Approved Memorandum of Agreement with ECU and ECU OSHA Training Institute Educational Center
Approved contingent upon review of Executive Committee of the Graduate Council.

University Programs

	<u>African/African-American Studies</u>	<u>Effective Date</u>
Approved	Hybrid Course Proposal AFA 201W The African Experience – Addition of a writing intensive section	Spring 2010
Approved	Course Revision AFA 201 The African Experience – Add statement to avoid credit for both 201 and 201W	Spring 2010
Approved	Program Revision African/African American Studies – Addition of the writing intensive course AFA 201W	Spring 2010

Honors Program
Effective Date

Annoyed	Course Revisions HON 205 Honors Humanities I – Convert course to writing intensive	Fall 2009
Approved	HON 311 Honors Civilizations II – Convert course to writing intensive	Fall 2009
Approved	HON 210 Honors Civilizations I – Convert course to writing intensive	Fall 2009

Education
Effective Date

American Sign Language and Interpreter Education

Course Revisions

Withdrawn	ASL 201 American Sign Language III – Remove course from Block VIII of the General Education options <i>Proposal not yet approved by General Education Committee.</i>	Withdrawn
Withdrawn	ASL 202 American Sign Language IV – Remove course from Block VIII of the General Education options <i>Proposal not yet approved by General Education Committee.</i>	Withdrawn

Curriculum and Instruction

Program Suspension

Approved	MAT – Elementary Option	Summer 2009
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Hybrid Course

Approved	EMS 864S Teaching in the Outdoors – add service learning component	Summer 2009
Approved	ELE 446S Reading and Language Arts P-5 – add service learning component	Fall 2008

Course Revision

Approved	ELE 446 Reading and Language Arts P-5 – revise <i>Catalog</i> text to accommodate creation of ELE 446S	Fall 2008
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Hybrid Course

Approved	ELE 492S Science in the Elementary Grades P-5 – add service learning component to course	Fall 2008
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Course Revision

Approved	ELE 492 Science in the Elementary Grades P-5 – revise <i>Catalog</i> text to accommodate creation of ELE 492S	Fall 2008
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Program Revisions

Approved	Elementary Education (P-5) Teaching (B.S.) – add ELE 446S and ELE 492S to the program	Fall 2008
Approved	Special Education/Teaching B.S. Learning and Behavior Disorders – add ELE 446S and 492S to the Program Core and Education requirements.	Fall 2008
Approved	Elementary Education Teaching B.S. – Revise the B.S. in Elementary Education Degree Program to ensure that <u>all candidates</u> are provided instruction in all content areas they will be expected to teach in grades P-5 and add a special education course to enhance their skills in working with students with disabilities. Eliminate the following options (AKA emphasis areas): arts and humanities, English & Communications, foreign language, kindergarten, mathematics, science, social science. Supporting Courses are enhanced and a specified multidisciplinary content is identified.	Spring 2010

Special Education

Course Revision

Approved	SED 401 Exceptional Learners in Inclusive Classrooms – add statement referencing SED 401S and “credit not awarded...”	Spring 2009
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Hybrid Course

Approved	SED 401S Exceptional Learners in Inclusive Classrooms – add single-section designation for service-learning	Spring 2009
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Program Revision

Approved	Teacher Education Programs – make SED 401S an option in all teaching programs	Fall 2009
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Educational Leadership & Policy Studies

New Course

Approved EAD 840 Policy for Safe Schools Fall 2009

New Endorsement

Approved School Safety Endorsement, Safety and Facilities Management in Educational Settings Fall 2009

Health Sciences

Baccalaureate & Graduate Nursing

Effective Date

New Program

Postponed ~~Doctor in Nursing Practice Degree Program~~ Postponed
Needs Phase 3; will return to CAA after going through Doctoral Approval Procedure

New Course

Approved NSC 900 Seminar I: Role Transition Fall 2010

Approved NSC 901 Seminar II: Capstone Project Support Fall 2010

Approved NSC 905 Analytical Methods for EBP Fall 2010

Approved NSC 938 Special Topics for DNP Fall 2010

Approved NSC 940 Theoretical Application for DNP Fall 2010

Approved NSC 942 Informatics in Healthcare Delivery Fall 2010

Approved NSC 950 Public Health Policy and Health Fall 2010

Approved NSC 954 Organizational Leadership Fall 2010

Withdrawn NSC 960 Healthcare Economics and Finance Withdrawn

Finance and Economics Departments will discuss title revision.

Approved NSC 990 Analytical Methods I Fall 2010

Approved NSC 992 Analytical Methods II Fall 2010

Approved NSC 994 Capstone Project Fall 2010

Approved NSC 995 Independent Study in Nursing Fall 2010

Health Promotion and Administration

Course Drops

Approved HEA 416 Introduction to Public Health Fall 2009

Approved HEA 450 Interpretation of Health Data Fall 2009

Approved HEA 360 Community Health Education Process Fall 2009

New Courses

Approved HEA 316 Introduction to Public Health Fall 2009

Approved HEA 350 Interpretation of Health Data Fall 2009

Approved HEA 460 Community Health Education Process Fall 2009

Program Suspensions

Approved Medical Assisting Technology (A.A.S.) Fall 2009

Approved Medical Practice Management (B.S.) Fall 2009

Approved Medical Coding Certificate Fall 2011

Courses Dropped

The following courses will be phased out according to the suspension of the Medical Assisting Technology/Medical Practice Management program.

Approved MAS 100 Introduction to Medical Assisting Fall 2012

Approved MAS 300 Maternal-Child Health Care Fall 2012

Approved MAS 323 Medical Assisting Laboratory Procedures Fall 2012

Approved MAS 324 Medical Assisting Techniques Fall 2012

Approved MAS 355 Medical Coding Fall 2012

Approved MAS 360 Medical Office Administration Fall 2012

Approved MAS 370 Medical Coding Center Fall 2012

Approved MAS 380 Comprehensive Simulations Fall 2012

Approved MAS 390 Medical Office Externship Fall 2012

Approved MPM 410 Business and Information Management in MPM Fall 2012

Approved MPM 450 Strategic Policy Development in MPM Fall 2012

Approved MPM 460 Compliance and Risk Management in MPM Fall 2012

Approved MPM 480 Medical Office Practicum Fall 2012

Business and Technology
Effective Date

Accounting, Finance & Information Systems

Course Revisions

Approved	ACC 425 Accounting Theory – Change prerequisites as follows: C- to C and CCT 300 to CCT 300W.	Fall 2009
Approved	ACC 441 Auditing I – Change prerequisites as follows: CCT 300 to CCT 300W	Fall 2009
Approved	CIS 335 Data Base Management – Drop CIS 212 and add Junior Standing as a Prerequisite; change C- to C in prerequisite	Fall 2009
Approved	CIS 340 Electronic Business Technologies and Tools – add Junior Standing as part of prerequisites and change C- to C in prerequisites	Fall 2009
Approved	CIS 375 Networks and Telecommunication – drop “CIS 212 or CSC 104” and add Junior Standing as a prerequisite; Change C- to C in prerequisites	Fall 2009
Approved	CIS 380 Information Systems Analysis and Design – add CIS 215 and Junior Standing as a prerequisite; change C- to C in prerequisites	Fall 2009
Approved	CIS 400 Electronic Business Planning and Strategy – drop MGT 300 and add Junior Standing as prerequisite and change C- to C in prerequisite	Fall 2009
Approved	CIS 410 Project Management and Practice – change prerequisite to “Junior Standing and (CIS 300 or CIS 240); change C- to C in prerequisites	Fall 2009
Approved	FIN 410 Financial Analysis and Valuation – Change prerequisites for FIN 410 from CCT 300 to CCT 300W and replace QMB 300 with ECO 320	Fall 2009

Program Revisions

Approved	BBA Accounting - Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in the Business core of the BBA in Accounting.	Fall 2009
Approved	BBA Computer Information Systems - Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core in the BBA in Computer Information Systems. Drop CIS 250 and CIS 436 from the CIS electives, add CIS 240 as a supporting course, and adjust non-business free electives and change total required program hours from 128 to 120.	Fall 2009
Approved	BBA Finance - Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core in the BBA in Finance.	Fall 2009
Approved	BBA Insurance - Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in the Business Core of the BBA in Insurance.	Fall 2009
Approved	BS Insurance - Change CCT 300 to CCT 300W in the Business Core of the BS in Insurance.	Fall 2009
Approved	Minor in Computer Information Systems - add CIS 240 as part of the minor requirements.	Fall 2009

EKU Business (Departments of AFIS and MMAC)

Program Revision

Approved	BBA and BS Insurance Degree Requirements - Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses; change CCT 300 to CCT 300W in BBA Core and BS Insurance Core and change “C-“ to “C” in Enrollment in Upper-Division EKUBusiness Courses.	Fall 2009
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Management, Marketing and Administrative Communication

Course Revisions

Approved	CCT 460 – Corporate Communication and Technology Internship - Change prerequisites for CCT 460 as follows: CCT 300 to CCT 300W.	Fall 2009
Approved	GBU 480 – Business Strategy - Change prerequisites for GBU 480 as follows: CCT 300 to CCT 300W.	Fall 2009

Program Revisions

Approved	BBA General Business - Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core of the BBA in General Business.	Fall 2009
Approved	BBA Management - Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses and change CCT 300 to CCT 300W in Business Core of the BBA in Management.	Fall 2009
Approved	BBA Marketing - Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses and change CCT 300 to CCT 300W in the Business Core of the BBA in Marketing.	Fall 2009

Approved	Minor in Business - Change CCT 300 to CCT 300W in the Required Courses of the Business Minor.	Fall 2009
Approved	Minor in Managerial Communication - Change CCT 300 to CCT 300W in the Required Courses of the Managerial Communication Minor.	Fall 2009
Approved	Minor in Office Administration - Change CCT 300 to CCT 300W in the Required Courses of the Office Administration Minor.	Fall 2009

Technology

Program Revision

Approved	BS Industrial Technology - Change “C-” to “C” and change CCT 300 to CCT 300W in Supporting Course Requirements of the Industrial Distribution Option and in the statement “Industrial Technology majors may apply INT 310 in lieu of CCT 300 toward the minor in Business” to “Industrial Technology majors may apply INT 310 in lieu of CCT 300W toward the minor in Business.”	Fall 2009
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Arts and Sciences

Effective Date

Anthropology, Sociology & Social Work

Course Revisions

Approved	ANT 306 Human Evolution – add prerequisite needed for the course	Fall 2009
Approved	ANT 351W Archaeology; Writing Intensive – add prerequisites: ENG 102 or ENG 105(B) or HON 102	Fall 2009

Program Revision

Approved	Sociology B.A. – Reduced hours to graduate from 128 to 120	Fall 2009
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Chemistry

Course Revisions

Withdrawn	CHE 772 Advanced Physical Chemistry—change course number	Withdrawn
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Drop Courses

Withdrawn	CHE 471 Physical Chemistry I	Withdrawn
Withdrawn	CHE 472 Physical Chemistry II	Withdrawn

New Courses

Withdrawn	CHE 571 Physical Chemistry I	Withdrawn
Withdrawn	CHE 572 Physical Chemistry II	Withdrawn
Withdrawn	CHE 771 Physical Chemistry I	Withdrawn
Withdrawn	CHE 772 Physical Chemistry II	Withdrawn

Program Revisions

Approved	Chemistry B.A. – reflect current curriculum changes to course numbering, update the Chemistry Teaching Option to replace nonexistent courses and more content-appropriate courses	Fall 2009
Withdrawn	Chemistry B.S. – reflect curriculum changes	Withdrawn
Withdrawn	Chemistry Master of Science – reflect curriculum changes	Withdrawn
Approved	Chemistry Minor - Update minors due to course numbering changes	Fall 2009
Approved	Forensic Science B.S. – Update program due to course numbering changes	Fall 2009

Economics

New Course

Approved	ECO 330W Intermediate Microeconomics	Fall 2009
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Drop Course

Approved	ECO 330 – replaced with ECO 330W	Fall 2009
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Program Revision

Approved	Economics B.A. – Reduce hours required to graduate from 128 to 120 hours	Fall 2009
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English and Theatre

Course Revision

Approved	ENG 455 Twentieth-Century American Fiction – revise course title	Fall 2009
Approved	ENG 485 Twentieth-Century British Fiction – revise course title	Fall 2009

	New Course	<u>Effective Date</u>
Approved	ENG 386W War & Peace in Lit Since 1900	Fall 2009
	<u>Foreign Languages & Humanities</u>	
	New Course	
Approved	FLS 210 Language Topics: _____	Fall 2009
Approved	FLS 230 Language Studies Abroad: _____	Fall 2009
Approved	FLS 330 Language Studies Abroad: _____	Fall 2009
	<u>Geography & Geology</u>	
	Course Revision	
Approved	GEO 351 Geographic Techniques – Remove CSC 104 as prerequisite	Fall 2009
	Program Revision	
Approved	Geography B.A. – Reduce amount of hours required to graduate from 128 to 120 and remove CSC 104 from supporting course requirements	Fall 2009
Approved	Geology B.S. – Reduce amount of hours required to graduate from 128 to 120 hours	Fall 2009
	<u>Government</u>	
	Course Revisions	
Withdrawn	POL 552 Modern Political Theory—revise <i>Catalog</i> description	Withdrawn
Withdrawn	POL 553 Contemporary Political Theory—revise <i>Catalog</i> description	Withdrawn
Withdrawn	POL 733 Seminar in State and Local Politics—remove POL 101 as prerequisite	Withdrawn
Withdrawn	LAS 735 Municipal Law—Remove prerequisite LAS 220	Withdrawn
	Editorial Change	
Withdrawn	POL 752 Modern Political Theory—revise <i>Catalog</i> text	Withdrawn
Withdrawn	POL 753 Contemporary Political Theory—revise <i>Catalog</i> text	Withdrawn
	New Courses	
Withdrawn	POL 552W	Withdrawn
Withdrawn	POL 553W	Withdrawn
	Program Revision	
Approved	Paralegal Program – reduce hours required to graduate from 128 to 120 hours	Fall 2009
	<u>Mathematics and Statistics</u>	
	Course Revisions	
Approved	STA 320 Applied Statistics II – revise prerequisite	Fall 2009
Withdrawn	STA 500 Applied Statistical Inference—remove “credit not allowed with ECO 321 and STA 521”	Withdrawn
Withdrawn	STA 700 Applied Statistical Inference—remove “credit not allowed with ECO 321 and STA 521”	Withdrawn
	New Courses	
Approved	MAE 301 Mathematics for Elementary Teachers III	Spring 2010
Approved	MAE 305 Problem Solving and Technology	Fall 2009
Approved	MAE 480 Math. Ed. Seminar: _____	Fall 2009
	<u>Music</u>	
	Course Revisions	
Approved	MUS 383 Orchestration	Fall 2009
Approved	MUS 425 Concert Choir	Fall 2009
Approved	MUS 426 University Singers	Fall 2009
Approved	MUS 480 Form Analysis	Fall 2009
	<u>Philosophy and Religion</u>	
	Course Revision	
Withdrawn	PHI 552 Modern Political Theory	Withdrawn
Withdrawn	PHI 553 Contemporary Political Theory	Withdrawn
	Editorial Change	
Withdrawn	PHI 752 Modern Political Theory—revise <i>Catalog</i> text	Withdrawn

		<u>Effective Date</u>
Withdrawn	PHI 753 Contemporary Political Theory—revise <i>Catalog</i> text New Course	Withdrawn
Withdrawn	PHI 552W Modern Political Theory	Withdrawn
Withdrawn	PHI 553W Contemporary Political Theory	Withdrawn
	Program Revision	
Approved	Bachelor of Arts in Philosophy – reduce hours required to graduate from 128 to 120 hours	Fall 2009
	<u>Physics and Astronomy</u>	
	Course Revision	
Approved	PHY 300 Modern Physics I – revise <i>Catalog</i> description	Fall 2009
	Hybrid Course	
Approved	PHY 300W Modern Physics I – add writing-intensive designation to course	Fall 2009
	<u>Psychology</u>	
	Program Revision	
Approved	Bachelor of Science in Psychology – reduce hours required to graduate from 128 to 120 hours; reduce free electives from 39 to 31 hours.	Fall 2009

Office of the Registrar

	Editorial Revision	
Approved	Baccalaureate Degree Requirements – editorial revision to <i>Catalog</i> text. Add language to <i>Catalog</i> allowing students pursuing a General Studies degree to simultaneously pursue a departmental or University-level certificate.	Fall 2009

INFORMATION ITEMS

Board of Regents Update

The following CAA items were approved at the Board of Regents meeting on June 8, 2009:

Academic Policy Revisions

1. Upper-Division-Hours Requirement for Baccalaureate Degree
Revise the number of upper-division hours required for a Baccalaureate Degree from 43 to 42 hours, based on the recommendation of the Ad-Hoc Committee.

Curriculum Proposals

NEW PROGRAM

1. Associate of General Studies A.G.S.

NEW CERTIFICATES

1. GIS Certificate
2. Autism Spectrum Disorders Certificate
Recently-approved certificate is being proposed as a Professional-Level Certificate, which will need CPE approval.

PROGRAM REVISIONS - DECREASING REQUIREMENTS TO 120 HOURS

1. Anthropology Program Revision
2. General Business B.B.A.
3. Recreation and Park Administration B.S.
4. Health Services Administration Major
5. Health Education B.S. (Community Health Option, Wellness Option, School Health Option (to 126 hours))
6. Occupational Science B.S.

7. Homeland Security B.S.
8. B.S. in Emergency Medical Care
9. Correctional and Juvenile Justice Studies B.S.
10. Bachelor of Individualized Studies B.I.S.
11. General Studies B.A.

PROGRAM SUSPENSION

1. Corporate Communications and Technology B.B.A.

PROGRAM REVISIONS

1. B.A. English
Change program requirements - add requirement for three hour Theatre course to the Following emphases in English major: Literature, Creative Writing, and Technical Writing; add Theatre capstone course to the Catalog; Remove six credits of foreign language requirements from the following options in the English major: Literature, Creative Writing, and Technical Writing; Change the current exclusion of Block VIII classes to require only Option 2 of that Block; Remove all non-foreign language Supporting Course requirements for the English Literature emphasis; Create a new block of required diversity courses in the following Emphases in the English major: Literature, Creative Writing, Technical Writing.
2. Paralegal Program – *add language to departmental requirements*
3. B.S. in Psychology – *add PSY 319 Industrial/Organization Psychology for B.S. Degree*
4. B.B.A. Accounting – *Eliminate ACC 442 and 527 from the Accounting Program*
5. Master of Business Administration – *Drop ACC 750 from the program*
6. Minor in Advertising – *change minor to drop COM 320 series and add JOU or PUB 320*
7. Minor in Visual Media – *change minor to drop COM 320 series and add JOU or PUB 320*
8. B.A. in Journalism – *change major to drop COM 320 series and add new courses*
9. B.A. in Public Relations – *change major to drop COM 320 series and add new courses*
10. B.S. in Business Marketing Education/Teaching – *request exclusion for General Education requirement: Block VII (QS) to take CIS 212 or CSC 104*
11. B.S. Construction Management – *change major requirements by removing FSE 379; change supporting course requirements by deleting three upper-division hours of selected Business electives and adding three upper- or lower-division hours of the same electives.*
12. Elementary Education (P-5) Teaching B.S. – *add ELE 445W and EDF 319W to the Program*
13. Middle Grade Education (5-9) Teaching B.S. – *add EMG 445W and EDF 319W to the Program Core and Professional Education Requirements*
14. Deaf and Hard of Hearing (P-12) with Elementary Education (P-5) Teaching B.S. – *add ELE 445W and EDF 319W to the program*
15. Deaf and Hard of Hearing (P-12) with Middle Grade Education (5-9) Teaching B.S. – *add EDF 319W and EMG 445W to the program core and education requirements*
16. Special Education/Teaching B.S. Learning and Behavior Disorders – *add ELE 445W, EDF 319W, EMG 445W to the program core and education requirements*
17. 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*
18. Minor in Community Health – *add HEA 320 to required courses and EHS 280 to Elective Courses under Minor*
19. Minor in School Health Teaching P-12
20. Master of Public Health – *drop thesis in all options*
21. Occupational Therapy M.S. – *change Graduate Catalog description of the admission process for Option 2*
22. M.S. Recreation and Park Administration
23. ASP in Paramedicine
24. African/African-American Studies Minor and Certificate Revision – *add AFA 305, 361, 367, 378, 388, 435, and 372S to course offerings*

The Council on Academic Affairs was adjourned at 4:12 p.m.

COUNCIL ON ACADEMIC AFFAIRS AGENDA

May 21, 2009

1. Call to Order
 2. Approval of the Minutes – April 16, 2009
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Curriculum Items

University Programs

	<u>Page</u>
<u>African/African American Studies</u>	
Hybrid Course Proposal	
AFA 201W The African Experience – Addition of a writing intensive section	1
Course Revision	
AFA 201 The African Experience – Add statement to avoid credit for both 201 and 201W	12
Program Revision	
African/African American Studies – Addition of the writing intensive course AFA 201W	15

Honors Program

Course Revisions

HON 205 Honors Humanities I – Convert all sections of HON 205 to writing intensive.
HON 311 Honors Civilization II – Convert all sections of HON 311 to writing intensive.
HON 210 Honors Civilization I – Convert all sections of HON 210 to writing intensive.

Education

American Sign Language and Interpreter Education

	<u>Page</u>
Course Revisions	
ASL 201 American Sign Language III – Remove the course from Block VIII of the General Education Options.	1
ASL 202 American Sign Language IV – Remove the course from Block VIII of the General Education Options.	4

Curriculum and Instruction

Program Suspension	
MAT – Elementary Option	7

	<u>Page</u>
Hybrid Course	
EMS 864S – Teaching in the Outdoors – Add a service-learning component to the course	11
ELE 446S – Reading and Language Arts P-5 – “ ”	19
Course Revision	
ELE 446 – Reading and Language Arts P-5 – revise <i>Catalog</i> text to accommodate creation of ELE 446S	29
Hybrid Course	
ELE 492S – Science in the Elementary Grades P-5 – Add a service-learning component to the course	32
Course Revision	
ELE 492 – Science in the Elementary Grades P-5 – revise <i>Catalog</i> text to accommodate creation of ELE 492S	42
Program Revisions	
Elementary Education (P-5) Teaching (B.S.) – Add ELE 446S and ELE 492S to the program.	45
Special Education/Teaching B.S. Learning and Behavior Disorders – Add ELE 446S and 492S to the Program Core and Education requirements.	47
Deaf and Hard of Hearing (P-12) with Elementary Education (P-5) Teaching (B.S.) - Add ELE 446S and 492S to the Program Core and Education requirements.	49
Elementary Education Teaching B.S. - Revise the B.S. in Elementary Education Degree Program to ensure that <u>all candidates</u> are provided instruction in all content areas they will be expected to teach in grades P-5 and add a special education course to enhance their skills in working with students with disabilities. Eliminate the following options (AKA emphasis areas): arts and humanities, English & Communications, foreign language, kindergarten, mathematics, science, social science. Supporting Courses are enhanced and a specified multidisciplinary content is identified.	51

Special Education

Course Revision	
SED 401 – Exceptional Learners in Inclusive Classrooms – Add statement so credit will not be awarded to students who have credit for SED 401S.	55
Hybrid Course	
SED 401S - Exceptional Learners in Inclusive Classrooms – Add single-section designation for service-learning	64
Program Revision	
Teacher Education Programs –Make the SED 401S an option in all teaching programs.	73

Educational Leadership & Policy Studies

New Course	
EAD 840 – Policy for Safe Schools	
New Program	
School Safety Endorsement	

Health Sciences

Baccalaureate and Graduate Nursing

New Courses	<u>Page</u>
NSC900 – Seminar I: Role Transition	BSN-DNP 1
NSC901 – Seminar II: Capstone Project Support	BSN-DNP 4
NSC905 – Analytical Methods for EBP	BSN -DNP 7
NSC938 – Special Topics for DNP	BSN-DNP 11
NSC940 – Theoretical Application for DNP	BSN-DNP 14
NSC942 – Informatics in Healthcare Delivery	BSN-DNP 19
NSC950 – Public Health Policy and Health	BSN-DNP 24
NSC954 – Organizational Leadership	BSN-DNP 29
NSC960 – Healthcare Economics and Finance	BSN-DNP 33

NSC990 – Analytical Methods I	BSN-DNP 37
NSC992 – Analytical Methods II	BSN-DNP 40
NSC994 – Capstone Project	BSN-DNP 43
NSC995 – Independent Study in Nursing	BSN-DNP 46

Health Promotion and Administration

Course Revisions	Page
HEA416 – Introduction to Public Health – Change from HEA416 to 316	HPAD-HE 1
HEA450 – Interpretation of Health Data – Change from HEA450 to 350 /offer in Fall or Spring	HPAD-HE 6
HEA360 - Community Health Education Process – Change course number from HEA 360 to HEA 460 to reflect that the course is taught in the senior year.	HPAD-HE 13
Program Suspensions	
Medical Assisting Technology (A.A.S.)	HPAD-MPM 1
Medical Practice Management (B.S.)	HPAD-MPM 3
Medical Coding Certificate	HPAD-MPM 5
Courses Dropped	
The following courses will be phased out according to the suspension of the Medical Assisting Technology/Medical Practice Management program.	HPAD-MPM 6
MAS 100 – Introduction to Medical Assisting	
MAS 300 – Maternal-Child Health Care	
MAS 323 – Medical Assisting Laboratory Procedures	
MAS 324 – Medical Assisting Techniques	
MAS 355 – Medical Coding	
MAS 360 – Medical Office Administration	
MAS 370 – Medical Coding Center	
MAS 380 – Comprehensive Simulations	
MAS 390 – Medical Office Externship	
MPM 410 – Business and Information Management in MPM	
MPM 450 – Strategic Policy Development in MPM	
MPM 460 – Compliance and Risk Management in MPM	
MPM 480 – Medical Office Practicum	

Business and Technology

Accounting, Finance & Information Systems

Course Revisions	Page
ACC 425 – Accounting Theory - Change prerequisites for ACC 425 as follows: “C-“ to “C” and CCT 300 to CCT 300W.	AFIS 1
ACC 441 – Auditing I - Change prerequisites for ACC 441 as follows: CCT 300 to CCT 300W.	AFIS 4
CIS 335 – Data Base Management – Drop CIS 212 and add Junior Standing as part of the prerequisites and change “C-“ to “C”	AFIS 7
CIS 340 – Electronic Business Technologies and Tools - Add “Junior standing” as part of the prerequisites and change the “C-“ to “C” or better.	AFIS 10
CIS 375 – Networks and Telecommunication - drop CIS 212 or CSC 104 and add “Junior standing” as prerequisite and change “C-“ to “C”.	AFIS 13
CIS 380 – Information Systems Analysis and Design - add “CIS 215” and “Junior standing” as prerequisite and change “C-“ to “C”.	AFIS 16
CIS 400 – Electronic Business Planning and Strategy - drop MGT 300 and add “Junior standing” as course prerequisite and change “C-“ to “C”.	AFIS 19
CIS 410 – Project Management and Practice - change prerequisite as “Junior standing and (CIS 300 or CIS 240)” and change “C-“ to “C”.	AFIS 22
FIN 410 – Financial Analysis and Valuation - Change prerequisites for FIN 410 as follows: CCT 300 to CCT 300W and replace QMB 300 with ECO 320 or STA 320.	AFIS 25

Program Revisions

BBA Accounting - Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in the Business core of the BBA in Accounting.	AFIS 28
BBA Computer Information Systems - Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core in the BBA in Computer Information Systems. Drop CIS 250 and CIS 436 from the CIS electives, add CIS 240 as a supporting course, and adjust non-business free electives and change total required program hours from 128 to 120.	AFIS 30
BBA Finance - Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core in the BBA in Finance.	AFIS 32
BBA Insurance - Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in the Business Core of the BBA in Insurance.	AFIS 34
BS Insurance - Change CCT 300 to CCT 300W in the Business Core of the BS in Insurance.	AFIS 36
Minor in Computer Information Systems - add CIS 240 as part of the minor requirements.	AFIS 38

EKUBusiness (Depts. of AFIS & MMAC)

Program Revision

BBA and BS Insurance Degree Requirements - Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses; change CCT 300 to CCT 300W in BBA Core and BS Insurance Core and change “C-“ to “C” in Enrollment in Upper-Division EKUBusiness Courses.	EKU Business 1
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Management, Marketing and Administrative Communication

Course Revisions

CCT 460 – Corporate Communication and Technology Internship - Change prerequisites for CCT 460 as follows: CCT 300 to CCT 300W.	MMAC 1
GBU 480 – Business Strategy - Change prerequisites for GBU 480 as follows: CCT 300 to CCT 300W.	MMAC 4

Program Revisions

BBA General Business - Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core of the BBA in General Business.	MMAC 7
BBA Management - Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses and change CCT 300 to CCT 300W in Business Core of the BBA in Management.	MMAC 9
BBA Marketing - Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses and change CCT 300 to CCT 300W in the Business Core of the BBA in Marketing.	MMAC 11
Minor in Business - Change CCT 300 to CCT 300W in the Required Courses of the Business Minor.	MMAC 13
Minor in Managerial Communication - Change CCT 300 to CCT 300W in the Required Courses of the Managerial Communication Minor.	MMAC 15
Minor in Office Administration - Change CCT 300 to CCT 300W in the Required Courses of the Office Administration Minor.	MMAC 17

Technology

Program Revision

BS Industrial Technology - Change “C-“ to “C” and change CCT 300 to CCT 300W in Supporting Course Requirements of the Industrial Distribution Option and in the statement “Industrial Technology majors may apply INT 310 in lieu of CCT 300 toward the minor in Business” to “Industrial Technology majors may apply INT 310 in lieu of CCT 300W toward the minor in Business.”	TECH 1
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Arts & Sciences

Anthropology, Sociology & Social Work

Course Revisions

ANT 306 – Human Evolution - Change pre-requisites	ANSW 1
ANT 351W – Archaeology; Writing Intensive – Change pre-requisites	ANSW 4

Program Revision

Sociology B.A. – Reduce hours to graduate from 128 to 120	ANSW 7
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Chemistry

Course Revisions

CHE 772 – Advanced Physical Chemistry – Change course number CHEM 1

Drop Courses

CHE 471 – Physical Chemistry I CHEM 4

CHE 472 – Physical Chemistry II

New Courses

CHE 571 – Physical Chemistry I CHEM 5

CHE 572 – Physical Chemistry II CHEM 8

CHE 771 – Physical Chemistry I CHEM 11

CHE 772 – Physical Chemistry II CHEM 14

Program Revisions

Chemistry B.A. – Reflect recent curriculum changes CHEM 23

Chemistry B.S. – Reflect recent curriculum changes CHEM 25

Chemistry Master of Science – Reflect recent curriculum changes CHEM 27

Chemistry Minor – Reflect recent curriculum changes CHEM 29

Forensic Science B.S. – Reflect recent curriculum changes CHEM 31

Economics

New Course

ECO 330W – Intermediate Microeconomics ECON 1

Drop Course

ECO 330 – Intermediate Microeconomics – replaced with ECO 330W ECON 13

Program Revision

Economics B.A. – Reduce hours to graduate from 128 to 120 ECON 14

English and Theatre

Course Revision

ENG 455 – Twentieth-Century American Fiction – Change course title ENTH 1

ENG 485 – Twentieth-Century British Fiction – Change course title ENTH 4

New Course

ENG 386W – War & Peace in Lit Since 1900 ENTH 7

Foreign Languages & Humanities

New Course

FLS 210 – Language Topics: _____ FRLH 1

FLS 230 – Language Studies Abroad: _____ FRLH 7

FLS 330 – Language Studies Abroad: _____ FRLH 12

Geography & Geology

Course Revision

GEO 351 – Geographic Techniques – Remove CIS 104 as pre-requisite GEOL 1

Program Revision

Geography B.A. – Reduce amount of hours to graduate from 128 to 120 and remove CIS 104 from supporting courses requirements GEOL 4

Geology B.S. – Reduce amount of hours to graduate from 128 to 120 GEOL 6

Government

Course Revision

POL 552 – Modern Political Theory – Change catalog description GOVN 1

POL 553 – Contemporary Political Theory – Change catalog description GOVN 4

POL 733 – Seminar in State and Local Politics – Remove POL 101 as pre-requisite GOVN 7

LAS 735 – Municipal Law – Remove pre-requisite LAS 220 GOVN 10

Editorial Change

POL 752 – Modern Political Theory – Change in catalog text GOVN 18

POL 753 – Contemporary Political Theory – Change in catalog text	GOVN 20
New Courses	
POL 552W – Modern Political Theory	GOVN 22
POL 553W – Modern Political Theory	GOVN 32
Program Revision	
Paralegal Program- Reduce hours to graduate from 128 to 120	GOVN 44

Mathematics and Statistics

Course Revisions	
STA 320 – Applied Statistics II – Pre-requisite changes	MTST 1
STA 500 – Applied Statistical Inference – Remove the credit not allowed with ECO 321 and STA 521	MTST 4
STA 700 – Applied Statistical Inference – Remove the credit not allowed with ECO 321 and STA 721	MTST 7
New Courses	
MAE 301 – Mathematics for Elementary Teachers III	MTST 10
MAE 305 – Problem Solving and Technology	MTST 17
MAE 480 – Math. Ed. Seminar: _____	MTST 23

Music

Course Revision	
MUS 383 – Orchestration – Add a pre-requisite	MUSC 1
MUS 425 – Concert Choir – Add a 0 credit option	MUSC 4
MUS 426 – University Singers – Add a 0 credit option	MUSC 7
MUS 480 – Form Analysis – Add a pre-requisite	MUSC 10

Philosophy and Religion

Course Revision	
PHI 552 – Modern Political Theory – Change catalog text	PHRE 1
PHI 553 – Contemporary Political Theory – Change catalog text	PHRE 10
Editorial Change	
PHI 752 – Modern Political Theory – Change catalog text	PHRE 19
PHI 753 – Contemporary Political Theory – Change catalog text	PHRE 21
New Course	
PHI 552W – Modern Political Theory – Add course to curriculum	PHRE 23
PHI 553W – Contemporary Political Theory – Add course to curriculum	PHRE 33
Program Revision	
Bachelor of Arts in Philosophy – Reduce hours to graduate from 128 to 120	PHRE 45

Physics and Astronomy

Course Revision	
PHY 300 – Modern Physics I – Change catalog description	PHAS 1
New Course	
PHY 300 – Modern Physics I – Add writing intensive designation to course	PHAS 4

Psychology

Program Revision	
Bachelor of Science in Psychology- Reduce hours to graduate from 128 to 120	PSYC 1

Office of the Registrar

Editorial Revision

Baccalaureate Degree Requirements – Editorial Revision to *Catalog* text
Add language to Catalog allowing students pursuing a General Studies degree to simultaneously pursue a departmental or University-level certificate.
(Page 59-60 of the 2008-09 Undergraduate Catalog.)

Information Items

Faculty Senate Update

The following CAA items were approved by the Faculty Senate at the May 4, 2009, meeting:

1. Upper-Division-Hours Requirement for Baccalaureate Degree
Revise the number of upper-division hours required for a Baccalaureate Degree from 43 to 42 hours, based on the recommendation of the Ad-Hoc Committee.
2. New Program
Associate of General Studies
The Associate in General Studies degree provides students, especially adult learners, the opportunity to pursue a flexible degree program to meet their unique interests, career goals, and academic needs, and serves as a pathway to a four-year degree.
3. New Certificate
Autism Spectrum Disorders Certificate
Recently-approved certificate is being proposed as a Professional-Level Certificate, which will need CPE approval.
4. B.B.A. Corporate Communications and Technology
Suspend program due to decreasing number of majors in the CCT program area and increasing pressure for accountability and efficient use of resources. The program is now an option in the B.B.A. General Business degree.
5. Master of Business Administration
Drop ACC 750 from the Master of Business Administration Program
6. B.S. Construction Management
Change major requirements by removing FSE 361 and adding FSE 379; Change supporting course requirements by deleting three upper-division hours of selected Business electives and adding three upper- or lower-division hours of the same electives.
7. B.S. Health Education
Revise number of hours required to graduate: 120 for Community Health Option, 120 for Wellness Option, 126 for School Health Option; add new course required by accrediting bodies; add requirement of "C" or better in major and support courses; change overall GPA required from 2.0 to 2.25 in Community Health and Wellness Options.
8. Minor in School Health, P-12 (Teaching)
Add HEA 320 and EHS 280 to required courses
9. B.S. Physical Education
Revise PHE 415 requirement for PE Fitness and Wellness Option to REC 102 or REC 290.
10. M.S. Recreation and Park Administration
Revise admissions requirements to reflect new Miller Analogy Test Scores
11. B.A. English
Change program requirements - add requirement for three hour Theatre course to the Following emphases in English major: Literature, Creative Writing, and Technical Writing; add Theatre capstone course to the Catalog; Remove six credits of foreign language requirements from the following options in the English major: Literature, Creative Writing, and Technical Writing; Change the current exclusion of Block VIII classes to require only Option 2 of that Block; Remove all non-foreign language Supporting Course requirements for the English Literature emphasis; Create a new block of required diversity courses in the following Emphases in the English major: Literature, Creative Writing, Technical Writing.

12. Paralegal Program
Add language to departmental requirements.
13. B.S. in Psychology
Add PSY 319 Industrial/Organization Psychology for B.S. Degree
14. Elementary Education (P-5) Teaching B.S.
Add ELE 445W and EDF 319W to the Program
15. Middle Grade Education (5-9) Teaching B.S.
Add EMG 445W and EDF 319W to the Program Core and Professional Education Requirements
16. Deaf and Hard of Hearing (P-12) with Elementary Education (P-5) Teaching B.S.
Add ELE 445W and EDF 319W to the Program Core and Professional Education Requirements
17. Deaf and Hard of Hearing (P-12) with Middle Grade Education (5-9) Teaching B.S.
Add EDF 319W and EMG 445W to the Program Core and Education Requirements
18. Special Education/Teaching B.S. Learning and Behavior Disorders
Add ELE 445W, EDF 319W, EMG 445W to the Program Core and Education Requirements

Board of Regents Update

The following CAA items were approved at the Board of Regents meeting on April 24, 2009:

NEW PROGRAM

1. Autism Spectrum Disorders Certificate

PROGRAM SUSPENSION

1. Finance B.B.A. Real Estate, Option Suspension

PROGRAM REVISIONS

1. B.S. Biology Pre-Medical
2. B.S. Biology Pre-Veterinary
3. Economics B.A.
4. Geography B.A. Program
5. A.A.S. Paralegal Program
6. Paralegal Program Certificate
7. Associate Degree Paralegal Studies
8. Minor in Paralegal Program
9. B.A. Paralegal Science
10. B.A. History Non-Teaching
11. B.A. History – Teaching
12. Accounting B.B.A.
13. Computer Information Systems B.B.A.
14. Insurance B.B.A.
15. Insurance B.S.
16. B.B.A. Finance Program Revision
17. Agriculture B.S. Area Major Revision
18. Horticulture B.S. Area Major Revision
19. B.A. Communication Program Revision 128 to 120 hours
20. Business Marketing Education/Teaching Program Revision
21. Corporate Communication and Technology B.B.A. Revision
22. General Business B.B.A. Program Revision
23. Management B.B.A. Program Revision
24. Marketing B.B.A. Professional Golf Management Revision
25. Career and Technical Education (Teaching) Program Revision
26. Technology A.A.S. Digital Imaging Design Program Revision
27. Minor in Computer Electronic Publishing Program Revision
28. Advising, Admission, Field Placement & Certification Revision
29. MAEd Gifted Education Program Revision

30. Master of Arts in Teaching – ART Option Revision
31. Masters of Science in Nursing Program Revision
32. Nursing Pre-RN B.S.N. and Plan for B.S.N. Second Degree Option
33. Community Nutrition Program Revision
34. Master of Public Health Program Revision
35. Recreation and Park Administration B.S. Degree
36. Police Studies B.S. Program Revision
37. Minor in Police Studies Program Revision
38. Police Studies A.A. Program Revision
39. ECU Now! – Dual Credit and Jump Start Program Revision

ACADEMIC POLICY REVISIONS

1. Stopping Out Policy
2. Recording of Double Majors
3. Writing-Intensive Courses



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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: May 7, 2009

RE: Agenda Items for 5/21/09 Council on Academic Affairs

The following items submitted to the Council on Academic Affairs for consideration at the May 21st meeting:

African/African American Studies

Hybrid Course Proposal

AFA 201W Addition of a writing intensive section page 1

Course Revision

AFA 201 Statement to avoid credit for both 201 and 201W page 14

Program Revision

A/AFA Studies Addition of the writing intensive course page 15



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 (TCAC, "S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>African/African-American Studies</u> College <u>University Programs</u> *Course Prefix & Number <u>AFA 201W</u> *Course Title <u>(30 characters)</u> <u>The African Experience</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>4/10/09</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> <u>X</u> Council on Academic Affairs _____ College Curriculum Committee <u>4/28/09</u> Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>5/21/09</u> General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: Create an AFA 201W course that incorporates substantive writing assignments and is designated as a writing intensive course.</p> <p>A. 2. Effective date: Spring 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action: Courses with substantive writing requirements can be identified with a W following the course number. This course meets the requirements set forth by the Thinking and Communicating Across the Curriculum Advisory Board. Approval letter from TCAC is attached. This change needs to be perpetuated throughout the catalog for prerequisites and supporting courses.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources:</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.)

AFA 201 W The African Experience: Writing Intensive. (3) A. Introduces students to the historical, socio-economic, cultural, and political experiences of African people in Africa and the Diaspora. It fulfills a core requirement for African/African-American Studies. Credit will not be awarded to students who have credit for AFA 201. Gen. Ed. IIIB, VII (AH), and 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: UP	Dept. (4 letters)*
AFA	201W	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	AFAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3.0	Lecture <u>3.0</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	100%	N	FR _____ JR _____	
B	100%		SO _____ SR _____	
T	100%			
V	50/50	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 _____	
W	50/50			
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit not allowed with AFA 201.
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)



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Department of English and Theatre
(859) 622-5861

467 Case Annex
521 Lancaster Avenue
Fax (859) 622-3156

Professor Patrick Nnoromele
Department of Philosophy and Religion
EKU CAMPUS

31 March 2009

Dear Patrick:

I'm writing to let you know that the TCAC Advisory Board has approved your proposal for AFA 201W. We're very happy to be adding this general-education course to those available to students.

The next step in getting this course ready to go is for you to take it to your departmental curriculum committee.

When you teach this course, please remember to include on your syllabus this statement (filling in your own information, of course):

"For assignment X, you must send an electronic copy to me at mary.doc@eku.edu by (time/date). (1) The document must be in Microsoft WORD; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing."

The assignment you ask to have submitted electronically should be the course's major writing assignment; you'll send it on to me (preferably, the whole class's papers on a CD), and it will be evaluated for assessment purposes. The particulars of the assessment process will be announced later.

Thanks again for your hard work in making AFA 201W a reality. If there's anything I can do to help, please let me know.

Best regards,

A handwritten signature in cursive script, appearing to read "Deborah Core".

Deborah Core
Director, TCAC
Professor of English

cc. Dr. Steve Parchment
Dr. O. Bennett



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AFA 201W

Explanation of how AFA 201W-assignments are aligned with critical thinking and written communication rubrics:

All the demands of the written assignments for this course do reflect and are in alignment with the written communication rubrics that will be used to assess the TCAC program; and they are intentionally designed to enhance critical and creative thinking. In all the suggested topics for the formal papers, students are required to provide a solid expository account of what the authors of their chosen topics are trying to establish; an explanation of the theories/arguments the author uses to support his/her views; and a critical evaluation of the author's views and the students exploration of their own views.

The first and second requirements involve basic comprehension of the material read and the ability to explain the theories carefully and correctly. To acquire a familiarity with the objectives of this class, students should be able to identify the primary issues/ problems embodied in the text of their chosen topics. Within that pre-view, they are expected to recognize the nature of a philosophical problem and value judgment; distinguish arguments from non-arguments, provide a correct explanation of the arguments and their proper contextual interpretation and application.

Also, the written papers ask students to evaluate the author's views using appropriate methods of critical thinking. This expectation is indispensable for the knowledge of what constitutes a good argument and its application. Thus, the requirement stresses valid critical remarks, good organization, and solid analysis. It also asks for the ability to recognize multiple and perhaps varying perspective, including the assessment of the evidence advanced by the author or authors of their chosen topic.

The final part of the assignment calls for the exploration of the students' own ideas. This allows them to establish a conclusive position by synthesizing relevant information, and employing valid and creative principles to establish their own views in any modern discussion of this sort of issues.

I hope the above explanation throws some light on how the requirements for the formal paper assignments are aligned with the critical thinking and written communication rubrics that will be used to assess the TCAC program.

AFA 201W
The African Experience
Eastern Kentucky University
Spring 2010

Place: University Bldg 137
Time: 2:30-3:45pm, MW
Phone: (859) 622-2973
Phone: (859) 622-1723

Dr. Patrick Nnoromele
Office: Case Annex 265
Office Hours: 8:00-9:00am,
M-F & By Appointment

COURSE CONTENTS:

This is a writing-intensive general education course. The course introduces students to the historical, philosophical, socio-economic, religious, and political experiences of African people in Africa and the Diaspora. It combines general analysis with in-depth case studies to explore the lives of peasants and elites in African societies, the increasing involvement of Africans with the West during the period of the slave trade and the colonial era, and the creation of new societies in the Americas.

In order to achieve the primary objectives for the class, close attention will be given to African concepts of gender, sexuality, marriage, race and selfhood, and how these concepts relate to or differ from that of the western tradition, or more particularly, the Americas. Our pedagogical approach will emphasize critical thinking and rational analysis of these concepts, but within their historical, socio-economic, religious, political, and philosophical contexts.

This course is part of the university general education program, which is designed to provide a comprehensive education in the liberal art core to all undergraduates. The course can be taken to satisfy (Block V111) of the university general education requirement. It can equally be used to fulfill one of the core course requirements for the African/African-American Studies minor or certificate.

GENERAL EDUCATION OBJECTIVES:

Students in this course will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal two)
2. Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works. (Goal six)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (Goal seven)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal eight)

SPECIFIC COURSE OBJECTIVES:

Students will be able to:

- 1) Recognize the influence of historical, religious, philosophical contexts on the views and values of the African people;
- 2) Understand and evaluate thoughtfully and critically the roots of prominent ideas, social structures, and values of the African people;
- 3) Achieve a broadened understanding of the African culture, arts, and aesthetics;
- 4) Develop intellectual depth on the central themes and concepts that determined the African world-view;
- 5) Show how the knowledge/understanding of the lives and history of other cultures is another step to a better world relations;

- 6) Critically analyze and assess the philosophical merits of the value assumptions of the African people.

COURSE REQUIREMENTS:

There will be two in-class *argumentative essay* examinations, two formal papers, and one oral class presentation. Both examinations will be identical with or similar to the study questions given at least three days in advance. Each paper assignment should be between five and eight type-written double-spaced pages. Probable paper topics will be suggested and given in class. Any choice of paper topics outside the suggested ones are subject to the instructor's approval. All examinations and other assignments are due at the time and place specified, except in cases of an excused absence or extreme emergency. All make-ups for an excused absence must be within two days after the student's return to class. A makeup examination or assignment may not be granted in situations of unexcused absence.

Both paper assignments will be a standard research projects. Thus, they are expected to adhere to the canons of good form and notation as prescribed in one of the standard style-guides, like APA or MLA. Contingent upon each student's situation, the paper projects are expected to go through a minimum of three evaluation processes, including peer and instructor's reviews and feedbacks made available to the students before a final grade is assigned. All evaluations or assessments of the research papers will be based on the following expectations:

1. A clearly stated thesis on a particular issue of the student's chosen topics. This component of the papers asks for a clear identification of the main problems, including the implicit and subsidiary ones.
2. Citations of at least one prominent contemporary scholar, and accurately represent his/her principal position on the issue(s). This requirement calls for breaking down his/her theory into constituent parts and clearly explaining the relationships of the parts, lending themselves to a unitary whole or theory.
3. Development of sound objections to the position(s) of the above scholar(s). This aspect of the papers asks for good analysis and valid criticisms.
4. Finally, a defense of the student's own thesis with a cogent line of reasoning, using effective and complex argument form while avoiding fallacies. Therefore, the instructor expects to see a sustained argumentative prose style with a clear and logical organization, totally devoid of padding.

Thus, the paper assignments ask for solid exposition, good analysis, valid criticisms and the exploration of the student's own ideas; one cannot be substituted for the other. So, students are strongly encouraged to begin early by choosing a topic for each paper, and then write a proposal or prospectus with a clearly stated thesis respectively. Both of which are done with constant consultations with the instructor. After the instructor's evaluation and approval of the student's proposals, then the student is expected to proceed with the writing of the first draft of each of the formal papers. The first draft may require one or two re-writes (depending on the instructor's feedbacks) before its class presentation for peer-reviews. Each student is expected to carefully revise the papers, taking into full account the instructor's and fellow students' feedbacks.

A re-write of the final papers might be encouraged if the student received a grade of c+ or below. In that case, if a student plans to re-write either or both of the final papers, such student needs to consult with the instructor one last time about how to improve it or them. The instructor will expect significant improvement on argumentation, reasoning of the paper(s) and of course, and valid critical analysis.

ATTENDANCE POLICY:

Students of this class are expected to prepare for, attend and participate actively in class discussions. If for some reason you miss a class, you are still responsible for material covered, exams given, or announcements made in the student's absence. One absence will be allowed per student during the semester. Attendance is taken each day the class meets. It is the student's responsibility to make sure that the student's presence is recorded at the end of each class meeting. However, students who arrive late for class will be counted as 1/2 absent. Students who leave class before it is dismissed will be counted as absent for the entire period.*

DISABILITY STATEMENT:

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

ACADEMIC INTEGRITY STATEMENT:

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

COURSE GRADE:

Your course grade will be determined according to the following allotments:**

- 15% Class Attendance and Participation
- 10% First Examination
- 10% Class Presentation
- 10% Peer Reviews
- 20% First Paper Assignment
- 25% Second Paper Assignment
- 10% Final Examination

- 100% TOTAL

I use letter grades only. A student's grade, for example, might calculate out as follows:

Attendance & Participation	A = 4.00 X 0.15 = 0.60
First Examination	F = 0.00 X 0.10 = 0.00
Class Presentation	C+ = 1.33 X 0.10 = 0.13
Peer Reviews	B = 3.00 X 0.10 = 0.30
First Paper Assignment	B+ = 3.33 X 0.20 = 0.67
Second Paper Assignment	A = 4.00 X 0.25 = 1.00
Final Examination	C- = 1.67 X 0.10 = 0.17

Thus, 0.60 + 0.00 + 0.13 + 0.30 + 0.67 + 1.00 + 0.17 = 2.87, which is a "B" according to the following scale:

- A = 4.00 to 3.60
- B = 3.59 to 2.60
- C = 2.59 to 1.60
- D = 1.59 to 0.60
- F = 0.59 or below

TEXTS:

- 1) *The African Experience: An Introduction* by Vincent B. Khapoya, Prentice Hall, New Jersey, 1994
- 2) *African Religions & Philosophy* by John Mbiti, Heinemann, 2nd Edition

3) A xeroxed booklet of readings by Kinko entitled “HON 308-Nnoromele.”

COURSE OUTLINE:

WEEK 1: Introduction: Africa and the Africans

Khapoya, “Africa: The Continent and Its People,” pp.1-24

Handouts: Africa Geography and History

WEEK 2: Traditional Institutions in Africa

Mbiti, “Ethnic Groups, Kinship and the Individual,” pp. 98-106

Khapoya, “Non-Kinship Groups, Family Life and Socialization,” pp. 38-52

Khapoya, “The Individual in African Societies,” pp. 44-50

Handout: Heroes in African Tradition: “The Mande Hero: Text and Context” by Charles S. Bird & Martha B. Kendall

WEEKS 3&4: Colonialism and the Struggle for Independence/Political Freedom

Khapoya, “Colonialism and the African Experience,” pp. 112-144

Handout: “Africa and the Africans” by Edward Blyden

Khapoya, “Politics and Government in Traditional Africa,” pp. 60-64

Handout: “Political Development in Historic Africa,” by James D. Graham

Khapoya, “African Independence and Afterwards,” pp.179-218

Khapoya, “Colonial Rule: Who Benefitted?” pp.145-147

First paper prospectus due the 3rd week of classes

First draft due the 4th week of classes

WEEKS 5&6: Morals and Social/Body Etiquette

Handout: “Custom and Morality: A Comparative Analysis of Some African and Western Conception of Morals” by Kwasi Wiredu

Handout: “The Cultivation of the Person: Etiquette and Grooming;”

“The Ethical Canons of Virtue;” “Social Etiquette;” “Birth Customs;”

Oral class presentation & Group Peer -reviews due the 5th week

Instructor’s feedback due the 6th week

WEEKS 7&8: Marriage Among Traditional Africans

Khapoya, “Forms of Marriage,” pp. 34-40

Handout: “Exogamy and Feminism”

Mbiti, “Marriage and Procreation,” pp. 130-144

Khapoya, “Family Life,” pp.48-49

Handout: “Polygamy and Divorce;”

Handout: “Women’s Work.”

Second draft and Instructor’s feedback due the 7th week

Final version of the first paper and prospectus of the 2nd paper due the 8th week

FIRST EXAMINATION

WEEK 9&10: African Traditional Religion

Mbiti, “The Creation and the Original State of Man,” pp.90-97

Handout: “The Story of Kinto: Myth, Death, Ontology in Buganda,” by Benjamin Ray

Khapoya, “Traditional Religious Beliefs,” pp.52-58

Mbiti, “Spiritual Beings, Spirits and the Living-Dead,” pp.74-89

Mbiti, “The Nature, Works and Worship of God,” pp. 29-73

Handouts: “God in Igbo Cosmology;” “The Supreme God in Igbo Life and Worship;”

First draft of the 2nd paper due the 9th week

Oral class presentation, Group Peer–reviews & Instructor’s feedback due the 10th week

WEEKS 11&12: Christianity, Islam and Other Religions in Africa

Mbiti, Christianity in Africa, pp.223-235

Mbiti, Islam in Africa, pp. 236-247

Mbiti, Other Religions in Africa, pp. 248-255

Mbiti, Doctrinal & Ideological Claims, pp. 256-271

Second draft of the 2nd paper due the 12th week

WEEKS 13&14: Witchcraft, Sorcery, Aesthetics and Arts in African Culture

Mbiti, “Mystical Power, Magic, Witchcraft and Sorcery,”pp.189-198

Handout: “On the Existence of Witches,” by Sophie Oluwole

Handout: “Traditional African Aesthetics: A Philosophical Perspective,”pp. 421-427

Handout: “Morality, Art, and African Philosophy: A Response to Wiredu” by Parker English and Nancy Steele Hamme

Handouts: “African Art and Culture Hisory;” “Religion and Art in Igbe Culture;” “The Visual Arts of Nigeria;” “The Performing Arts in Nigeria, “Music in Nigeria Today.

Instructor’s feedback due the 13th week

Final copy of the 2nd paper due the 14th week

WEEKS 15&16: African philosophy

Mbiti, The concept of time as a key to understanding African Philosophy, pp. 15-29

Mbiti, “The Concept of Evil, Ethics and Justice,” pp. 199-216

Handout: “How not to Compare African Thought with Western Thought,” by Kwasi Wiren

Handout: “Africa and the Imperative Philosophy: A Skeptical Consideration,” by Oyekan Owomoyela

FINAL EXAMINATION

*** In extraordinary circumstances, this policy may be waived for individuals at the discretion of the instructor.**

**** “F” grade received in any particular assignment or examination counts as zero.**

***** This is just a tentative reading guide. Changes may be made during the semester. Any such changes will be duly announced in class.**

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	African/African American Studies	
<input type="checkbox"/> Course Revision (Parts II, IV)	College	University Programs	
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	AFA 201	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	The African Experience	
<input type="checkbox"/> Program Revision (Part III)	*Program Title		
<input type="checkbox"/> Program Suspended (Part III)	(Major ____, Option ____, Minor __X__, or Certificate __X__)		
*Provide only the information relevant to the proposal.			
Proposal Approved by:			
	<u>Date</u>		<u>Date</u>
Departmental Committee	4/10/09	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	4/28/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	N/A	Board of Regents**	NA
		Council on Postsecondary Edu.***	n/a
*If Applicable (Type NA if not applicable.)			
**Approval needed for new, revised, or suspended programs			
***Approval/Posting needed for new degree program or certificate program			
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	Change catalog description: Students cannot receive credit for both AFA 201 and AFA 201W.
A. 2. Effective date: (Example: Fall 2001)	Effective Spring 2010
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	
Avoid course credit for W and non-W versions of the same 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:	

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

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

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

New or Revised* Catalog Text

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

AFA 201 The African Experience (3) A. Introduces students to the historical, socio-economic, cultural, and political experiences of African people in Africa and the Diaspora. It fulfills a core requirement for African/African-American Studies. Credit will not be awarded to students who have credit for AFA 201W. Gen. Ed. IIIB, VII (AH), and VIII.

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 ~~striethrough~~ 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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division: UP	Dept. (4 letters)*
AFA	201	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	AFAS
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit will not be awarded to students who have credit for <u>AFA 201W</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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>African/African American Studies</u> College <u>University Programs</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>African/African American Studies</u> (Major ____, Option ____, Minor <u>X</u> ; or Certificate <u>X</u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	4/10/09	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	4/28/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/21/09
General Education Committee*	N/A	Faculty Senate** 9/14/09
Teacher Education Committee*	N/A	Board of Regents** 1/25/10
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add approved courses to the minor and certificate in African/African American Studies A. 2. Effective date: (Example: Fall 2001) Effective Spring 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To expand opportunities for students to take a broader array of appropriate courses for the AFA minor and certificate as well as for general education requirements.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources:	



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 or 201W, 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 or 201W, 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

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	NA
<input type="checkbox"/> New Course (Parts II, IV)	College	NA
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HON 205
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	Honors Humanities I
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Honors Program
<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	NA	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	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	11/7/88	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
TCAC Committee	4/23/09	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.)
Convert all sections of HON 205 to writing intensive.

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: All EKU students are required to complete at least one writing intensive course prior to graduation. HON 205 is one of four honors courses, all general education-approved courses, that all newly-enrolled, many currently-enrolled, and many transfer students in honors will take to complete their requirements in honors. Converting these courses to writing intensive both clearly indicates the role writing plays in them and allows our students to complete their writing intensive requirement within honors.

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

Personnel Impact: Each section of HON 205 currently is capped at 20 students; given that these courses have always been run with a particular emphasis on writing in their instruction, there should be no demonstrable additional impact on personnel.

Operating Expenses Impact: Initial course development is supported by the QEP and the Thinking and Communicating Across the Curriculum Advisory Board.

Equipment/Physical Facility Needs: No new equipment or facilities are needed.

Library Resources:

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

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

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

HON 205W Honors Humanities I. (3) II. Formerly HON 205. This course (together with HON 306) provides a survey of great works in the humanities from ancient times to the twentieth century. Credit will not be awarded to students who have credit for HON 205. Gen. Ed. IIIA.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HON	205W	Fall 2009	AS _____ JS _____ BT _____ EM <input checked="" type="checkbox"/> ED _____ PC _____ HS _____	NA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>Formerly HON 205</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) X	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.)

Course Goals as They Relate to General Education Goals

By the end of this course, students should be able to:

Demonstrate an understanding of the similarities and differences between reading literary, philosophical, and historical texts. (Course General Education Goals 2 and 7)

Articulate (orally and in writing) an understanding of the philosophical ideas and literary themes studied. (Course General Education Goals 6 and 7)

Use philosophical ideas to critique and analyze literature, and use literary works to understand and critique philosophy. (Course General Education Goals 2, 6, 7, 8)

Articulate (orally and in writing) connections between literary and philosophical works and their historical/cultural contexts. (Course General Education Goals 2, 6)

Use the philosophical and literary works studied to evaluate received value systems. (Course General Education Goals 1, 7, 8)

General Education Goals and this Course

Students will be able to:

- Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal 2)
- Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works. (Goal 6)
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (Goal 7)
- Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal 8)

Required Texts

Letters of Abelard and Heloise. Trans. Betty Radice. NY: Penguin, 1974.

Michael L. Morgan, *Classics of Moral and Political Theory*, fourth edition (Hackett Publishing, 2005)

Shakespeare, William, *King Lear*, Penguin Books.

These books are available in paperback at the university bookstore. Handouts of additional readings will be distributed in class.

Attendance

You are expected to attend all classes. If you miss any classes for whatever reason, you are still responsible for anything said or done in class during your absence.

Disability Statement

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

Access to your Instructors

Bennett's office hours are TR 2:00 p.m. to 3:30 p.m.

Office: Case Annex 398. **Phone:** 622-3096. **E-mail:** Paula.Kristofik@eku.edu.

Messerich's office hours are MW 10:00 a.m. to 11:00 a.m. & 2:15 p.m. to 3:15 p.m. and TR 2:00 p.m. to 3:00 p.m.

Office: Case Annex 263. **Phone:** 622-2105. **E-mail:** ron.messerich@eku.edu.

You should feel free to ask for appointments at other times and to visit either instructor in his or her offices whenever they happen to be there.

Grading

- ☞ This course is divided into four units. For each unit you will be asked to write an essay in response to a specific prompt which we will distributed well before the paper is due. Each prompt will ask you to focus mainly on what was discussed in that specific unit, but it may also ask you to reflect on ideas from earlier units. For each unit paper feedback on both content and writing from your instructors or your fellow students will be provided.
- ☞ You will also be asked to write a short term paper (approx.5 pages or 1250 words) on issues related to the first unit of the course (Ancient Greece). Your topic may either be selected from the list provided or devised by yourself and approved by your instructors. You will be required to submit a proposal, a partial rough draft of this paper that you will discuss it with one of your instructors, and of course the final version of the paper. A time-line for this project and specific instructions for each part will be provided.
- ☞ You will also be asked to participate with three or four other students in a group presentation. The topic and style of the presentation (e.g. analytic, dramatic, etc.) will be determined by the group. The topic must deal with some issue related to the second and third units of the course (the Middle Ages). It may also use material from the first unit. The presentations (including a question and answer period) will last 30 to 35 minutes and will be given in the middle of April. Some class time will be dedicated to group organization and preparation.
In addition, there will be 10 daily assignments related to the readings. These assignments may take a variety of formats and will be announced in class. These assignments/quizzes will be evaluated on a five-point scale.

Each of these assignments will have the following values in determining your final grade:

Assignment	Value for each item of this type	Total points from this type
Unit papers	100	400
Term Paper	150	150
Group Presentation	100	100
Daily Assignments	10	50
Total:		700

Your final grade will be determined on the following scale:

- A = 700-630
- B = 629-560
- C = 559-490
- D = 489-420
- F = 419-0.

Tentative Schedule of Readings and Exams

Jan. 15Introduction: From ancient texts to modern self-help books
Jan. 17Aristotle: *Nicomachean Ethics*
Jan. 22Aristotle: *Nicomachean Ethics*
Jan. 24Aristotle: *Nicomachean Ethics*
Jan. 29Sophocles: *Antigone* (Aristotle: *Poetics*)
Jan. 31Sophocles: *Antigone*
Feb. 5.....Sophocles: *Antigone*
Feb. 7.....Aristotle: *Nicomachean Ethics*: **term paper proposals due**
Feb. 12.....Aristotle: *Nicomachean Ethics*
Feb. 14.....Islamic Philosophy (handout)
Feb. 19.....Islamic Philosophy (handout) **first unit paper due**
Feb. 21 Islamic Literature (handout)
Feb. 26 **Class canceled: Conferences on first unit paper and on term paper proposals**
Feb. 28.....Islamic Literature (handout);
March 4Augustine
March 6..... Abelard: *Historia Calamitatum* **second unit paper due**
March 18 Abelard: *Historia Calamitatum*
March 20*Historia Calamitatum; Letters of Abelard and Heloise*
March 25*Letters of Abelard and Heloise* **2 to 3 page rough draft of term paper due**
March 27*Letters of Abelard and Heloise*
April 1 **Conferences on term papers with instructors**
April 3 Hobbes: *Leviathan*
April 8Hobbes: *Leviathan* **third unit paper due**
April 10presentation meetings in class
April 15Hobbes: *Leviathan*
April 17**GROUP PRESENTATIONS**
April 22**GROUP PRESENTATIONS**
April 24Shakespeare: **peer evaluations of third unit papers returned to authors**
April 29Shakespeare:
May 1Shakespeare

Final Exam: **Fourth Unit Paper and Term Paper Due**

11:00 TR class: Thursday, May 8, 10:30 a.m. to 12:30 p.m. (final exam period)

12:30 TR class: Tuesday, May 6, 10:30 a.m. to 12:30 p.m. (final exam period)

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	NA
<input type="checkbox"/> New Course (Parts II, IV)	College	NA
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HON 311
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	Honors Civilization II
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Honors Program
<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	NA	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	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	10/17/88	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
TCAC Committee	4/23/09	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.)
Convert all sections of HON 311 to writing intensive.

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: All EKU students are required to complete at least one writing intensive course prior to graduation. HON 311 is one of four honors courses, all general education-approved courses, that all newly-enrolled, many currently-enrolled, and many transfer students in honors will take to complete their requirements in honors. Converting these courses to writing intensive both clearly indicates the role writing plays in them and allows our students to complete their writing intensive requirement within honors.

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

Personnel Impact: Each section of HON 311 currently is capped at 20 students; given that these courses have always been run with a particular emphasis on writing in their instruction, there should be no demonstrable additional impact on personnel.

Operating Expenses Impact: Initial course development is supported by the QEP and the Thinking and Communicating Across the Curriculum Advisory Board.

Equipment/Physical Facility Needs: No new equipment or facilities are needed.

Library Resources:

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

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

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

New or Revised* Catalog Text

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

HON 311W Honors Civilization I. (3) II. Formerly HON 311. Analyzes the economic, political, and intellectual forces that have changed the world since c. 1700 A.D. with emphasis on the French Revolution, the Industrial Revolution, Imperialism, the World Wars, and the Emergence of the Third World. Credit will not be awarded to students who have credit for HON 311. Gen. Ed. VC.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HON	311W	Fall 2009	AS _____ JS _____ BT _____ EM <input checked="" type="checkbox"/> ED _____ PC _____ HS _____	NA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>Formerly HON 311</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)X			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

HON 311W: Honors Civilization II

Dr. Bruce Maclaren
180 Memorial Science
2-1503
Office Hours:
Mon., Wed.,
Fri., 1:30-4:20
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Dr. Catherine Howey
306 Keith
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Office Hours:
Mon., Wed.,
Fri. 10-11
Catherine.Howey@eku.edu

Dr. Brad Wood
311 Keith
2-1289
Office Hours:
Mon. 2-4; Tues. 1-3;
Wed. 2-3
Brad.Wood@eku.edu

(All instructors also available by appointment)

Required Books

Adas, Michael, *“High Imperialism” and the New History*. American Historical Association, 2003.

Brower, Daniel. *The World Since 1945: A Brief History*. 2nd ed. Prentice Hall, 2005.

Censer, Jack and Lynn Hunt, *Liberty, Equality, Fraternity: Exploring the French Revolution*. Penn State University Press, 2001.

Hacker, Diane. *A Pocket Style Manual*. 4th ed. Bedford/St. Martin’s, 2004.

Speilvogel, Jackson J., *Western Civilization*, vol II: Since 1500 7th ed. Thompson/Wadsworth, 2009.

Stearns, Peter. *Interpreting the Industrial Revolution*. American Historical Association, 1991.

Tierney, Brian and Joan Scott. *Western Societies: A Documentary History*, vol. II. 2nd ed. McGraw-Hill, 2000.

Learning Outcomes

The chronological boundaries of the course extend from the 18th century to the present. Within those boundaries, students will learn to:

1. Critically analyze historical primary sources. (Gen.Ed. goals 2, 3, 4, 6)
2. Evaluate and critique historical information from textbooks, monographs, and scholarly articles. (Gen.Ed. goals 1, 2, 3, 4, 6)
3. Create thesis statements, evaluate arguments and resolve issues in historical context. (Gen.Ed. goals 1, 2, 3, 4, 6)
4. Communicate effectively orally and in writing the conclusions derived from historical materials. (Gen.Ed. goals 1, 2)
5. Demonstrate the connections between history and the humanities. (Gen.Ed. goal 7)

University General Education goals

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

Goal 1: Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology.

Goal 2: Use appropriate methods of critical thinking and quantitative reasoning to examine issues and identify solutions.

Goal 3: Analyze the historical and social contexts of cultural, economic, political, religious and scientific developments.

Goal 4: Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities.

Goal 6: Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works.

Goal 7: Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history and the social and behavioral sciences.

Grades

Your final grade for HON 311 will be based upon the following total of 612 points:

Class discussion and question sets	132
Source Analysis Essays (3 total)	180
Panel Participation	100
Primary Source Paper	200

Each of these assessments and their links to the course learning outcomes are explained below.

Grading Scale

A	612-551
B	550-490
C	489-428
D	427-367
F	fewer than 367 points

Note that you may see your individual current point standing at any time by going online at Blackboard HON 311 at the site designated for your section.

**** Please note: All written work (including written responses to discussion questions, source analysis essays, primary source paper, etc.) must be in Standard English and complete sentences.**

Daily Discussion Questions (Course Learning Outcomes 1, 2, 4)

For most class sessions, there will be a reading response or alternative assignment. You will be given questions to answer in connection with each assignment. No discussion questions should be written during the class period. You should be prepared to participate in class discussions based on your written responses to the readings. Please ask questions. Question the instructors and your classmates.

Your grade on each discussion question set will be assigned on a 0-4 point basis. We encourage you to discuss the readings with other students. Your written responses to the discussion questions, however, must be entirely your own. If your answer and that of another student are in the same words, both will be given a score of 0. Do not copy your answer from the text of the readings. Do all the readings, think about the questions, and then write your responses.

In addition to the assigned books, there are other documents and materials posted on the Blackboard Common Materials site, to which you have access. As noted on the Course Calendar, there are documents posted in the Course Documents folder and web links posted in the External Links folder.

Daily Discussion

A primary benefit of the Honors Program is the opportunity to interact with instructors and other students in a small-class setting. For Honors Civilization, that means participating in class discussions, student panels, and other class activities. On specific days throughout the semester there will be readings for which questions are provided, but written answers are not required. On

these days, students are still expected to participate in the discussion by actively listening, asking questions, commenting, and otherwise putting their energy into the classroom. On these days participation will be graded on a 0-4 point scale. Although we do not necessarily expect that every student's voice will be heard in every class period, we do expect to see each student come prepared to help the class move forward through an appropriate level of participation.

You will have the opportunity through class discussion and the discussion question sets to earn a maximum of 132 points. There are 36 days on which discussion or discussion questions will be graded (totaling 144 points). You may not, however, gain more than 132 points for this portion of the coursework. This will allow a total of twelve points that can be missed at the student's discretion. Students may write as many of the assigned question sets as they wish in an effort to come as close to 132 points as possible. **No discussion questions will be accepted from students not attending class on the day that the discussion questions are due, except for demonstrated medical reasons or for documented university activities.**

Source Analysis Essays (Course Learning Outcomes 1, 2, 4)

On three occasions during the semester you will be given primary sources to read and analyze with sufficient care to interpret their historical significance. You may use both your textbook and monographs to aid you in this task, but the primary goal is for your voice to identify the basic components of the documents, describe and understand their forms and purposes, and lastly to interpret them. Each of the essays will be worth 60 points. These essays are replacing hour examinations, so take care in doing them. The essays should be from three to four pages in length, word-processed and double-spaced, with one-inch margins on all sides and in 12-point font. The due dates are indicated in the Course Calendar for this class, and more details will be given about each paper closer to the assignment's due date.

Panel Presentation (Course Learning Outcomes 1, 2, 4)

The last four classes of the semester, each student will participate in a group that will teach the class. The basis for each of the panel groups is explained on separate pages. The schedule and due dates for these presentations are as follows:

Class will create four presentation groups:
 Panel topic paragraph due from all groups
 Panel I outline due and meet with instructors
 Panel II outline due and meet with instructors
 Panel III outline due and meet with instructors
 Panel IV outline due and meet with instructors

Panel I teaches
 Panel II teaches
 Panel III teaches
 Panel IV teaches

The panel presentation and its preparation are worth a total of 100 points. Students will be graded individually for their roles in actual group presentations at the end of the semester. Failure to attend and to participate appropriately in the other three student presentation sessions will reduce your score by 4 points for each absence (i.e. 4 points apiece). See the separate Panel Instructions for further details.

Primary Source Paper (Course Learning Outcomes 1, 2, 3, 4)

The Primary Source Paper is explained on separate pages.

Course Schedule

	Course Introduction	
	Political Perspectives, 1689-1789	Spielvogel, 451-458, 466-474; Tierney, 11-13, 102-105
	Enlightenment, 1689-1789	Spielvogel, 510-531, 561-567; Tierney, 105-106, 116
	Holiday	
	French Revolution: A Society in Crisis?	Censer/Hunt 1-21, 1.1, 1.3, 1.6, 1.12; Tierney 169-171
	French Revolution: Constitutional to Democratic Revolution	Censer/Hunt 50-66, 2.1, 2.3, 2.7 thru 2.11; Images 1-11; Tierney 173-177
	French Revolution: Terror, War, and Resistance <i>Topics chosen by class time</i>	Censer/Hunt 86-105, 2.5, 3.2, 3.3, 3.4, 3.5; Tierney 196-200
	French Revolution: the Revolution in the Colonies <i>Panels created in class</i>	Censer/Hunt 116-129, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6; Speilvogel, 422-425
	French Revolution: The Rise and Fall of Napoleon Bonaparte	Censer/Hunt 140-159, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7 ; Tierney 202-205
	French Revolution: Legacies and Interpretations	Censer/Hunt, 172-186; 6.1, 6.2, 6.3, 6.4
	First Source Analysis Essay due	
	Research Workshop	
	Industrialization	Stearns, v-vii, 1-11; Speilvogel, 605- 612
	Industrialization and Social Worlds	Stearns, 12-29; Speilvogel, 618-623; Tierney, 246-249
	Industrialization and Standards of Living	Spielvogel, 623-626; Tierney, 240- 44, 262-264
	Industrialization and Ideologies	Speilvogel, 627-630; 685-687; Tierney, 260-62
	Industrialization and the Wider World	Stearns, 31-51; Speilvogel, 613-18
	Second Source Analysis Due	
	Nationalism	Speilvogel, 644, 670-678; Tierney, 315-316, 318-320
	Darwinism and Social Darwinism	Speilvogel, 689, 735-37; Darwin document in Blackboard
	High Imperialism	Adas, 1-4; Tierney, 322-323
	Part 1 Paper Workshop Part 1 of paper due	
	Motives for Imperialism	Adas, 4-8; Tierney, 323-28; Speilvogel, 752-759

	Responses to Imperialism	Adas, 8-16; Speilvogel, 759-761
	Legacies of Imperialism Revised part 1 of paper due	Adas, 16-26; Speilvogel, 883-890; Gandhi document in Blackboard
	Cultural Transitions and Anxieties	Speilvogel, 732-734, 736-746
	No Class: Go to San Antonio	
	World War I	Speilvogel, 769-788; Tierney, 356-362, 364-367, 374-376
	The Russian Revolution	Speilvogel, 789-795, 823-826; Tierney, 386-88, 391-93, 398-400
	The Treaty of Versailles Part 2 of paper due	
	Holiday	
	Crisis and Response	Speilvogel, 803-836; Tierney, 420-30
	World War II	Speilvogel, 839-857; Tierney, 434-39, 444-46
	Atomic War and the Holocaust Panel topic paragraphs due	Speilvogel, 857-872; Tierney, 449-51
	The Cold War	Brower 11-13, 39-55; Tierney 462-467
	Mao Zedong and China	Brower 56-74; Mao's 1949 speech in Blackboard Course Documents
	Ho Chi Minh and Vietnam Final papers due	Brower 75-82; Lyndon Johnson-Ho Chi Minh letters on Blackboard
	African Liberation <i>Panel I outline due and meet with instructors</i>	Brower 121-138; speech of Jomo Kenyatta and Mandela document in Blackboard Course Documents
	Latin America and Fidel Castro <i>Panel II outline due and meet with instructors</i>	Brower 138-158; Castro document in Blackboard Course Documents
	Arab World and Gamal Nasser <i>Panel III outline due and meet with instructors</i>	Brower 160-161, 168-186; Nasser document in Blackboard Course Documents
	Holiday	
	Holiday	
	Arms Race and End of the Cold War <i>Panel IV outline due and meet with instructors</i>	Brower 209-228; Andrei Sakharov excerpt in Blackboard Course Documents
	Panel I	
	Panel II	
	Panel III	
	Panel IV	
	Review and Evaluation	
Final Exam	Final Source Analysis Due	1:00 p.m. (no later than)

Academic accommodations

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 statement

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

Last day to drop

The last day to drop this class is

Inclement weather planRegular class times

9:05-9:55

10:10-11:00

11:15-12:05

12:20-1:10

1:25-2:15

2-hour delay times

10:50-11:30

11:40-12:20

12:30-1:10

1:20-2:00

2:10-2:50

Final Exam Schedule

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	NA
<input type="checkbox"/> New Course (Parts II, IV)	College	NA
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HON 210
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	Honors Civilization I
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Honors Program
<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	NA	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	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	10/17/88	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
TCAC Committee	4/23/09	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.)
Convert all sections of HON 210 to writing intensive.

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: All EKU students are required to complete at least one writing intensive course prior to graduation. HON 210 is one of four honors courses, all general education-approved courses, that all newly-enrolled, many currently-enrolled, and many transfer students in honors will take to complete their requirements in honors. Converting these courses to writing intensive both clearly indicates the role writing plays in them and allows our students to complete their writing intensive requirement within honors.

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

Personnel Impact: Each section of HON 210 currently is capped at 20 students; given that these courses have always been run with a particular emphasis on writing in their instruction, there should be no demonstrable additional impact on personnel.

Operating Expenses Impact: Initial course development is supported by the QEP and the Thinking and Communicating Across the Curriculum Advisory Board.

Equipment/Physical Facility Needs: No new equipment or facilities are needed.

Library Resources:

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

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

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

HON 210W Honors Civilization I. (3) II. Formerly HON 210. Analyzes the historical development of Western and other major civilizations to the eve (c. 1700) of the Industrial Revolution with emphasis on: Ancient Greece, the historical setting for an Asian Religion, Europe c.1300, and Europe c. 1650. Credit will not be awarded to students who have credit for HON 210. Gen. Ed. VA.

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

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

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>Formerly HON 210</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) <u>X</u>	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.)

HON 210W: Honors Civilization I

Dr. Catherine Howey 306 Keith 622-1362 Office Hours: MWF 10:15-11:00 Catherine.Howey@eku.edu	Dr. Jackie Jay 326 Keith 622-1371 Office Hours: Tues. 1-3, Thurs. 2-4 Jackie.Jay@eku.edu	Dr. Bruce MacLaren 180 Memorial Science 622-1503 Office Hours: MWF 3-4:30, Tues./Thurs. 2-3:30 Bruce.Maclaren@eku.edu	Dr. Brad Wood 311 Keith 622-1289 Office Hours: Mon. 3:30-5, Tues. 1-4 Brad.Wood@eku.edu
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(All instructors also available by appointment)

Catalog Description

Honors Civilization I. (3). Analyzes the historical development of Western and other major civilizations to the eve (c. 1700) of the Industrial Revolution with emphasis on: ancient Greece, the historical setting for an Asian Civilization, Europe c. 1300 and Europe c. 1650. Gen. Ed. VA

Required Books

- Armstrong, Karen. *Islam: A Short History*. Revised edition. Modern Library, 2002.
- Baldwin, John W. *The Scholastic Culture of the High Middle Ages, 1000-1300*. Waveland Press, 1971.
- Hacker, Diana A *Pocket Style Manual* 4th ed. Bedford/St. Martin's 2004
- Hill, Christopher. *The World Turned Upside Down*. Penguin, 1972.
- Hunt, Lynn et al. *The Making of the West: Peoples and Cultures*, vol. I: To 1740. 2d ed. Bedford/St. Martin's, 2005.
- Thornton, Bruce. *Greek Ways: How the Greeks Created Western Civilization*. Encounter Books, 2000.
- Tierney, Brian and Joan Scott. *Western Societies: A Documentary History*, vol. I. 2nd ed. Boston: McGraw-Hill, 2000

Learning Outcomes

The chronological boundaries of the course extend from the period of the ancient Greeks through the seventeenth century. Within those boundaries, students will learn to:

1. Critically analyze historical primary sources. (Gen.Ed. goals 2, 3, 4, 6)
2. Evaluate and critique historical information from textbooks, monographs, and scholarly articles. (Gen.Ed. goals 1, 2, 3, 4, 6)
3. Create thesis statements, evaluate arguments and resolve issues in historical context. (Gen.Ed. goals 1, 2, 3, 4, 6)
4. Communicate effectively orally and in writing the conclusions derived from historical materials. (Gen.Ed. goals 1, 2)
5. Demonstrate the connections between history and the humanities. (Gen.Ed. goal 7)

University General Education goals

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

Goal 1: Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology.

Goal 2: Use appropriate methods of critical thinking and quantitative reasoning to examine issues and identify solutions.

- Goal 3: Analyze the historical and social contexts of cultural, economic, political, religious and scientific developments.
- Goal 4: Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities.
- Goal 6: Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works.
- Goal 7: Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history and the social and behavioral sciences.

Grades

Your final grade for HON 210 will be based upon the following total of 660 points:

Discussion Question sets	120
Panel Participation	100
Source Analysis Essays (3 total)	240
Historical Argumentative Essay	200

Grading Scale

- A 660-594
- B 593-528
- C 527-462
- D 461-396
- F fewer than 396 points

Please note: All written work (including written responses to discussion questions, source analysis essays, historical essay, etc.) must be in Standard English and complete sentences.

“Documents”

Some reading assignments will be available only in the “Documents” folder in Blackboard. These assignments are indicated in the Course Calendar with the notation “in Documents.” **On those class days when there is an assignment of a document in the “Documents” collection, please bring the document(s) with you to class.**

Blackboard

All written assignments as well as the syllabus, course calendar, and other essential documents will be both passed out in class and posted on Blackboard as a backup. These items will be available to you through the HON 210 Common Materials site. All essays written in HON 210 will also be turned in on Blackboard using the Safe Assignment feature, which will be explained more fully in class. If you have not used Blackboard before, ask the instructors for a sheet of directions for accessing this web feature. If you do not see two Blackboard sites for HON 210 on your list of Blackboard courses, please contact one of the course instructors.

Daily Discussion Questions (Course Learning Outcomes 1, 2, 4)

For most class sessions, there will be a reading response or alternative assignment. You will be given questions to answer in connection with each assignment. No discussion questions should be written during the class period. You should be prepared to participate in class discussions based on your written responses to the readings. Please ask questions. Question the instructors and your classmates.

Your grade on each discussion question set will be assigned on a 0-4 point basis. We encourage you to discuss the readings with other students. Your written responses to the discussion

questions, however, must be entirely your own. If your answer and that of another student are in the same words, both will be given a score of 0. Do not copy your answer from the text of the readings. Do all the readings, think about the questions, and then write your responses.

In addition to the assigned books, there are other documents and materials posted on the Blackboard Common Materials site, to which you have access. As noted on the Course Calendar, there are documents posted in the Course Documents folder and web links posted in the External Links folder.

A primary benefit of the Honors Program is the opportunity to interact with instructors and other students in a small-class setting. For Honors Civilization, that means participating in class discussions, student panels, and other class activities. You should be prepared to participate in class discussions based on your written responses to the readings. Please ask questions. Question the professors and share your insights and opinions.

You will have the opportunity through the 33 possible daily point days to earn a maximum of 120 points. In other words, you may choose to skip 3 of the days altogether, or you may do all of them in order to help raise the grade to a number as close to 120 as possible. Any points over 120 will not be counted toward your final grade. **No discussion questions will be accepted from students not attending class on the day that the discussion questions are due, except for demonstrated medical reasons or for documented university activities.**

Examinations

There will be no hourly examinations during the semester. The final examination will be the fourth source analysis essay and it will be completed on a take-home basis. **This final source analysis is due no later than ? at 12:00 p.m., in the office of the instructor who will grade your section.**

Source Analysis Essays (Course Learning Outcomes 1, 2, 4)

On three occasions during the semester you will be given primary sources to read and analyze with sufficient care to interpret their historical significance. You may use both your textbook and monographs to aid you in this task, but the primary goal is for your voice to identify the basic components of the document itself, describe and understand its form and purpose, and lastly to interpret it. These three essays will be worth eighty points each. These essays are replacing hour examinations so take care in doing them. The essays should be from three to four pages in length, word-processed and double-spaced, with one-inch margins on all sides and in 12-point font. The due dates are indicated in the Calendar of Classes for this class.

Panel Presentation (Course Learning Outcomes 1, 2, 4)

You will be given a separate handout regarding panel instructions and grading. In brief: The last four classes of the semester, each student will participate in a group that will teach the class. The basis for each of the panel groups is an assigned portion of Christopher Hill, *The World Turned Upside Down*. The specific page assignments for each group are indicated on the Calendar of Classes and the instruction sheet. Each group will meet with instructors twice, to discuss an initial paragraph of ideas (one month in advance) and a more detailed outline of ideas (two weeks in advance). These two meetings will take place immediately following class according to the dates on the panel presentation instruction sheet. Grading will be based on preparation as evidenced by the paragraph and outline, on the presentation itself, and on class participation during the panel presentations of others.

Historical Essay (Course Learning Outcomes 1, 2, 3, 4)

You will be given a separate package of instructions for your historical argumentative essay.

Academic accommodations

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 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.

<i>DATE</i>	<i>DAY</i>	<i>TOPIC</i>	<i>READINGS</i>
		Introduction	
		Mediterranean world	Hunt 21-50; Tierney 32-35
		Greek city states	Hunt 57-78; Thornton 109-138
		Research Session <i>Paper topics selected</i>	Hacker 100-108; Thornton 1-14
		Eros, and the Best and Worst Thing	Thornton 1-60
		The Roots of Emancipation	Thornton 61-83; Aristotle on Slavery in Documents
		The Father of All	Thornton 84-108; Hunt 85-92, 115-119
		The Birth of Rational Man <i>Panel Groups formed</i>	Thornton 139-161; Parmenides On Nature in Documents
		The Birth of Freedom <i>Initial bibliography and research question due</i>	Thornton 162-198
		Roman Republic values	Hunt, 163-172, 175-186; Tierney 101-103
		FIRST ESSAY DUE	
		From the Gracchi to Augustus	Hunt 187-209; Life of Augustus in Documents
		Christianity and Rome	Hunt 209-216, 225-234; Letter of Jerome in Documents
		3 rd Century crisis and beyond	Hunt 234-261; Tierney 148-149
		The Nature of a Historical Argument	Hacker 184-194
		The Byzantine Empire	Hunt, 272-292; Justinian's Code in Documents
		The Prophet	Armstrong, ix-xii, 3-23; <i>Quran</i> excerpts in

		Documents
	Muhammad's Successors	Armstrong, 23-53; Sunnah document in Documents
	Abbasid Rule and Ideas	Armstrong, 53-77; al-Baghdadi document in Documents
	New communities <i>Completed check sheet due to mentor</i>	Hunt, 342-349; Tierney 189-196; Rural Life documents in Documents
	Reform of Christianity	Hunt 365-372; Miracle of St. Maximinus in Documents
	A New Order	Hunt, 329-331; Armstrong, 81-93; Christian-Muslim document in Documents
	<i>Paper draft due</i>	
	The Crusades	Hunt, 372-379; Armstrong, 93-96; Tierney 210-213; Muslims and Franks document in Documents
	High Medieval Politics <i>Meeting with mentor, 3/24-4/4</i>	Baldwin, 1-13; Tierney 229-232; Louis IX document in Documents
	The Urban Setting	Baldwin, 15-34; Urban Revolt at Laon document in Documents
	Schools and Universities <i>Panel Group I topic paragraph due</i>	Baldwin, 35-57; Abelard document in Documents
	Secular Studies <i>Panel Group II topic paragraph due</i>	Baldwin, 59-77; Gratian document in Documents
	Theology <i>Panel Group III topic paragraph due</i>	Baldwin, 79-97; Aquinas document in Documents
	The Gothic World <i>Panel Group IV topic paragraph due</i>	Hunt 389-395, 447-450; Baldwin, 99-118
	Dissenters & Outsiders	Hunt, 419-431; Inquisition document in Documents
	SECOND ESSAY DUE	
	Crises of War, and Plague and Heresy	Hunt 467-493; Boccaccio document in Documents
	Lives, Politics, and New Worlds <i>Panel Group I outline due</i>	Hunt 505-525, Tierney 313-317
	Reforming Churches, Politics, and People <i>Final Paper due</i> <i>Panel Group II outline due</i>	Hunt 547-571, 573-577; Tierney 328-332, 336-337, 343-345
	Religion and Politics in France, Spain and Germany <i>Panel Group III outline due</i>	Hunt 581-589, 591-605; Tierney 352, 386-388
	Scientific Revolution and Galileo <i>Panel Group IV outline due</i>	Hunt 610- 617; Letter to the Grand Duchess Christina in

			Documents
		Henrician Reform and Elizabeth I	Tudor England document and Act in Restraint of Appeals document in Documents
		James I and Charles I	Stuart England document, James I document and Petition of Right document in Documents
		Panel 1 Masterless Men, Agitators, and Officers	Hill 19-72
		Panel 2 Levelers and True Levelers	Hill 87-150
		Panel 3 Seekers and Ranters	Hill, 151-230
		Panel 4 Quakers	Hill 231-258, 306-343
		Evaluation and review	
		FINAL ESSAY DUE	No later than 12:00 p.m.

Last day to drop

The last day to withdraw from this class is

Inclement weather planRegular class times

9:05-9:55

10:10-11:00

11:15-12:05

12:20-1:10

1:25-2:15

2-hour delay times

10:50-11:30

11:40-12:20

12:30-1:10

1:20-2:00

2:10-2:50



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Dr. Sherwood Thompson, Ed.D.,
Assistant Dean
Office of the Dean
College of Education
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FAX: (859) 622-5061

MEMORANDUM

TO: Rick McGee
FROM: Dr. Sherwood Thompson
Assistant Dean
DATE: Thursday May 7, 2009
SUBJECT: College of Education CAA Agenda Items

Please consider the following agenda items for the College of Education at the next CAA Committee meeting in May 2009:

Dept: American Sign Language and Interpreter Education **Chair: Dr. Laurence Hayes**

ASL 201	Course Revision	Page 1
ASL 202	Course Revision	Page 4

Dept: Curriculum and Instruction **Chair: Dr. Dorie Combs**

MAT – Elementary Option	Program Suspended	Page 7
EMS 864S	New Course / Hybrid Course	Page 11
ELE 446S	Hybrid Course	Page 19
ELE 446	Hybrid Course	Page 29
ELE 492S	Hybrid Course	Page 32
ELE 492	Hybrid Course	Page 42
Elementary Education (P-5) Teaching (B.S.)	Program Revision	Page 45
Special Education/Teaching B.S. Learning and Behavior Disorders	Program Revision	Page 47
Deaf and Hard of Hearing (P-12) with Elementary Education (P-5) Teaching (B.S.)	Program Revision	Page 49
Elementary Education Teaching B.S.	Program Revision	Page 51

Dept: Special Education

Chair: Dr. Justin Cooper

SED 401	Course Revision	Page 55
SED 401S	Hybrid Course	Page 65
Teacher Education Programs	Program Revision	Page 74



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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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 American Sign Language & Interpreter Education <hr/> College Education <hr/> *Course Prefix & Number ASL 201 <hr/> *Course Title (30 characters) American Sign Language III <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	3/24/09	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	4/7/07	Approved _____ Disapproved _____ WITHDRAWN
General Education Committee*	4/28/09	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 remove this course from Block VIII of the General Education options. 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: Students taking ASL 201 have already satisfied General Education requirements by passing (or credit by exam) ASL 101 & 102, which are included in the General Education Block VIII options. Therefore, ASL 201 is not needed as an option under Block VIII.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

(*Use **strikethrough** for deletions and **underlines** for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
 ASL 201 American Sign Language III. (3) I, II. Prerequisite: ASL 102 with a minimum grade of "C" or departmental permission. Development of intermediate expressive and receptive ASL skills and cultural features of the language and community. 3 Lec/1Lab. ~~Gen. Ed. VIII.~~

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ASL	201	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
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.

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 American Sign Language & Interpreter Education College Education *Course Prefix & Number ASL 202 *Course Title (30 characters) American Sign Language IV *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	3/24/09	Graduate Council* N/A
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	4/7/09	Council on Academic Affairs Approved ____ Disapproved ____
General Education Committee*		Faculty Senate** NA
Teacher Education Committee*	4/28/09	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 remove ASL 202 course from Block VIII of the General Education options. 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: Students taking ASL 202 have already satisfied General Education requirement (Block VIII) by passing (or credit by exam) ASL 101 & 102, which are included in the General Education Block VIII options. Therefore, ASL 202 is not needed as an option under the Block VIII general education choices.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

4. For a new course, provide the catalog text.
5. For a revised course, provide the current catalog text with the proposed text using **strikethrough** for deletions and **underlines** for additions.
6. 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.)

ASL 202 American Sign Language IV. (3) I, II. Prerequisite: ASL 201 with a minimum grade of "C" or departmental permission. Continued development of intermediate expressive and receptive ASL skills and cultural features of the language and community. 3 Lec/1Lab. ~~Gen. Ed. VIII.~~

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 **strikethrough** for deletions and **underlines** for additions.
6. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use **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)*
ASL	202	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
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 type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Elementary Option - Master of Arts in Teaching (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee		Graduate Council* 5/4/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/3/09	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	3/24/09	Faculty Senate** 9/14/09
Teacher Education Committee*	5/8/09	Board of Regents** 1/25/10
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Suspend admissions to the Elementary certification option of the Master of Arts in Teaching Program. Program will be in moratorium indefinitely.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>August 2009* *Dr. Naugle will discuss a Summer effective date with the Registrar's Office.</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>Fall 2009</p>	
<p>B. The justification for this action:</p> <p>The large number of elementary certified teachers in the state of Kentucky and large number of elementary certified EKU undergraduates does not justify the graduate certification program for elementary teachers.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: This is a 48 hour degree program – its suspension will free faculty to teach other courses.</p> <p>Operating Expenses Impact:</p> <p>Equipment/Physical Facility Needs:</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.)

7. For a new course, provide the catalog text.
8. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
9. 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

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

DEPARTMENT OF CURRICULUM AND INSTRUCTION

ALTERNATIVE ROUTES TO INITIAL CERTIFICATION

MASTER OF ARTS IN TEACHING

(Page 66 of the 2008-09 *Graduate Catalog*)

~~Elementary Education~~, Middle Grades, Secondary Education, P-12 Programs, and Interdisciplinary Early Childhood Education Options

~~Curriculum Requirements for Master of Arts in Teaching Elementary Education P-5 Option~~

Professional Education Core	21 hours
EGC 820, 826, 827, 829, 830.....	18 hours
SED 800	3 hours
Specialization	27 hours
ELE 810, 871	6 hours
EME 863, 866, 870, 874, 710, 796	18 hours
MAT 803	3 hours
Minimum Program Total	48 hours

Middle Grades 5-9 Option

Professional Education Core	27 hours
EGC 820, 830, 835, 836, 837, 839.....	21 hours
EMG 806	3 hours
SED 800	3 hours
Specialization	12 hours
Courses will be selected with advisor approval.	
Minimum Program Total	39 hours

Secondary P/12 Education Option

Professional Education Core	27 hours
EGC 820, 830, 845, 846, 847, 889.....	21 hours
EMG 806 or EMS 774	3 hours
SED 800	3 hours
Specialization	12 hours
Courses will be selected with advisor approval.	
Minimum Program Total	39 hours

This program, offered out of the Department of Special Education, entitles certified individuals to teach children ages birth to five with and without disabilities.

Interdisciplinary Early Childhood Education Option

Professional Education Core	15 hours
EGC 820, 829, 830.....	9 hours
SED 897	6 hours
Specialization	28 hours
SED 718, 722, 790, 811	13 hours
CDF 741, 744, 747	9 hours
OTS 715, ELE 719	6 hours
Minimum Program Total.....	43 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 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 Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number EMS 864S <hr/> *Course Title (30 characters) Teaching in the Outdoors <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	3/19/09	Graduate Council* 5/4/09
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	4/7/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/21/09
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	4/29/09	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.) New course developed</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2009 (effective date revised to Summer in CAA meeting).</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: This is a new course that combines teaching outdoors with a service learning component. This course is being added to address the interest and need in using the environment and environmental issues as an instructional context as well as to address the service component of such place-based education. The community partner for the service learning project is the Kentucky Division of Air Quality. A service learning grant was secured for start up funds.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: A service learning grant was secured for start up funds. There will be no additional costs after planning the first course.</p> <p>Operating Expenses Impact: A service learning grant was secured for start up funds. Since the course will be scheduled every other year, funds generated through the Division of Natural Areas (Dr. Wilder is the Director) or Curriculum and Instruction will be designated to supplement the minimal transportation and camping fees.</p> <p>Equipment/Physical Facility Needs: A service learning grant was secured for start up funds and will be used to buy any materials and equipment needed in the future. No additional funds will be needed after the first course.</p>

Library Resources: A service learning grant was secured for start up funds. . No additional funds will be needed after the first course.

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

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

10. For a new course, provide the catalog text.
11. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
12. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

EMS 864S Teaching in the Outdoors. (3) A. Basic principles of outdoor teaching combined with outdoor skills and an environmental issue service-learning investigation. Due to its content, this will be taught in workshop format during the summer. Service learning activities required.

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)*
EMS	864 S	Summer 2009	AS _____ JS _____ BT _____ EM _____ ED <u>XX</u> PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. NA	
3	Lecture _____	Laboratory _____	Other <u>40</u>	
Cip Code (first two digits only)	13			
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
8	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.)

1. Department of Curriculum and Instruction

EMS 864 S, Teaching in the Outdoors

Credit Hours: 3

2. Catalog Course Description:

Basic principles of outdoor teaching will be combined with outdoor skills and an environmental issue service learning investigation. Due to its content, this will be taught in workshop format during the summer semester.

3. Text:

Bunting, C. (2005). *Interdisciplinary Teaching through Outdoor Education*. Champaign, IL: Human Kinetics Publishers

Hammerman, D, Hammerman, W. & Hammerman, E. (2001). *Teaching in the Outdoors*. Danville, IL: Interstate Publishers

Hungerford, H., Volk, T., Ramsey, J., Litherland, R. & Peyton, R. (2003). *Investigating and Evaluating Environmental Issues and Actions*, Champaign, IL: Stipes Publishing.

Description of the Service Learning Project

Students in this class will be involved in analyzing the environmental issue of air quality in a region that produces its electricity from coal fired power plants and much of the home heat from burning coal and wood. We will be working with Kentucky's Division of Air Quality for this project. At this point in time, the Division has no monitors for air quality in southeastern Kentucky. Students in this course will be trained to collect air quality data using lichens as bio-indicators. The students will be required to collect and analyze this data and report it to the Division of Air Quality. This data will be particularly valuable in helping to assess the air quality impact of non point source pollutants such as coal and wood burning home heating systems.

4. Student Learning Outcomes:

Upon successful completion of this course, the student will be able to:

1. Describe the environmental issues investigation and evaluation process (an environmental education model for critical thinking).
2. Demonstrate that they have developed skills to be informed, critical and creative thinkers who can communicate effectively concerning a particular environmental issue.
3. Explain the values and beliefs of all community players involved in an environmental issue.
4. Use the environmental issues investigation process to determine appropriate actions with respect to a specific environmental issue.
5. Explain the critical thinking skills such as identifying issues, analyzing data and viewpoints, developing solutions and articulating these proposed solutions that are involved in environmental issue investigation and evaluation.
6. Explain the value of outdoor education
7. Explain the historical roots of outdoor education
8. Demonstrate a variety of outdoor education teaching strategies
9. Demonstrate a variety of outdoor skills such as camping, hiking and fishing
10. Explain the value of participating in an environmental community service learning project.
11. Apply their knowledge of issues evaluation, outdoor education and outdoor skills in creating a service learning project designed for their students.

5. Evaluation Methods

The assignments listed above will all be evaluated on a point basis. The grade will be based on a percentage of those points as specified: 92-100% =A, 83-91%=B, 74-82%=C, <74%=F
Late assignments except for Blackboard postings will be accepted with a deduction of 10% of the total grade for each week it is late.

6. Student Progress:

The instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course through feed back on learning tasks.

7. Attendance Policy:

Daily attendance is expected. Absences equating 20% of the class meetings will result in automatic failure. Chronic tardiness will be considered the same as being absent. The student is responsible for presenting adequate reason for absence to the instructor in order to be given opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family or participation in an approved University activity.

8. Last Day to Drop/Withdraw:

The last day to drop the course is just prior to the mid-point of the course.

9. Disability Statement:

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

10. Academic Integrity

Academic dishonesty will not be tolerated. Depending upon the seriousness of the infraction, students found guilty of plagiarizing or cheating will be sanctioned in any of several ways. These range from a failing grade on the assignment to being assigned a failing grade in the course. For a full description of what is considered plagiarizing and cheating, refer to the section titled Academic Honesty Policy in the University Handbook for Students**Course**

11. Course Requirements

1. Course readings
- 2, Daily reflective field journal
3. Participation in all aspects of outdoor skills instruction
4. Participation in data collection for service learning project, lichens as air

- quality indicators
- 5. Written report for the Division of Air Quality on service learning project findings with analysis and suggestions.
- 6. Planned K-12 service learning project (see attached scoring guide)

12. Outline:

1. Environmental issues investigation and evaluation process
2. Philosophy and history of outdoor education
3. Research supporting the use of outdoor education
4. Bio-monitoring through lichen study
5. Outdoor education teaching strategies
6. Outdoor skills instruction
7. Participate in environmental community service learning project
8. Reflection on their participation in the service learning project
9. Planning a service learning project to implement in their classrooms

13. Schedule

- Day 1: Introduction to Workshop format
Begin environmental issues investigation and evaluation module
Begin outdoor skills instruction
- Day 2: Overnight Field Trip to Lilley Cornett Woods
Discussion of philosophy and history of outdoor education
Bio-monitoring through lichens instruction
Discussions with Division of Air Quality personnel
Continue environmental issues investigation module
- Day 3: Continue environmental issues investigation and evaluation module
Continue outdoor skills instruction
Demonstration and discussion of outdoor teaching strategies
Begin service learning project—Data Collection at Lilley Cornett Woods
- Day 4: Continue environmental issues investigation and evaluation module
Continue outdoor skills instruction
Research for service learning project
- Day 5: Overnight Field Trip, Rockcastle River in Daniel Boone National Forest Continue environmental issues investigation and evaluation module
Continue outdoor skills instruction
Data Collection at Site 2, Daniel Boone National Forest, London Ranger District
Discussion with US Forest Service personnel about outdoor education and need for bio-monitoring for air quality
- Day 6: Continue environmental issues investigation and evaluation module
Continue outdoor skills instruction

- Day 7 Overnight field trip to Cave Run State Park
Complete environmental issues investigation and evaluation module
Continue outdoor skills instruction
Data Collection at Site 3, Daniel Boone National Forest, Cumberland
Ranger District
- Day 8 Data report project and reflections for the Division of Air Quality and US
Forest Service
Begin service learning plan for K-12 students
Reflection on the effectiveness of using the environmental issues
investigation and evaluation module

Official E-mail: An official EKU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Service Learning Project Plan Scoring Guide

Reference: http://www.servicelearning.org/filemanager/download/K-12_Service-Learning_Project_Planning_Toolkit.pdf

I. Planning and Preparation

60 points

- A. Identify the community that you will serve. This cannot be your school.
- B. Select a community need (based on criteria such as relevance to student learning, urgency, student interest, etc.). Include contact information for person/agency in charge.
- C. Describe overall purpose of the project
- D. Describe impacts do you hope it will have on students and the community they serve.
- E. Identify Core Content/Program of Studies
- F. Develop a plan to assess student learning

II. Implementing the Service Activity

75 points

- A. Explain how each of the following steps will be accomplished by students including the resource/materials needed and the actual activities.
 - 1. Research the problem/need
 - 2. Selecting a solution
 - 3. Writing an action plan
- B. Explain what orientation and training students will need
- C. Complete the following table to explain how you will address planning issues.

Administrative Issue	Challenges	Resources	Strategies
Scheduling the service experience			
Gaining administrator permission and support			
Gaining parent permission and support			
Transportation			
Materials and equipment needs			
Potential risks			

- D. Explain how all participants will reflect on their experiences in all phases of the project.

III. Culminating Event

25 points

- A. Explain how students will celebrate their accomplishments.
- B. Explain how students will demonstrate their knowledge at a culminating event.
- C. Explain what future planning will occur.

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 Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 446S <hr/> *Course Title (30 characters) Reading and Language Arts P-5 <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee _____ <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	4/16/09	Graduate Council* _____ Council on Academic Affairs _____
College Curriculum Committee _____	5/5/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> _____
General Education Committee* _____	NA	Faculty Senate** _____
Teacher Education Committee* _____	4/28/09	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.) Adding a service learning component to the course</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008 (students participated in the service learning course in the fall of 2008)</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: This course was/will be offered in addition to two regular sections of the course. This service learning course will differ in the regular sections of the course because the students in service learning section will teach reading and writing strategies using Non-fiction (Science FOSS curriculum) in an after-school, 21st Century program. Additionally, the practicum students in the service learning section will be involved in what is termed Convergence three times a week. The convergence consists of ECU students working one-on-one with a student who has reading difficulties. This benefits both the elementary student and the ECU student who gets to practice what he/she is learning in ELE 446. The benefits of this relationship are reciprocal: the pre-service elementary teachers will be afforded the opportunity to prepare, to teach lessons, to evaluate the lesson taught, and to gain valuable teaching experience and tutoring experiences in reading/writing/language arts. The elementary students will be exposed to research-based reading/language arts methods of teaching and learning that they may not be given the opportunity to experience in the other sections. The elementary school hosting our students experienced higher reading, writing, math and science test scores.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact none</p>	

Operating Expenses Impact: Using existing resources

Equipment/Physical Facility Needs: Using existing resources

Library Resources: No additional funds will be needed after the first course. This course encourages the pre-service elementary teachers to utilize resources available to through the Learning Resource Center.

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

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

- 13. For a new course, provide the catalog text.
- 14. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 15. 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.)

ELE 446S Reading and Language Arts P-5. (3) I, II. Prerequisites: EDF 319, EDF 413, ELE 445 with a grade of "C" or higher and admission to professional education. Prerequisite or Corequisite: SED 401. Emphasis on theory, curriculum, teaching techniques and materials, instructional planning, assessment and use of results. Twenty field/clinical hours and a minimum of 15 service learning hours. Cannot earn credit for ELE 446.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ELE	446 <u>S</u>	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED <u>XX</u> PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>NA</u>	
3	Lecture <u>2.5</u>	Laboratory <u>2.5</u> Other <u>3</u>	Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
8	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		
		Thesis _____			Date of data entry _____
		Internship _____			
		Independent Study _____			Data entry person _____
		Practicum _____			

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

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

Course Prefix and No.	SED 401
Course Prefix and No.	

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

Course Prefix and No.	Prerequisites: EDF 319, EDF 413, ELE 445 with a grade of “C” or higher and admission to professional education.
Course Prefix and No.	
Test Scores	admission to Teacher education program
Minimum GPA (when a course grouping or student cumulative GPA is required)	2.75

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. (Prerequisites)	Prerequisite or Corequisite: SED 401.
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>ELE 446</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.)

1. **Department of Curriculum and Instruction**

ELE 446S

Course Title: **Teaching Reading Language Arts in the Elementary Grades P-5**

Credit Hours: 3

Service Learning Hours: 15

2. **Course Description:**

Prerequisites: EDF 319, EDF 413 and admission to professional education.

Corequisite: SED 401. Prerequisites: EDF 319, EDF 413, ELE 445 with a grade of “C” or higher and admission to professional education. Prerequisite or Corequisite: SED 401. Emphasis on theory, curriculum, teaching techniques and materials, instructional planning, assessment and use of results. Twenty field/clinical hours and a minimum of 15 service learning hours. Cannot earn credit for ELE 446.

3. **Texts:**

Required:

Professional teaching articles will be provided by the instructor via Blackboard

Participants may be expected to spend \$20-\$25.00 for classroom reading materials (see course schedule)

Optional

Suggested Opportunity: Join the National International Reading Association (IRA). Information can be found at <http://www.ira.org/membership>. *Be sure to register as a student to get the discount price!* Members receive a free monthly journal/magazine as part of their membership. Additionally, Joining the Kentucky Reading Association gives you access to information about what Kentucky is doing within the reading field. Information can be found at <http://www.kra.org> KRA will be hosting a reading Conference in September. If you become a member you receive a discounted registration fee. You could also join the reading listserv (<http://kra..org/listservsabout>). This listserv is a community that uses emails for teachers to post ideas, questions and responses regarding all aspects of the elementary classroom, specifically science. This is a truly wonderful organization and I highly recommend it—if not now, at some point in your career.

Other Materials Needed: 3-ring binder

Three or four *pocket folders* (all assignments will be submitted in pocket folders)

Mayfield –blue pocket folders

Kirksville – purple pocket folders

Daniel Boone –red pocket folders

Index Cards

Markers

Scissors

Dry Erasers Marks

Glue

Tape

Ruler

Colored pencils

Pens

Pencils

Paper

Other supplies to construct projects, games, etc. for class and the ASL Project, **Composition Notebook- this is a must-have**

4. Student Learning Outcomes:

The preservice teacher will be able to (as pertains to KY EPSB NTS):

(correlated with Kentucky Standards and Benchmarks Curriculum Frameworks for K-12, Kentucky Reading Instruction for the Certification of All Elementary Teachers Standards available on the Web at www.kentucky.gov/kde)

These courses are designed to help each teacher candidate gradually begin moving from the role of student to the role of teacher. The emphasis will be on 1) developing a strong knowledge foundation in the area of language arts; 2) translating that knowledge into instructional practice; and 3) becoming a reflective educator who consistently studies and learns from his/her own practice

The students completing this course will:

1. Compare and contrast the three major theories of reading comprehension and give examples of how each applies to middle level reading and language arts instruction in the content area. (KTS 2)
2. Analyze current research and best practices in the field of content area reading and language arts. (KTS 2, 6)
3. Identify and illustrate specific skills and instructional strategies in the following areas:
 - a. Word recognition
 - b. Vocabulary
 - c. Comprehension
 - d. Reading rate, fluency, and flexibility
 - e. Study skills/research skills
 - f. Phonics
 - g. Decoding Skills
 - h. Reading/writing Assessments
4. Plan appropriate elementary level instructional sequences and groups (heterogeneous and homogenous) based upon student strengths and weaknesses, interests, and learning styles. (KTS 2, 3)
5. Demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language and the context of the reading situation. (IRA 1.5)
6. Plan and implement a variety of reading strategies content suitable for use before, during, and after reading. (KTS 1, 2, 3, 4)
7. Assess student reading comprehension through the use of both formal and informal instruments. (KTS 5)
8. Diagnose individual student needs in reading content materials and prescribe suitable instructional strategies that integrate skills, thinking processes, and content. (KTS 5)
9. Identify and evaluate a variety of content area textbooks, trade books, and support materials that challenge, motivate, and actively involve the learner. (KTS 1, 2, 3)
10. Plan and develop reading and language arts instructional materials and strategies that address physical, social, and cultural diversity and that show sensitivity to differences. (KTS 1, 2, 3, 4)
11. Utilize a variety of technology and media in the development of lesson plans, instructional materials, and presentations related to the teaching of reading and language arts. (KTS 6)
12. Identify and/or create instructional reading/language arts activities and experiences that develop

- student cognitive processes needed for successful life-long reading. (KTS 2, 3, 4,)
13. Demonstrate an understanding that reading should be taught as a process. (KTS 2)
 14. Demonstrate a respect for the worth and contributions of all learners. (KTS 2,3)
 15. Engage in reflective practice and pursue continued professional growth and collaboration with colleagues. (KTS 7, 9)
 16. Recognize the impact that culture, societal events, and issues have on teachers, students, the English language arts curriculum, and education in general and demonstrate a respect for diversity. (KTS 3)
 17. Collaborate with colleagues to develop, analyze, and evaluate instructional strategies and materials that incorporate reading and language arts into the elementary classroom. (KTS 1, 2, 8)
 18. Recognizes his/her role as a teacher leader and identifies opportunities to serve as an instructional leader of colleagues (KTS 10).

Please Note: This course is a combination of the practical and the theoretical. We will be doing ACTIVITIES (practical) in class that represent the big ideas from science education. The readings and reflections (theoretical) are very purposeful. Both are extremely important as you strive to become a better teacher!

5. Evaluation Methods:

The course grade will be based on an accumulation of points on course requirements. Grade equivalents for accumulated points are as follows:

- A = 92-100%
- B = 83-91%
- C = 74-82%
- D = 65-73%
- F = 0-64%

6. Student Progress:

The instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course through feedback on learning tasks. Your Learning Logs, however, will you give you weekly formative feedback.

7. Attendance Policy:

Daily attendance is expected. Absences equating 20% of the class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting adequate reasons for absence to the instructor in order to be given opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family or participation in an approved University activity. Tardiness will be considered the same as being absent. A student **MUST** be present in order to get Reflection participation points, regardless of the absence being excused or unexcused. Due to the block nature of the course, a student may be able to attend a class with a different school.

8. Last Day to Drop/Withdraw:

The last day to drop the course or to withdraw from the University is included in the class schedule.

9. Disabilities Statement.

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

10. 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.

11. Course Requirements

1. Review and analyze textbooks and materials.
2. Examine current research and literature regarding best practices in reading and language arts.
3. Develop KTIP lesson plan that integrate reading and/or language arts in content areas.
4. Create individual reading strategy portfolio
5. Create an integrated themed unit
6. Examine and/or develop reading and language arts assessment instruments and practice using the assessments for the case study
7. Identify a variety of reading and language arts resources and media (e.g., non-fiction trade books, story books, computer software and Internet sites.)
8. Complete mid-term and/or final assessment or performance events (objective multiple choice, short answer, and/or open-response).
9. Participate in individual, small group and large group activities, discussions, and presentations and complete written assignments.
10. Participate in performance events and simulations, including oral presentations and written products, used to evaluate application of content to teaching situations. Specific scoring guides will be used for each performance event.
11. Complete daily reflections and SEE-I critical thinking guides

KTIP Reading Language Arts Lesson Plan	50 points
SEE-I Daily Reflections	120 points
Case Study/Lesson Plans/Paperwork	200 points
Reading Strategy Portfolio	150 points
Practicum/Dispositions	100 points
Tests and Quizzes	200 points

Other daily assignments

Informal Assessment Instrument	80
Actively participate in class discussions/written assignments and Blackboard assignments, discussions, and chats	

Shared Block Points (that will be added to your ELE 446 points)

Practicum Evaluation (400 pts. total because it counts as a score in each class) 100 pts.
 Integrated Unit Plan (I will grade the DB students' unit plans) 100 pts.

1100 total points for ELE 446

ADDITIONAL COURSE ASSIGNMENTS

Due to the nature of these professional methods courses, there are numerous assignments and expectations that are not graded. They include but are not limited to the following:

- Prepare weekly assignments for discussion of readings participation grade
- Attend multi-cultural and/or professional events and meetings as announced in class
- Professional performance (attitude and behavior) DISPOSITIONS
- Practicum Performance in practicum school
- Performance in the Service Learning Components of the course.

12. Course Outline

ELE 446-Reading Language Arts Methods—Outline/Assignments

Week/Date	Topic	Assignment Made	Due
I	What is Reading? A Balanced Literacy Approach Reading as a Process		
II	<i>Social Cultural Discussion</i> <i>Cultural Diversity</i> <i>Testing What Is It All About</i> <i>Trying Your Own Hand at Assessment</i> <i>Teach In</i>		
III	Phonics Spelling Assessment		
IV	<i>Decoding</i> <i>Yopp & Yopp Assessment</i> <i>DRA/IRI</i>		KTIP Reading Lesson Plan Due
V	Word Recognition Word Families Word Assessment		
VI	<i>Vocabulary</i> <i>Cloze Assessment</i>		
VII	<i>Comprehension Fiction</i> <i>Retellings Assessment</i> <i>Great Leaps Assessment for Comprehension</i>		

VIII	<i>Comprehension Non Fiction Content Reading Class Assessment</i>		Literature Circle Book Due
IX	<i>Fluency DIEBLES and Other Fluency Assessments</i>		
X	<i>Before/During and After Reading Strategies Guided Reading How it All Works</i>		Reading Strategy Portfolio
XII	<i>Realistic Fiction Evaluating Trade books and Textbooks</i>		Case Study Due Case Study Presentation
XII	<i>Technology and Reading</i>		Case Study Presentation
XIII	Portfolio Interviews and Final		

*Reflections are due after each class

13. Academic Service Learning: Field Experience

Madison County Elementary Schools are learning communities that welcomes the support services offered by ECU students. Our goal is to blend course objectives with community service to meet academic goals. Each student will contribute approximately 36 hours of service to an assigned classroom(s). Through service, class discussion, and individual or group reflection, our curriculum goals will be clarified and enhanced.

Students will be assigned an elementary classroom placement While in the classrooms, students are expected to offer assistance to the teacher, interact with individual and small groups of students, provide that “extra set of hands” needed to put up bulletin boards and prepare materials, etc. Each classroom experience varies, and it is the student’s responsibility to take the initiative and make the most of the experiences. You are there to learn 1) about children, 2) about managing a classroom for optimal learning, and 3) about how language arts are integrated throughout the entire curriculum. You are also there to try some of your own ideas in an authentic setting and to consider how to improve your own teaching practice. Become an active participant in the life of the classroom!

Academic Service Learning:

The Elementary School where you will be assigned is a learning community that welcomes the support services offered by ECU students. Our goal is to blend course objectives with community service to meet academic goals. Each student will contribute approximately 15 hours of service to the 21st Century After-school Program at Mayfield on Monday and Wednesday. Through service, lesson planning, teaching in the after –school program, class discussion, and individual/group reflection, our curriculum goals will be clarified and enhanced.

Additionally, students in ELE 446 will be involved in an academic service learning project that will be designed by the professor, the ECU students and the faculty/staff of the field based school site. Convergence is when the ECU students tutor a child in a designated classroom for 30 minutes every Monday, Wednesday, and Friday throughout the semester. The faculty at Mayfield decides which class will be designated as the Convergence Classroom for the semester. A case study is conduct

throughout the semester which is the culmination of what should be mastered by the end of the course.

***Performance in the field placement will be considered in the final grade, and the professor will be visiting each placement regularly to assess each student's progress. You should

- Arrange to teach at least whole-class lesson
- Present a draft of your lesson plan and discuss it with the supervising teacher and the professor before you teach
- Sign up on the class calendar so that the professor may observe you teaching and working with children and offer feedback to support your learning
- Give a final written lesson plan to the classroom teacher and the professor the day you teach.

Official E-mail: An official EKV e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this EKV e-mail address.

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 Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 446 <hr/> *Course Title (30 characters) Reading and Language Arts P-5 <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	4/16/09	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	5/5/09	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/21/09
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	4/27/09	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.) Accommodate creation of a service learning version of ELE 446 A. 2. Effective date: (Example: Fall 2001) Fall 2008 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
	B. The justification for this action: Ensure that students cannot earn credit for both ELE 446 and ELE 446 S.
	C. The projected cost (or savings) of this proposal is as follows: Personnel Impact none Operating Expenses Impact: Using existing resources Equipment/Physical Facility Needs: Using existing resources Library Resources: N/A

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

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

- 16. For a new course, provide the catalog text.
- 17. For a revised course, provide the current catalog text with the proposed text using strike through for deletions and underlines for additions.
- 18. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use strike through for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
ELE 446 Reading and Language Arts P-5. (3) I, II. Prerequisites: EDF 319, EDF 413, ELE 445 with a grade of "C" or higher and admission to professional education. Prerequisite or Corequisite: SED 401. Emphasis on theory, curriculum, teaching techniques and materials, instructional planning, assessment and use of results. Twenty field/clinical hours. Credit will not be awarded to students who have credit for ELE 446S.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ELE	446	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED <u>XX</u> _____ PC _____ HS _____	CURI
Credit Hrs. _____	Weekly Contact Hrs. _____		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D .)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	admission to Teacher education program
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. (Prerequisites)	
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>ELE 446 S</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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 Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 492 S <hr/> *Course Title (30 characters) Science in the Elementary Grades P-5 <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	4/16/09	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	5/5/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	4/28/09	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.)</p> <p>Create a service learning course</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2008 (post dated to allow students from fall 08 class to get the S designation on their transcripts. This is acceptable to the Registrar)</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
	<p>B. The justification for this action: This course was/will be offered in addition to two regular versions of the course. It was chosen to be a part of an academic service learning grant by the ECU QEP committee. This service learning course will differ in the regular version of the course because the students in this one section will teach inquiry-based science using the Full Option Science System (FOSS) curriculum in an after-school, 21st Century program (for students from low SES backgrounds). The benefits of this relationship are reciprocal: the pre-service elementary teachers will be afforded the opportunity to work with one of the top inquiry-based science curricula, to teach lessons, and gain experience. The elementary students will be exposed to research-based methods of science teaching and learning that they may not be given the opportunity to experience during a typical school day. Also, the elementary school hosting our students should experience higher reading, writing, math and science test scores.</p>
	<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: A service learning grant was secured for start up funds. There will be no additional costs after planning the first course.</p>

Operating Expenses Impact: A service learning grant was secured for start up funds. If/when this course is repeated, other groups will be approached to purchase different FOSS materials (about \$2500). For example, the local school district offered to purchase the materials (as opposed to the ECU QEP program) next time.

Equipment/Physical Facility Needs: A service learning grant was secured for start up funds and will be used to buy any materials and equipment needed in the future.

Library Resources: A service learning grant was secured for start up funds. . No additional funds will be needed after the first course. However, this course will encourage the pre-service elementary teachers to utilize free resources available to them by means of the Learning Resource Center, thus encouraging them to integrate language arts into their inquiry-based science teaching.

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

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

- 19. For a new course, provide the catalog text.
- 20. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 21. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
 ELE 492S Science in the Elementary Grades Prerequisites: EDF 319, EDF 413 and admission to professional education. Prerequisite or Corequisite: SED 401. Modern materials and methods for teaching science in primary through grade five. ~~Five discussion- laboratory hours per week.~~ Twenty field/clinical hours and a minimum of 15 service learning hours. Credit not awarded for ELE 492.

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

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

New or Revised* Program Text

(*Use ~~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)*
ELE	492 <u>S</u>	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED <u>XX</u> PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>NA</u>	
3	Lecture <u>2.5</u>	Laboratory <u>2.5</u>	Other <u>2</u>	Cip Code (first two digits only) 13
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
8	3	N	FR _____ JR _____ SO _____ SR <u>X</u> _____	

		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.	EDF 319, EDF 413 and admission to professional education.
-----------------------	---

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

Test Scores	Admission to Teacher Education Program
-------------	--

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. (Prerequisites)	Prerequisite or Corequisite: SED 401.
---------------------------------------	---------------------------------------

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>ELE 492</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.)

1. **Department of Curriculum and Instruction**

ELE 492S

Course Title: **Teaching Science in the Elementary Grades P-5**

Credit Hours: 3

Co-Requisite: ELE 493 (Elementary Block)

2. **Course Description:**

Prerequisites: EDF 319, EDF 413 and admission to professional education.

Corequisite: SED 401. Five discussion- laboratory hours per week. Twenty field/clinical hours.

This course is designed to introduce students to modern materials and methods for teaching science in primary through grade five. It is also designed to remove anxieties and increase excitement for teaching science in the elementary school.

3. **Texts:**

Required:

ScienceSaurus: A Student Handbook. Great Source Education Group: 2002 (approximately \$20-\$22)

Professional teaching articles will be provided by the instructor via Blackboard

Participants may be expected to spend \$10-\$12 for Science Fun Day materials (see course schedule)

Optional:

Project WILD Curriculum and Resource Guide: Free with *mandatory* workshop participation

Food, Land, and People: Free with *mandatory* workshop participation

Project Learning Tree: Approximately \$12 with *mandatory* workshop participation

Project WET (Water Education for Teachers): Approximately \$13 with *mandatory* workshop participation

Science Is...: I can get a special deal if we have multiple orders. This huge book of elementary science teacher resources is normally \$35. We can get it for \$14.95 + \$4.00 shipping and handling. More announcements will be made about this option during class.

Suggested: Join the National Science Teacher's Association (NSTA). Information can be found at <http://www.nsta.org/membership>. *Be sure to register as a student to get the discount price--\$31.*

Members receive a free monthly journal/magazine as part of their membership. Be sure to sign up for Science and Children, the journal for teaching science in the elementary classroom. You could also join the elementary science listserv (<http://nsta.org/listservsabout>). This listserv is a community that uses emails for teachers to post ideas, questions and responses regarding all aspects of the elementary classroom, specifically science. This is a truly wonderful organization and I highly recommend it—if not now, at some point in your career. If you can't join this semester, I would suggest you try and join before student teaching. It's a wonderful organization and Science and Children is one of the best teacher journals around.

Other Materials Needed: **3-ring binder**

Composition Notebook-this is a must-have

4. **Course Objectives:**

The preservice teacher will be able to (as pertains to KY EPSB KTS):

- Identify science as a human endeavor and demonstrate aspects of the nature of science in class discussions and field-based lessons. (NSTA II, III; KTS 1)
- Recognize student misconceptions and facilitate students' overcoming of scientific misconceptions. (NSTA V, VIII, I; KTS 3, 4)

- Participate in and facilitate lessons involving the use of cooperative learning. (NSTA III, V; KTS 2, 3, 4)
- Comprehend and implement ideas of constructivism and student learning in science. (NSTA III, V; KTS 3, 4)
- Utilize the science process skills and facilitate lessons requiring student use of scientific process skills. (NSTA I, II, III, V ; KTS 1, 2)
- To construct and implement lesson plan objectives commensurate with science process skills and Bloom's taxonomy of learning. (NSTA I, II; KTS 3, 4)
- Use different levels of questions in his/her teaching practice. (NSTA I, III; KTS 5)
- Participate in, teach, and evaluate activities involving scientific inquiry. (NSTA I, II, III; KTS 1, 2)
- Understand, create, and adapt standard lessons and curricular materials to support the use of the 3E and 5E learning cycle. (NSTA I, III, V; KTS 2, 3)
- Adapt standard cookbook lessons into effective inquiry-oriented activities. (NSTA I, III, V; KTS 2, 3)
- Utilize the KY Core Content for Science and the National Science Education Standards as a means of facilitating science learning. (NSTA I, IV; KTS I)
- Integrate science and language arts/reading topics to create effective science lessons. (NSTA I, V; KTS 1, 2)
- Think critically, creatively and scientifically both as a student and as a teacher about science content, process skills and science pedagogy. (NSTA I, III, V; KTS 2, 3)
- Implement effective, proactive classroom management to ensure the best science classroom learning environment. (NSTA V; KTS 4)
- Evaluate one's strengths, weaknesses and actions as a means to constantly improve his/her own teaching and the teaching of others. (NSTA V, VIII, X; KTS 9)
- Evaluate one's own pedagogical practices, disposition, and attitudes towards science teaching. (NSTA V, VIII, X ; KTS 9)

5. Course Requirements:

ELE 492 Points

Science Methods Grades:

Science Tasks (ST#1-ST#10): 10 @ 10 pts = 100 points (doing a ST card in class results in -5 pts on the card)

Misconceptions Interview or Discrepant Event (you choose): 50 points

Inquiry, KTIP, Exemplary Science Lesson Plan (taught in practicum): 50 points

→ PLEASE NOTE: A LESSON PLAN THAT IS NOT INQUIRY-BASED WILL BE SEVERELY PENALIZED

Science Fun Day, Monday, May 5th (Site TBA) (Lesson and Participation): 50 pt lesson/50 point teaching: 100 points

→ Science Fun Day will be by your FINAL EXAM and culminating performance!

Active Learning Class Participation & Learning Logs: 100 points

***please note: attendance, Learning Log completion, and participation are worth 100 total points. The first absence is - 10 points. The second absence will be -20 points, the third, -30 points. Thus, 2 absences will result in a net loss of 30 points; three absences result in a net loss of 60 points on your Active Learning Score.*

Total ELE 492 Science Methods Points= 400

Shared Block Points (that will be added to your ELE 492 points)

Practicum Evaluation (400 pts. total because it counts as a score in each class) 100 pts.
Integrated Unit Plan (I will grade the DB students' unit plans) 100 pts.

600 total points for ELE 492

6. Evaluation Methods:

The course grade will be based on an accumulation of points on course requirements. Grade equivalents for accumulated points are as follows:

A = 92-100%

B = 83-91%

C = 74-82%

D = 65-73%

F = 0-64%

7. Student Progress:

The instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course through feedback on learning tasks. Your Learning Logs, however, will give you weekly formative feedback.

8. Attendance Policy:

Daily attendance is expected. Absences equating 20% of the class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting adequate reasons for absence to the instructor in order to be given opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family or participation in an approved University activity. Tardiness will be considered the same as being absent. A student **MUST** be present in order to get Reflection participation points, regardless of the absence being excused or unexcused. Due to the block nature of the course, a student may be able to attend a class with a different school.

9. Last Day to Drop/Withdraw:

The last day to drop the course or to withdraw from the University is included in the class schedule.

10. Disabilities Statement.

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

11. 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.

12. Course Outline

ELE 492—Science Methods—Outline/Assignments

Week/Date	Topic	Assignment Made	Due
I	Intro Sound Lesson (example KTIP) Course Schedule <u>Nature of Science</u> (NOS)	ST#1 (NOS)	
II	Science Misconceptions (please see Bb for documents you must print out to bring to class this week)	ST#2 (Conceptual Change) <i>Misconception Interview (option 1)</i>	ST#1
III	Discrepant Events (DE) Intro to Constructivism & Conceptual Change	ST#3 (Conceptual Change) <i>DE (option 2)</i>	ST#2 (along with the pre-video sheet, video viewing guide, and post-video sheet.)
IV	<u>Science Process Skills</u> (SPS) Seed Lab & I Wonder Questions... Constructivism Continued	ST#4 (SPS)	ST#3
V	<u>Guided Inquiry</u> and 5E Learning Cycle Wacky Worms <i>Subtopic-Objectives</i>	ST#5 (inquiry jigsaw)	ST#4
VI	<u>Open Inquiry</u> TEAM Readings Seed Investigations <i>Subtopic—Questioning</i> <i>Possible: Transforming Cookbook Activities to Inquiry Activities: The most valuable skill you can have</i>	ST#6 (BSCS Inquiry Book)	ST#5 Misconception Interview <u>OR D.E.</u> <u>Due</u>
VII	Inquiry in Phy Sciences—physics “All Wired Up” Circuits <i>Subtopic—Cooperative Learning</i>	ST#7 (Coop Learning)	ST#6 (<i>annotations in Inquiry book</i>)
VIII	Science in Early Childhood (prek-2) <i>Subtopic—Assessment & Alt. Assessment</i>	ST#8—(Jigsaw Early Childhood Articles)	ST#7
IX	Inquiry in Phy Sciences—chemistry Oobleck <i>Doing Science with early childhood—con'i'd</i>		
X	Inquiry in Life Science Pillbug/Outside Investigations <i>Subtopic: Integrating LA and Science</i>	ST#9 (Integrating LA and Science)	<u>Science Lesson Plan</u> ST#8
XII	Inquiry in Earth Sciences Mock Rocks	ST#10 (Science, Inquiry & ESL)	ST#9

	<i>Subtopic: Science and ESL Learners</i>		
XII	Using Scientific Models to integrate Inquiry, Science Process Skills, NOS, & Science Content		ST#10
XIII	Practicum Student Choice of Topic		

Please Note: This course is a combination of the practical and the theoretical. We will be doing ACTIVITIES (practical) in class that represent the big ideas from science education. The readings and task cards (theoretical) are very purposeful. Both are extremely important as you strive to become a better teacher!

*Learning Logs (and optional extra credit reflections) due 1 week after last class

*Science Fun Day LP will be due on the morning of SFD, Due: _____ (reflections due _____)

13. Academic Service Learning: Field Experience

Madison County Elementary Schools are learning communities that welcomes the support services offered by ECU students. Our goal is to blend course objectives with community service to meet academic goals. Each student will contribute approximately 36 hours of service to an assigned classroom(s). Through service, class discussion, and individual or group reflection, our curriculum goals will be clarified and enhanced.

Students will be assigned an elementary classroom placement While in the classrooms, students are expected to offer assistance to the teacher, interact with individual and small groups of students, provide that “extra set of hands” needed to put up bulletin boards and prepare materials, etc. Each classroom experience varies, and it is the student’s responsibility to take the initiative and make the most of the experiences. You are there to learn 1) about children, 2) about managing a classroom for optimal learning, and 3) about how language arts are integrated throughout the entire curriculum. You are also there to try some of your own ideas in an authentic setting and to consider how to improve your own teaching practice. Become an active participant in the life of the classroom!

Academic Service Learning:

The Elementary School where you will be assigned is a learning community that welcomes the support services offered by ECU students. Our goal is to blend course objectives with community service to meet academic goals. Each student will contribute approximately 15 hours of service to the 21st Century After-school Program at Mayfield on Monday and Wednesday. Through service, lesson planning, teaching in the after –school program, class discussion, and individual/group reflection, our curriculum goals will be clarified and enhanced.

Additionally, students in ELE 492 will be involved in an academic service learning project that will be designed by the professor, the ECU students and the faculty/staff of the field based school site.

***Performance in the field placement will be considered in the final grade, and the professor will be visiting each placement regularly to assess each student’s progress. You should

- Arrange to teach at least whole-class lesson
- Present a draft of your lesson plan and discuss it with the supervising teacher and the professor before you teach
- Sign up on the class calendar so that the professor may observe you teaching and working with children and offer feedback to support your learning
- Give a final written lesson plan to the classroom teacher and the professor the day you teach.

Official E-mail: An official ECU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

ELE 492 Scoring Record

Please keep all assignments until the end of the semester

Assignment	Possible	Score
ST#1 <i>NOS Reflection</i>	10	
ST#2 <i>Misconceptions and Conceptual Understanding</i>	10	
ST#3 <i>Constructivism/Conceptual Change</i>	10	
ST#4 <i>Science Process Skills</i>	10	
ST#5 <i>Inquiry Jigsaw</i>	10	
ST#6 <i>DETAILED notes/annotations/reflections in Inquiry booklet</i>	10	
ST#7 <i>Cooperative Learning and Inquiry</i>	10	
ST#8 <i>Early Childhood Science Jigsaw</i>	10	
ST#9 <i>Integrating Language Arts and Science</i>	10	
ST#10 <i>Inquiry, Reading Comprehension and ELL</i>	10	
Misc. Intv. or DE	50	
Science Lesson Plan (must be INQUIRY, KTIP, 5 E LEARNING CYCLE)	50	
Science Fun Day at DB A Performance-Based Final Exam (Lesson plan must be INQUIRY, KTIP, 5 E LEARNING CYCLE)	100	
Learning Log/Active Learning Participation <i>Active Learning is something you DO, not something that is done to you!</i>	100	
Optional Bonus: E-STAM Scoring Rubric & Reflection <i>There are two options on this. Further explanation will be provided on Bb.</i>	10	
Optional Bonus: Learning Log Reflection <i>You must use your Learning Log to write your reflection. Be sure to return your Learning Log, however.</i>	10	

Total Points = _____/400

You should be able to use this sheet or the Bb Gradebook to get an accurate score any time.

Be sure to add in your Unit Plan and Practicum Score to get your final 600 points.

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 Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 492 <hr/> *Course Title (30 characters) Science in the Elementary Grades P-5 <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	4/16/09	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	5/5/09	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/21/09
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	4/28/09	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.) Accommodate the creation of a service learning version of this class. A. 2. Effective date: (Example: Fall 2001) Fall 2008 (post dated to allow students from fall 08 class to get the S designation on their transcripts. This is acceptable to the Registrar) A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This will ensure that ELE 492 is equivalent to ELE 492 S	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: N/A Operating Expenses Impact: N/A Equipment/Physical Facility Needs: N/A Library Resources: N/A.	

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

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

- 22. For a new course, provide the catalog text.
- 23. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 24. 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.)
 ELE 492. Science in the Elementary Grades P-5. (3) A. This course will introduce students to modern materials and methods for teaching science in primary through grade five. Credit will not be awarded to students who have credit for ELE 492S.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ELE	492	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED <u>XX</u> PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			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. (Prerequisites)	
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>ELE 492 S</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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 Curriculum and Instruction College Education *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title Elementary Education (P-5) Teaching (B.S.) (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 4/16/09	<u>Date</u> NA
		Graduate Council*
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	5/5/09	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	4/28/09	Board of Regents**
		Council on Postsecondary Edu.***
		1/25/10
		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.) Add ELE 446 S and ELE 492 S to the Program</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008* (students participated in the service learning component in the fall)</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>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.)

- 25. For a new course, provide the catalog text.
- 26. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 27. 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

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

New or Revised* Program Text

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

SEE BELOW

Baccalaureate Degrees

Elementary Education (P-5) Teaching (B.S.)

CIP Code: 13.1202

(Page 120 of the 2008-09 Undergraduate Catalog)

Upon completion of a degree in Elementary Education, students will: 1) demonstrate specific pedagogical skills and content knowledge necessary to perform as effective elementary educators; 2) demonstrate understanding and appreciation for students and families from diverse socioeconomic, cultural, and ethnic backgrounds as demonstrated through course observations, assignments and/or reflections.

Major Requirements.....53 hours

ELE Core.....28 hours

ELE 322, 361, 362, 365, 445 or 445W, 446 or 446S, 490, 491, 492, or 492S, 493.

Professional Education Requirements.....25 hours

EDF 103, 203, 319 or 319W, 413, SED 401, and ELE 499.

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 Department of Special Education College Education *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title Special Education/Teaching B.S. Learning and Behavior Disorders (Major ____, Option ____, Minor ____, or Certificate ____) _____ *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> NA	<u>Date</u> NA
		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	5/5/09	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	4/28/09	Board of Regents**
		Council on Postsecondary Edu.***
		1/25/10
		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.) Add ELE 446S and ELE 492S, to the Program Core and Education Requirements</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008*</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p>
<p>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.)

- 28. For a new course, provide the catalog text.
- 29. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 30. 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

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

New or Revised* Program Text

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

SEE BELOW

Baccalaureate Degrees

Special Education/Teaching (B.S.) Learning and Behavior Disorders

CIP Code: 13.1001

See advisor early in the program.

Major Requirements.....27 hours

SED 104, 260, 341, 351, 356, 375, 518, 545, 578.

Elementary Education (P-5).....28 hours

ELE 322, 361, 362, 365, 445 or 445W, 446 or 446S, 490, 491, 492 or 492S, 493.

Middle Grade Education (5-9).....12 hours

EMG 430, 445, 445W, 447, and three hours from EMG 491, 492, 493, or 494 (associated with option).

Supporting Course Requirements.....9-30 hours

L BD (P-12) with Elementary

Education (P-5).....9 hours

LIB 301, MAT 201, 202.

LBD (P-12) with Middle Grade

Education (5-9).....30 hours

MAT 201, 202 and one option: Students seeking middle grade (5-9) certification must select one area of emphasis from the following list and complete 24 hours: English and communications, mathematics, science, social studies. See Options list under Middle Grade Education (5-9) for a list of courses and block statements.

Professional Education Requirements.....19 hours

EDF 103, 203, 319, 319W, ELE 499, and SED 499.

[EDF 413 met with SED 351, SED 401 waived by major in special education.]

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.	Department of Special Education Education Deaf and Hard of Hearing (P-12) with Elementary Education (P-5) Teaching (B.S.) (Major ____, 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"/>	<u>Date</u> NA	Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	<u>Date</u> NA 5/21/09 9/14/09 1/25/10 N/A
College Curriculum Committee General Education Committee* Teacher Education Committee*	5/5/09 N/A 4/28/09	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.) Add ELE 446S and ELE 492S to the Program Core and Professional Education Requirements</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008*</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p>
<p>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.)

- 31. For a new course, provide the catalog text.
- 32. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 33. 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

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

New or Revised* Program Text

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

SEE BELOW

Baccalaureate Degrees

**Deaf and Hard of Hearing (P-12) with
Elementary Education (P-5) Teaching (B.S.)**

CIP Code: 13.1003

(Page 123 of the 2008-09 *Undergraduate Catalog*)

Major Requirements.....30 hours

SED 104, 260, 337, 338, 375, 380, 545, 510, 518, 581.

Elementary Education (P-5) Requirements.....28 hours

ELE 322, 361, 362*, 365, 445 or 445W, 446 or 446S, 490, 491, 492 or 492S, and 493.

Supporting Course Requirements.....19 hours

ASL 101 (block VIII), 102 (block VIII), 201, LIB 301, MAT 201, and 202.

Professional Education Requirements.....19 hours

EDF 103, 203, 319, 319W, ELE 499, SED 499.

[EDF 413 met with SED 337, SED 401 waived by major in special education.]

General Education Requirements.....42 hours

Standard General Education program excluding courses identified as block in supporting course requirements. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement.....1 hour

EDO 100.

Total Curriculum Requirements.....143 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 Curriculum & Instruction <hr/> College College of Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Elementary Education Teaching B.S. (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 <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	2/19/09	Graduate Council* Council on Academic Affairs
College Curriculum Committee	4/7/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	4/27/09	Faculty Senate**
Teacher Education Committee*	4/28/09	Board of Regents** Council on Postsecondary Edu.***
		5/21/09 9/14/09 1/25/10 N/A
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Revise the B.S. in Elementary Education Degree Program to ensure that all candidates are provided instruction in all content areas they will be expected to teach in grades P-5 and add a special education course to enhance their skills in working with students with disabilities. Eliminate the following options (AKA emphasis areas): arts and humanities, English & Communications, foreign language, kindergarten, mathematics, science, social science. Supporting Courses are enhanced and a specified multidisciplinary content is identified.

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

Spring 2010 (for all elementary education majors entering EKU.)

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

Currently enrolled students must complete program no later than December 2013

B. The justification for this action: Currently Elementary Education majors may choose one of several emphasis area options. Because of this, all elementary teacher candidates are not sufficiently prepared in all of the content they may be expected to teach in grades P-5. The emphasis areas are not designated on the teaching certificate or on the degree. All elementary education majors earn a certificate to teach any grade P-5.

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

Personnel Impact:

This may impact some faculty assignments in other departments as the large number of elementary education majors will be required to take specific courses. The elimination of the emphasis options will mean less demand for other classes. However, the consistency of requirements should help the university plan better in the future.

Operating Expenses Impact: No Impact.

Equipment/Physical Facility Needs: No impact.

Library Resources: No impact.

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

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

34. For a new course, provide the catalog text.
35. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
36. 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

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

New or Revised* Program Text

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

SEE NEXT PAGE

Elementary Education (P-5) Teaching (B.S.)

CIP Code: 13.1202

Upon completion of a degree in Elementary Education, students will: 1) demonstrate specific pedagogical skills and content knowledge necessary to perform as effective elementary educators; 2) demonstrate understanding and appreciation for students and families from diverse socioeconomic, cultural, and ethnic backgrounds as demonstrated through course observations, assignments and/or reflections.

Major Requirements 53 ~~56~~ hours

ELE Core..... 28 ~~31~~ hours
SED 104, ELE 322, 361, 362, 365, 445 or 445W, 446 or 446S, 490, 491, 492 or 492S, 493.

Professional Education Requirements..... 25 hours
EDF 103, 203, 319 or 319W, 413, SED401, and ELE 499.

Supporting Course Requirements..... 30 ~~48~~ hours

LIB 301, MAT 107 or higher (Block II), 201 and 202, HIS 202 (Block VA),
GEO 100 (Block VB), CIS 212 or CSC 104 (Block VII)..... 9 21 hours

Options Multidisciplinary Content..... 21 hours

~~Students seeking certification as teachers of P-5 must complete 21 hours from one of the following areas of academic emphasis. DELETE ALL EMPHASIS AREAS.~~

ECO 120; MAE 301, ENG 210, 211 or 212 (Block VII); ENG 303; ENG 410; 3 hours from CNM 599,
PHY 102, CHE 100 or GLY 102; and 3 hours from one of the following areas: EARLY CHILDHOOD
EDUCATION (CDF 235), SOCIAL STUDIES (HIS 247, 203, 204, 300, 304, 305, 401, 516, GEO 101,
220, POL 101, or 212). ENGLISH (ENG 405, 510, 520 or any upper division literature);
MATHEMATICS (MAT 303, STA 270, STA 215, or MAT 205); SCIENCES (CNM 599, PHY 102,
CHE 100, GLY 102).

In addition, six hours in a coherent set of supporting courses must be completed in Block VIII: Arts and
Humanities select from Block III-A.

General Education Requirements..... 36-48 27 hours

Standard General Education program excluding courses identified as “block” in ~~each area of emphasis~~
supporting course requirements. Refer to Section Four of this Catalog for details on the General
Education and University requirements.

University Requirement..... 1 hour

EDO100.

Free Electives 0-9 hours

Total Curriculum Requirements..... 128 132 hours

Arts/Humanities: To complete an area of emphasis in Arts/Humanities, the student must complete one of the following tracks:

General Track: ART200 (block IIIA), MUH 171 (block VIII), THE 100 (block VIII); ENG 350 or 351; PHI 110 or 130 (block IIIB); and six hours selected from HUM 124, FCC 220, 222, 226, 227, ART, THE, or PHE 200.

Visual Arts Track: ART100, 101, 152, 153, 200 (block IIIA); and six hours from ART210, 220, 230, 240, or 270.

Music Track: MUH 171 (block VIII), 272 (block VIII); Performance Component: four to nine hours from applied music and/or ensembles, three to eight hours from MUS 181, 182, 371, 372.

Humanities Track: HUM 124 (block IIIA/B), 226 (block IIIA/B), 228, MUH 272 (block VIII); ARH 390 or 391 (block VIII); PHI 100 or 110; ENG 350 or 351; and three hours selected from FCC 220, 222, 226, 227, HUM 300, PHE 200, or REL301.

English/Communications: ENG 210 (block IIIB) and 211 or 212; ENG510, 520, or EME 551; CMS 100 (block IC); ENG350, 351, or 359; and six hours selected from ENG303, 405, or 410.

Foreign Language: Courses from the academic emphasis must be selected from one of the following options:

French: FRE 101 (block VIII), 102 (block VIII), 201, 202, 204, 210; FCC 220.

German: GER 101 (block VIII), 102 (block VIII), 201, 202, 240, 340, FCC 222 (block IIIB).

Spanish: SPA 101 (block VIII) and 102 (block VIII) or 105, 201, 202, 206; FCC 226 (block IIIB).

Kindergarten: CDF 235, 236, ELE 519, SED518; three hours selected from CDF 346, OTS 515, or SED360; three hours selected from CDF 327, HEA375, or SOC 345; and three hours selected from AGR 577, BIO 317 CSC 178, or TEC 322.

Mathematics: CSC 104* (block VIII), MAT 106 (block II), 107* (block VIII), 203, 205, 303, and STA 270 (block VIII).

Multi-Disciplinary: three hours selected from ENG301, 302, 502, or 503; HIS 202 (block VA) or 203 (block VA); three hours selected from ENG 359, POL 332, or BIO 304; three hours selected from ART 200 (block IIIA), MUH 171 (block IIIA), PHE 200 (block IIIA) or THE 100 (block IIIA); GEO 200 or 220 (block VB); and six hours selected from AST 130 (block VII – NS), 135 (block VII – NS), BIO 317 (block VII – NS), GLY 172 (block VII – NS), GLY 302 (block VII – NS).

Science: Nine to twelve hours selected from BIO 102 (block IVA), CHE 100 (block IVB), PHY 102 (block IVB), GLY 102 (block IVB), and CNM 599; AST 130 or 135; GEO215; and three to six hours selected with advisor approval from BIO 100 (block IVA) (credit not allowed with BIO 102); CHE 101 and 107 (block IVB) 111 and 115 (block IVB) (credit not allowed with CHE 100); PHY 101 or 131 (block IVB) (credit not allowed with PHY 102); GLY 108 (block IVB) (credit not allowed with GLY 102); GLY 109 (block IVB); GLY 302 (credit not allowed with GLY 102).

Social and Behavioral Sciences: ECO 120 (block VB); GEO 101 or 200 (block VB); HIS 202 (block VA), 247 (block VC); HIS 516 or POL 332; SOC 345 or CDF 132; and three hours selected from ANT330, HIS 305, HIS 330, 383, 405, POL316, or SOC 360.

•

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

Part I

(Check one)	Department Name	SPECIAL EDUCATION	
<input type="checkbox"/> New Course (Parts II, IV)	College	EDUCATION	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SED 401	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Exceptional Learners in Inclusive Classrooms	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	_____ (Major ____, Option ____, Minor ____, or Certificate __)	
<input type="checkbox"/> New Program (Part III)			
<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	2/19/09	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	4/7/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	5/8/09	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.)
 SED 401 Credit will not be awarded for students who have credit for SED 401S.

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

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

B. The justification for this action:
 Students required to take SED 401 as a program requirement will have a choice between the traditional SED 401 or SED 401S when offered, but cannot receive credit for both courses.

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

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

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

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

- 37. For a new course, provide the catalog text.
- 38. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 39. 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.)

Reference: 2008-2009 Undergraduate Catalog page 216. SED 401 remains the same.

SED 401 Exceptional Learners in Inclusive Classrooms. (3) I, II. Prerequisite: admission to teacher education. Principles for teaching and accommodating exceptional learners in educational settings. Instructional modifications and management across content areas. Collaboration to address exceptionalities/diversities. 10 field/clinical hours in special education and inclusive settings. Credit will not be awarded to students who have credit for SED 401S.

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

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

New or Revised* Program Text

(*Use ~~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)*
SED	401	Spring 2009	AS _____ JS _____ BT _____ EM _____ ED <input checked="" type="checkbox"/> PC _____ HS _____	SPED
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <input checked="" type="checkbox"/>	Laboratory _____ Other _____	Cip Code (first two digits only) 13	
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	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			Date of data entry _____	
			Data entry person _____	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit will not be awarded to students who have credit for SED 401S.
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.)

SED 401: Exceptional Learners in Inclusive Classrooms

Instructor: Beth Anne Pruitt, Ed.D.

Office: 108 Wallace Building

Phone: (859) 622-2405

E-mail: BethAnne.Pruitt@eku.edu

FAX: (859) 622-4443

Office Hours: Weekly office hours are posted on my office door. Appointments are available if office hours don't meet your needs.

Credit Hours: 3

Class Meetings: Tuesday and Thursdays

12:30-1:45 pm

Wallace 346

A. COURSE DESCRIPTION

Prerequisites: EPF 319, ELE/EMG 445, admission to teacher education. Corequisites: ELE/EMG method course(s), ESE 498. Principles for teaching and accommodating exceptional learners in educational settings. Instructional modification and management across content areas. Collaboration to address exceptionalities/diversities. 10 field/clinical hours in special education and inclusive settings.

B. TEXT

Mastropieri, M. A. & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction*. (3rd ed.). Pearson: Upper Saddle River: NJ.

NOTE: This is a new text for this course!!

C. COURSE OBJECTIVES

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

1. Discuss the need to address diversity including disabilities and giftedness in education, from philosophical and historical perspectives, legal mandates (the 14th Amendment, IDEA (PL 105-17), Section 504, ADA, Kentucky regulations, and KERA), and the requirements of the Kentucky New Teacher Standards. (New Teacher Standards I, II, III, I, V, & IX). (Content)
2. Accommodate diversities (disabilities, learning styles, multiple intelligences, socioeconomic, and cultural/linguistic differences) in designing instruction, creating learning climates, managing instruction and behavior, and assessing learning results in various curricular areas. (New Teacher Standards I, II, III, IV, V, IX) (content & pedagogy).
3. Modify instruction, environment, management, and assessment strategies for atypical learners with or without disabilities. (New Teacher Standards I, II, III, IV, V, IX) (pedagogy)
4. Identify definitions and characteristics of exceptional learners and refer learners for special education eligibility assessment. (New Teacher Standards VI, VIII) (content & disposition)
5. Collaborate with parents, colleagues, students, and others to develop IEP's or individualized curricula (such as individualized remediation plan, individualized gifted plan, and individualized transition plan). (New Teacher Standards I, VI, VIII, IX) (content & disposition)
6. Collaborate with professionals in the implementation, monitoring, and evaluation of IEP's or individualized curricula in inclusive, general education classrooms. (New Teacher Standards II, III, IV, V, VI) (pedagogy & disposition)
7. Identify strengths and weaknesses to plan for professional improvement in the area of addressing the diverse needs among learners with or without disabilities in inclusive classrooms. (New Teacher Standard VII) (disposition)

D. Professional Education Program Model

Please review the Professional Education Model on the ECU College of Education website, <http://www.education.eku.edu>. Once on that site, click on the COE Conceptual Framework link.



E. COURSE OUTLINE

- I. Public Law 105-17 (IDEA), Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA).
 - a. Historical development and purpose
 - b. Definition of terms
 - i. Special education
 - ii. Least restrictive environment (LRE)
 - iii. Free and appropriate public education (FAPE)
 - iv. Related services
 - v. Individual Education Program (IEP)
 - vi. Non-discriminatory assessment
 - vii. Due process rights
 - viii. Accessibility
 - ix. Reasonable accommodations
- II. Characteristics of Exceptional Students
 - a. Communication disorders
 - b. Sensory impairments
 - c. Physical disabilities and chronic health impairments
 - d. Mental disabilities
 - e. Learning disabilities
 - f. Emotional and behavioral disabilities
 - g. Traumatic brain injury
 - h. Autism
 - i. Gifted and talented
 - j. Diverse (cultural/linguistic differences) and at-risk learners
 - k. Attention Deficit Hyperactivity Disorder (ADHD)
- III. Referral, Assessment and Identification
 - a. Local referral procedures and parental involvement
 - b. Formal and informal evaluation
 - c. Non-discriminatory/bias-free assessment
 - d. Criterion and norm referenced assessment
 - e. Academic, cognitive, social and adaptive areas of assessment
 - f. Socioeconomic, ethnic, and cultural variable
- IV. Instruction and Management of Exceptional Students
 - a. Individualized educational programming, classroom teachers responsibility, individualizing instruction, parent and student participation in IEP process
 - b. Appropriate methods and materials, choosing, developing, and adapting materials, and monitoring instruction
 - c. Behavior management techniques, systematic observation and data collection techniques, antecedents, behavior consequences, applied behavior analysis, increasing appropriate behaviors, decreasing inappropriate behaviors, extinction, contingency management, and behavioral contracting
- V. Collaborative Roles and Responsibilities
 - a. Parents and other family members (sensitivity to cultural/linguistic, and socio-economic factors)
 - b. School personnel
 - c. Related services personnel

F. PROFESSIONAL EDUCATION STRANDS

Field Experiences

Students are required to complete 10 hours of field experience in collaborative and special education settings. Assignments regarding those experiences are included in the course requirements.

Metacognition Skills

Course content addresses skills needed to develop appropriate educational programming and appropriate learning strategies for students with disabilities.

Communication Skills

Students' ability to communicate professionally and proficiently in class discussions will be informally assessed. Assignments will formally assess professional writing skills.

Research Skills/Independent Learning

Assignments and exams will address application of knowledge designing and implementing appropriate educational plans and instructional accommodations for students with disabilities.

Planning Skills

Course content and activities require application to instructional planning and required accommodations for students with disabilities in the general education classroom.

Technology

Use of technology will be required for writing assignments, information gathering to complete assignments, and access for course content.

Professional/Social Skills

Content of course and activities are directly related to required skills needed for teachers of students with disabilities as mandated by federal and state laws.

Teaming/Collaboration

Course content and activities address inclusion and collaboration issues in regard to providing appropriate services for students with disabilities.

Continuous Authentic Assessment

Course content and activities will demonstrate on-going assessment of students with disabilities.

Diversity

Diversity issues will be addressed throughout the course through course content.

Inclusion/Exceptionalities

Course content and activities are specifically related to inclusion and exceptionalities of students with disabilities.

Professional Development Plan

Skills learned in this course are required skills for new teachers.

Professional Portfolio

Assignments may be used as evidence of New Teacher Standards in professional portfolio.

G. COURSE REQUIREMENTS

Professional Participation

There will be 104 possible points, 4 points per class (26 class meetings) for professional participation demonstrated in class. **THIS INCLUDES THE FIRST DAY OF CLASS and EXCLUDES EXAM DAYS.** Professional participation is defined as evidence of preparation for class discussions and activities when applicable, respectful behavior and positive regard for colleagues and instructor, **promptness to class and attendance, notification of anticipated tardiness and absences***, **assignments and activities completed as instructed and turned in on due date**, and other behaviors reflective of professional behavior. (*if an emergency occurs and you are not able to contact the instructor prior to a tardy or absence, please notify the instructor in a timely manner regarding the tardy or absence). If tardy, partial points may be lost. If absence without prior notification or notification in a timely manner of the reason for the absence, all points for that class meeting will be lost. **All unexcused absences will result in a loss of the points for that class period.**

PLEASE turn cell phones OFF or on silent/vibrate during class. Answering cell phones during class should only occur during an EMERGENCY and should be answered OUT of the classroom.

Field Experience & Observation Report

You are required to spend **10 hours of observation** in the field. Your field experience will include observation time in an inclusive and/or collaborative setting. It is the Department of Special Education's requirement that you arrange those hours on your own. You will be required to write an observation report (explained below) based on your observations while in the field. A form letter will be provided for you to share with principals and/or teachers with whom you make contact to arrange your hours. In addition, I will provide a form for you to have signed by the cooperating teacher/s to document your time in their classroom. You will

not receive credit for this requirement unless you turn in the signed form/s. In addition, **your final grade for this course will not be submitted without documentation of completion of the field experience requirement for this course.**

You will be required to write a comprehensive report regarding your experiences during your field experience hours. Specific guidelines of what activities you should engage in while in the field regarding this report will be discussed thoroughly in class. A scoring guide will be provided outlining the information that will need to be included in the report and the format of the report. This assignment will be worth **50 points** of the total course points. A folder containing all documents needed to complete this assignment can be found in the Assignments Folder in BlackBoard.

Confidentiality Training is required for all courses that require field experience. Since many of you may have already had this training and will have it again, I have posted the PowerPoint presentation and a list of questions. You will view the PPT on your own, complete the questions, and submit them through the Safe Assignment link provided in the Assignments Folder in BlackBoard. This must be completed in order to complete your observation hours.

Instructional Adaptation Plan

You will be required to develop an instructional adaptation plan for a specific skill and/or lesson for a student with a specific disability and/or disorder integrated into a general education classroom setting. This assignment will be worth **20 points** of the total possible points for the course. Specific details will be provided in class regarding completion of this assignment. A folder containing all documents needed to complete this assignment can be found in the Assignments Folder in BlackBoard.

Etiology Fact Sheet

A fact sheet providing information regarding the etiology of a disability and/or disorder that would be helpful to teachers and parents will be developed. This assignment will be a group assignment. Specific details will be provided in class regarding the completion of this assignment. This assignment will be worth **50 points** of the total course points. A folder containing all documents needed to complete this assignment can be found in the Assignments Folder in BlackBoard.

Policy on Late Assignments

Assignments **are due at the beginning of class** on the date shown on the course schedule. Late assignments will be administered a **10% response cost of the possible points** for each 24 hour period the assignment is late. If there is a viable reason why an assignment cannot be turned in on the due date, it is the student's **responsibility** to discuss the issue with the instructor **PRIOR** to the due date. The instructor will determine **if** the reason for a late assignment is viable. Prior is defined as at least 48 hours before the assignment is due. **This policy will be strictly enforced.**

Quizzes

Unannounced quizzes will be given throughout the course. Quiz points will count **75** of the possible course points. Quizzes will be given at the beginning of the class period. **Make-up quizzes will only be given for excused tardies and absences.** Please refer to the section in this syllabus regarding excused absences. Quizzes will assess content covered in class and specific content in the textbook.

Exams

Four exams will be given. Exams will count **200 points** of the total possible course points (50 points per exam). Exam format will be provided in class. Exams will assess your knowledge of content covered in class and in the textbook. You will be required to gain knowledge of some content covered in the textbook that will not be specifically addressed in class.

H. STUDENT PROGRESS AND EVALUATION

Points earned out of the total possible until midterm will serve as notice to students of their progress in the class following the same grading format as designed below.

Grading

Grades will be awarded using a point system. Students will earn grades as indicated below:

90%-100% of total possible points = A
 80%-89% of total possible points = B
 70%-79% of total possible points = C
 60%-69% of total possible points = D
 below 60% of total possible points = F

Exams (4 @ 50 pts. each)	200 points
Quizzes	75 points
Instructional Adaptation Plan	20 points
Etiology Fact Sheet	50 points
Observation report	50 points
Professional Participation	104 points
Total Possible Points	499 points

I. ATTENDANCE

EKU College of Education Attendance Policy:

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

Instructor Expectations:

- Students will adhere to the EKU College of Education Attendance Policy described above.
- It is the student's **responsibility** to contact the instructor **PRIOR** to class of an anticipated absence or in the case of an unanticipated emergency, **as soon as possible** after an absence to determine whether the absence can and will be excused.
- It is the student's **responsibility** to obtain class notes from a member of the class of any missed lectures.
- It is the student's **responsibility** to arrange the completion of any "activity work" that may have been missed due to absence from a class.

J. NOTIFICATION OF THE LAST DAY TO DROP THE COURSE

The last day to withdraw from full-semester classes or the university is, **10/26/07**.

K. UNIVERSITY WRITING REQUIREMENT

Baccalaureate degree students must take the exam in the first semester of enrollment after completing the 60th credit hour. Transfer students who transfer 60 credit hours or more must take the exam in the first semester of enrollment. Students failing to register for, take, and pass the UWR in the semester after they complete 60 credit hours will be subject to the enrollment limitations described in the undergraduate catalog.

L. ADAPTED INSTRUCTION

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

M. SED 401 TENTATIVE Class Schedule

This schedule is subject to change regarding topics covered, class reading/preparation and assignment DUE dates (i.e., assignment due date may be moved to LATER than original due date; assignments will NEVER be due EARLIER than original due date), or exam (i.e., to LATER than original date) depending on amount of time needed to thoroughly cover and/or complete each topic and activity.

Date	Topic	Reading/ Preparation	DUE DATES
8/21	Overview of Course & Syllabus Intro. to Inclusive Teaching		
8/23	Intro. to Inclusive Teaching	Chapt. 1	
8/28	Collaboration	Chapt. 2	Determine Etiology Fact Sheet Groups & Topics
8/30	Special Education Identification Process		
9/4	Higher Incidence Disabilities: Communication Disorders & LD	Chapt. 3	
9/6	Learning Disabilities: Video		Confidentiality Questions DUE
9/11	Mental Retardation & EBD		
9/13	EBD (cont.)		
9/18	EXAM #1		
9/20	Lower Incidence Disabilities: Visual & Hearing Impairments	Chapt. 4	
9/25	Physical & Other Health Impairments		
9/27	Severe & Multiple Disabilities and Autism		Instructional Adaptation Plan DUE
10/2	Autism (cont.)		
10/4	No class Meeting: out of group work		
10/9	NO CLASS—Fall Break		
10/11	Other Special Learning Needs: Section 504 & Gifted and Talented	Chapt. 5	
10/16	Diversity & Students at Risk		
10/18	Effective Teaching	Chapt. 6	
10/23	EXAM #2		
10/25	Classroom Behavior and Social Skills	Chapt. 7	
10/30	Strategies to Change Behavior		
11/1	Promoting inclusion with peers	Chapt. 8	
11/6	Bullying		Etiology Fact Sheet DUE
11/8	Motivation & Affect and Attention & Memory	Chapt. 9 & 10	
11/13	Study Skills	Chapt. 11	
11/15	Literacy	Chapt. 13	
11/20	EXAM #3		
11/22	NO CLASS (Happy Turkey Day)		
11/27	Mathematics	Chapt. 14	
11/29	Science and Social Studies	Chapt. 15	Observation Report and Verification Form DUE
12/4	Art, Music, PE, etc.	Chapt. 16	
12/6	Transitions	Chapt. 17	
12/13	Final Exam: 10:30-12:30		

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 College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	SPECIAL EDUCATION EDUCATION SED 401S Exceptional Learners in Inclusive Classrooms _____ (Major ____, 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"/>	<u>Date</u> 2/19/09	<u>Date</u> NA
College Curriculum Committee General Education Committee* Teacher Education Committee*	4/7/09 NA 5/8/09	Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
5/21/09 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.)
 SED 401S Single section designation for Service-Learning.

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

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

B. The justification for this action:

Service-learning has been used as an instructional strategy in the College of Education for a long time. The "S" designation allows for an official record of student and faculty engagement in service-learning and enhances data collection for strategic planning purposes.

This course has been approved by the EKU Service-Learning Committee.
 Regular sections of SED 401 will also be offered.

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

Personnel Impact: none

Operating Expenses Impact: grants may be sought and used when and as appropriate

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.)

- 40. For a new course, provide the catalog text.
- 41. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 42. 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.)

Reference: 2008-2009 Undergraduate Catalog page 216. SED 401 remains the same.

SED 401S Exceptional Learners in Inclusive Classrooms. (3) I, II. Prerequisite: admission to teacher education. Principles for teaching and accommodating exceptional learners in educational settings. Instructional modifications and management across content areas. Collaboration to address exceptionalities/diversities. 10 field/clinical hours in special education and inclusive settings. Fifteen hours of Service-Learning. Credit will not be awarded to students who have credit for SED 401.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
<u>SED</u>	<u>401S</u>	Spring 2009	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	SPED
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>X</u> _____ Laboratory _____ Other _____		Cip Code (first two digits only) 13	
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.	Admission to teacher education.
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.)

SED 401S: Exceptional Learners in Inclusive Classrooms

Instructor: Beth Anne Pruitt, Ed.D.

Office: 108 Wallace Building

Phone: (859) 622-2405

E-mail: BethAnne.Pruitt@eku.edu

FAX: (859) 622-4443

Office Hours: Weekly office hours are posted on my office door. Appointments are available if office hours don't meet your needs.

Credit Hours: 3

A. COURSE DESCRIPTION

Prerequisites: EPF 319, ELE/EMG 445, admission to teacher education. Corequisites: ELE/EMG method course(s), ESE 498. Principles for teaching and accommodating exceptional learners in educational settings. Instructional modification and management across content areas. Collaboration to address exceptionalities/diversities. 10 field/clinical hours in special education and inclusive settings.

B. TEXT

Mastropieri, M. A. & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction*. (3rd ed.). Pearson: Upper Saddle River: NJ.

C. COURSE OBJECTIVES

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

8. Discuss the need to address diversity including disabilities and giftedness in education, from philosophical and historical perspectives, legal mandates (the 14th Amendment, IDEA (PL 105-17), Section 504, ADA, Kentucky regulations, and KERA), and the requirements of the Kentucky New Teacher Standards. (New Teacher Standards I, II, III, I, V, & IX). (Content).
9. Accommodate diversities (disabilities, learning styles, multiple intelligences, socioeconomic, and cultural/linguistic differences) in designing instruction, creating learning climates, managing instruction and behavior, and assessing learning results in various curricular areas. (New Teacher Standards I, II, III, IV, V, IX) (content & pedagogy).
10. Modify instruction, environment, management, and assessment strategies for atypical learners with or without disabilities. (New Teacher Standards I, II, III, IV, V, IX) (pedagogy)
11. Identify definitions and characteristics of exceptional learners and refer learners for special education eligibility assessment. (New Teacher Standards VI, VIII) (content & disposition)
12. Collaborate with parents, colleagues, students, and others to develop IEP's or individualized curricula (such as individualized remediation plan, individualized gifted plan, and individualized transition plan). (New Teacher Standards I, VI, VIII, IX) (content & disposition)
13. Collaborate with professionals in the implementation, monitoring, and evaluation of IEP's or individualized curricula in inclusive, general education classrooms. (New Teacher Standards II, III, IV, V, VI) (pedagogy & disposition)
14. Identify strengths and weaknesses to plan for professional improvement in the area of addressing the diverse needs among learners with or without disabilities in inclusive classrooms. (New Teacher Standard VII) (disposition)

D. Professional Education Program Model

Please review the Professional Education Model on the ECU College of Education website, <http://www.education.ecu.edu>. Once on that site, click on the COE Conceptual Framework link.



E. COURSE OUTLINE

- VI. Public Law 105-17 (IDEA), Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA).
 - a. Historical development and purpose
 - b. Definition of terms
 - i. Special education
 - ii. Least restrictive environment (LRE)
 - iii. Free and appropriate public education (FAPE)
 - iv. Related services
 - v. Individual Education Program (IEP)
 - vi. Non-discriminatory assessment
 - vii. Due process rights
 - viii. Accessibility
 - ix. Reasonable accommodations
- VII. Characteristics of Exceptional Students
 - a. Communication disorders
 - b. Sensory impairments
 - c. Physical disabilities and chronic health impairments
 - d. Mental disabilities
 - e. Learning disabilities
 - f. Emotional and behavioral disabilities
 - g. Traumatic brain injury
 - h. Autism
 - i. Gifted and talented
 - j. Diverse (cultural/linguistic differences) and at-risk learners
 - k. Attention Deficit Hyperactivity Disorder (ADHD)
- VIII. Referral, Assessment and Identification
 - a. Local referral procedures and parental involvement
 - b. Formal and informal evaluation
 - c. Non-discriminatory/bias-free assessment
 - d. Criterion and norm referenced assessment
 - e. Academic, cognitive, social and adaptive areas of assessment
 - f. Socioeconomic, ethnic, and cultural variable
- IX. Instruction and Management of Exceptional Students
 - a. Individualized educational programming, classroom teachers responsibility, individualizing instruction, parent and student participation in IEP process
 - b. Appropriate methods and materials, choosing, developing, and adapting materials, and monitoring instruction
 - c. Behavior management techniques, systematic observation and data collection techniques, antecedents, behavior consequences, applied behavior analysis, increasing appropriate behaviors, decreasing inappropriate behaviors, extinction, contingency management, and behavioral contracting
- X. Collaborative Roles and Responsibilities
 - a. Parents and other family members (sensitivity to cultural/linguistic, and socio-economic factors)
 - b. School personnel
 - c. Related services personnel

G. COURSE REQUIREMENTS

Professional Participation

There will be X possible points, 4 points per class (X class meetings) for professional participation demonstrated in class. **THIS INCLUDES THE FIRST DAY OF CLASS and EXCLUDES EXAM DAYS.** Professional participation is defined as evidence of preparation for class discussions and activities when applicable, respectful behavior and positive regard for colleagues and instructor, **promptness to class and attendance, notification of anticipated tardiness and absences***, **assignments and activities completed as instructed and turned in on due date**, and other behaviors reflective of professional behavior. (*if an emergency occurs and you are not able to contact the instructor prior to a tardy or absence, please notify the instructor in a timely manner regarding the tardy or absence). If tardy, partial points may be lost. If absence without prior notification or notification in a timely manner of the reason for the absence, all points for that class meeting will be lost. **All unexcused absences will result in a loss of the points for that class period.**

PLEASE turn cell phones OFF or on silent/vibrate during class. Answering cell phones during class should only occur during an EMERGENCY and should be answered OUT of the classroom.

SERVICE LEARNING Component:

You will be required to participate in a service learning project this semester. The project will meet the field observation requirement stated within the course description in the ECU undergraduate catalog. The project will require tutoring students with learning problems and/or disabilities in the area of math at Mayfield Elementary School or within another school working with students in an area of need.

You will be required to complete three structured reflections regarding your service learning experience (at the beginning of your placement, middle, and end). In addition, you will have an opportunity to apply the content covered in their course. Part of your experience will be learning how to evaluate student learning and to make instructional decisions based on student performance.

You will be required to write a final, overall reflection regarding your experiences during your service learning project. Your reflections and final report will be worth **50 points** of the total course points. A folder containing all documents needed to complete this assignment can be found in the Assignments Folder in BlackBoard. Detailed discussion of this requirement will be provided in class.

Confidentiality Training is required for all courses that require field experience. Since many of you may have already had this training and will have it again, I have posted the PowerPoint presentation and a list of questions. You will view the PPT on your own, complete the questions, and submit them through the Safe Assignment link provided in the Assignments Folder in BlackBoard. This must be completed in order to complete your observation hours.

Instructional Adaptation Plan

You will be required to develop an instructional adaptation plan for a specific skill and/or lesson for a student with a specific disability and/or disorder integrated into a general education classroom setting. This assignment will be worth **20 points** of the total possible points for the course. Specific details will be provided in class regarding completion of this assignment. A folder containing all documents needed to complete this assignment can be found in the Assignments Folder in BlackBoard.

Etiology Fact Sheet

A fact sheet providing information regarding the etiology of a disability and/or disorder that would be helpful to teachers and parents will be developed. This assignment will be a group assignment. Specific details will be provided in class regarding the completion of this assignment. This assignment will be worth **50 points** of the total course points. A folder containing all documents needed to complete this assignment can be found in the Assignments Folder in BlackBoard.

Policy on Late Assignments

Assignments **are due at the beginning of class** on the date shown on the course schedule. Late assignments will be administered a **10% response cost of the possible points** for each 24 hour period the assignment is late. If there is a viable reason why an assignment cannot be turned in on the due date, it is the student's **responsibility** to discuss the issue with the instructor **PRIOR** to the due date. The instructor will determine **if** the reason for a late assignment is viable. Prior is defined as at least 48 hours before the assignment is due. **This policy will be strictly enforced.**

Quizzes

Unannounced quizzes will be given throughout the course. Quiz points will count **75** of the possible course points. Quizzes will be given at the beginning of the class period. **Make-up quizzes will only be given for excused tardies and absences.** Please refer to the section in this syllabus regarding excused absences. Quizzes will assess content covered in class and specific content in the textbook.

Exams

THREE exams will be given. Exams will count **150 points** of the total possible course points (50 points per exam). Exam format will be provided in class. Exams will assess your knowledge of content covered

in class and in the textbook. You will be required to gain knowledge of some content covered in the textbook that will not be specifically addressed in class.

H. STUDENT PROGRESS AND EVALUATION

Points earned out of the total possible until midterm will serve as notice to students of their progress in the class following the same grading format as designed below.

Grading

Grades will be awarded using a point system. Students will earn grades as indicated below:

90%-100% of total possible points	= A
80%-89% of total possible points	= B
70%-79% of total possible points	= C
60%-69% of total possible points	= D
below 60% of total possible points	= F

Exams (3 @ 50 pts. each)	150 points
Quizzes	75 points
Instructional Adaptation Plan	20 points
Etiology Fact Sheet	50 points
Reflections and Final Report	50 points
Professional Participation	112 points
Total Possible Points	457 points

I. ATTENDANCE

EKU College of Education Attendance Policy:

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

Instructor Expectations:

- Students will adhere to the EKU College of Education Attendance Policy described above.
- It is the student's **responsibility** to contact the instructor **PRIOR** to class of an anticipated absence or in the case of an unanticipated emergency, **as soon as possible** after an absence to determine whether the absence can and will be excused.
- It is the student's **responsibility** to obtain class notes from a member of the class of any missed lectures.
- It is the student's **responsibility** to arrange the completion of any "activity work" that may have been missed due to absence from a class.

J. NOTIFICATION OF THE LAST DAY TO DROP THE COURSE

The last day to withdraw from full-semester classes or the university is (XXX).

K. UNIVERSITY WRITING REQUIREMENT

Baccalaureate degree students must take the exam in the first semester of enrollment after completing the 60th credit hour. Transfer students who transfer 60 credit hours or more must take the exam in the first semester of enrollment. Students failing to register for, take, and pass the UWR in the semester after they complete 60 credit hours will be subject to the enrollment limitations described in the undergraduate catalog.

L. ADAPTED INSTRUCTION

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

Field Experience Reflection

Name: _____ Date: _____

Reflection: ____#1 ____#2 ____#3

Type of Setting: _____

1. Based on your experiences with the student/s you are working with, how would you describe the student/s current learning skills?
2. How would you compare and contrast those skills to students without learning problems of the same age/grade?
3. What have you learned about the student/s response to your instruction? Provide specific example/s.
4. What types of strategies and/or techniques have you tried to facilitate learning?
5. What changes have you made in working with the student/s based on their performance (in regards to instruction and/or management of behavior)?
6. Additional reflections?

Final Report of Field Experience

Name: _____ Date: _____

Description of setting and instructional arrangement

(Describe the setting and arrangement of your field experience situation. (DO NOT USE real name of any student to ensure confidentiality!) Include any important information about the student/s' learning issues, what you did during your sessions, etc. Be specific!)

Learning characteristics of student/s

(Describe what you learned during about the student/s in regards to learning strengths and areas of deficits. Be specific!)

Instructional effectiveness

(Discuss whether or not the learning strategies or activities used for instruction were effective. Why or Why not? What did you learn about instruction during your sessions? How did you make decisions regarding what instruction or activities you would use? Provide specific examples where appropriate. Would you do anything differently the next time you are faced with student/s with the same learning needs? Why or Why not?)

Final reflections

(Discuss your overall opinion of your experience from your perspective about the usefulness (or lack of) of the field experience and how it will or will not influence you as a classroom teacher.)

Final Report of Field Experience

Name _____

Possible Points: 50

____ Setting/s (5 points)

- Describes the setting/s in which you completed your field experience/service learning (type of school and/or program, information relevant to the learning experience for you and student/s)
- Provides age/grade of student/s
- Reflects upon general environment where you worked with the student/s

____ Learning characteristics of student/s (10 points)

- Describes learning characteristics of the student/s
- Provides relevant information; uses specific example/s
- Demonstrates application, analysis, interpretation, and evaluation of relevant information

_____ **Instructional effectiveness (15 points)**

- Describes types of instructional strategies, adaptations, activities, etc. you implemented or used with student/s
- Provides relevant information and specific example/s of the effectiveness of the strategies, techniques, activities, adaptations used
- Demonstrates application, analysis, interpretation, and evaluation of relevant information

_____ **Learning Experiences (10 points)**

- Describes perspective of the usefulness of service learning
- Provides relevant information and specific example/s of the effectiveness of the strategies, techniques, activities, adaptations used
- Demonstrates application, analysis, interpretation, and evaluation of relevant information

_____ **Free of grammatical and mechanical writing errors (10 points)**

_____ **Total Points Earned**

Comments:

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 <u>Teacher Education Programs</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>SEE PART III</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																												
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td></td> <td>Graduate Council*</td> <td style="text-align: center;">NA</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"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">NA</td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td style="text-align: center;">5/21/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">9/14/09</td> </tr> <tr> <td>Teacher Education Committee*</td> <td></td> <td>Board of Regents**</td> <td style="text-align: center;">1/25/10</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>			<u>Date</u>		<u>Date</u>	Departmental Committee		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	NA	Approved <input checked="" type="checkbox"/> Disapproved	5/21/09	General Education Committee*	NA	Faculty Senate**	9/14/09	Teacher Education Committee*		Board of Regents**	1/25/10			Council on Postsecondary Edu.***	NA
	<u>Date</u>		<u>Date</u>																										
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		Council on Postsecondary Edu.***	NA																										
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be 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.) A service learning equivalent of SED 401 was created. This course is part of the Professional Education Core in teaching programs. Make the SED 401S an option for all teaching programs.	
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: To assist all teacher education programs in making this change, one Curriculum Change Form is being used to reflect the SED 401S option for all programs.	
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.)

- 43. For a new course, provide the catalog text.
- 44. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 45. 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

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

New or Revised* Program Text

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

SEE BELOW

SED 401 or SED 401S in the following programs

Certification Areas	2008-2009 CATALOG PAGE	SECTION
All Grade Levels (P-12)		
Art	72	Teacher Education Option
French	80	Professional Education Requirements
Health	142	Professional Education Requirements School Health Option
Music	89	Professional Education for Music Education
Spanish	81	Professional Education Requirements
Theater	79	Professional Education Requirements
Elementary School (P-5)		
Elementary	120	Professional Education Requirements
Grades 5-12		
Agriculture	109	Professional Education Core
Business and Marketing Education	102	Teacher Education Requirements
Family and Consumer Sciences	140	Professional Education Requirements
Industrial Education	109	Professional Education Core
Technology Education	109	Professional Education Core
Middle School (5-9)		
Middle Grade Education	121	Professional Education Requirements
Secondary School (8-12)		
Biological Science	74	Professional Education Requirements
Chemistry	75	Chemistry Teaching Option
Earth Science	82	Professional Education Requirements
English	79	Professional Education Requirements
Mathematics	86	Professional Education Requirements
Physics	90	Teacher Education Requirements
History	85	Professional Education Requirements

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Educational Leadership and Policy Studies College Education *Course Prefix & Number EAD 840 *Course Title (30 characters) Policy for Safe Schools *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9-30-08	Graduate Council* 3/30/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	October 7, 2008	Council on Academic Affairs
General Education Committee*	N/A	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/21/09
Teacher Education Committee*	February 24, 2009	Faculty Senate** 9/14/09
		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 new course to be included in the endorsement program.</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: New course developed for implementation of the Safety and Facilities Management in Educational Settings Endorsement Program</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: 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.)

EAD 840 Policy for Safe Schools **(3) A.** Prerequisites: SSE 870, SSE 871, SSE 872 or COU 847, SSE 873. Lecture course designed to provide educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting.

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>EAD</u>	Course Number (3 Digits) <u>840</u>	Effective Term (Example: Fall 2001) <u>Fall 2009</u>	College/Division: AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	Dept. (4 letters)* <u>ELPS</u>
Credit Hrs. <u>3</u>	Weekly Contact Hrs. Lecture <u>3</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable) <u>1</u>	Work Load (for each schedule type) <u>3</u>	Grading Mode* <u>N</u>	Cip Code (first two digits only) <u>13</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.	Departmental approval required.
Course Prefix and No.	<u>SSE 870, SSE 871, SSE 872 or COU 847, SSE 873</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Educational Leadership and Policy Studies
EAD 840 Leadership and Policy Development for Safe School Communities (3 credits)

CATALOG COURSE DESCRIPTION:

EAD 840 is a lecture course designed to develop skills to analyze research in school safety and school safety data. Students will collaboratively develop school policy/procedures based on data and research. Prerequisites SSE 870, 871, 872, 873.

TEXTS: Online Resources (No Text Required)

Website for the Kentucky Center for School Safety and other appropriate sites.
EKU Libraries Site

STUDENT LEARNING OUTCOMES

:

1. Evaluate the relationships among classroom, school, and district climate. Evaluate the relationships among classroom, school, and district and state safety policies/procedures.
2. Synthesize resources found to assist schools in the assessment, development, and implementation of school safety plans. Determine which resources are appropriate for the school/district setting under study.
3. Analyze the various theories and processes involved in the collaborative development of school safety assessments, policies, and procedures.
4. Collaboratively develop essential components of a school safety policy/procedure by analyzing school and district data safe schools data with school/district community representatives.
5. Research theories and methods of policy implementation for maximum staff, faculty, student, and community buy-in and compliance.

STUDENT PROGRESS

Students will be provided regular feedback throughout the semester regarding their grade and progress.

ATTENDANCE POLICY: Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event they are unable to access the web from their primary computer.

LAST DAY TO WITHDRAW: See Colonel's Compass

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 for

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

UNIVERSITY EMAIL POLICY: The University has adopted an official communication policy between faculty and students at the institution. Faculty and students will use their official EKU email addresses to communicate (not off-campus addresses). Please adhere to this policy when communicating with the course instructor.

COURSE REQUIREMENTS:

1. Successful completion of the literature review and theoretical framework for the School/District Safety Policy and Procedures Plan developed in previous course(s). **(35% of grade)**
2. Presentation of literature review, theoretical framework, and collaboration/implementation report for school/district safety policy and procedures plan. **(35% of grade)**
3. Class participation regarding group work and assigned readings, presentations, attendance, and class activities assigned by the instructor. **(30 % of grade)**

GRADING SCALE

95%-100%=A
85%-94%=B
75%-84%=C
65%-74%=D
<65%=F

COURSE OUTLINE:

Topic One: Sharing/Critiquing of school safety plans written in previous courses.

Topic Two: Research and Discussion for the Development of a Literature Review for school safety assessments, policies, and procedures.

Topic Three: Research and Discussion for the Development of a Theoretical Framework for school safety assessments, policies, and procedures.

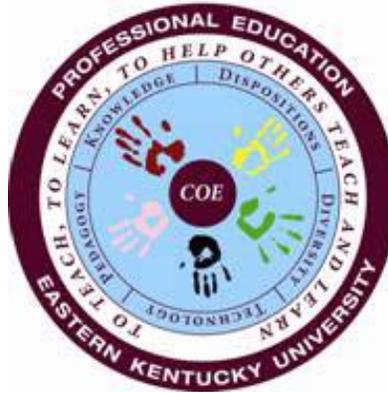
Topic Four: Utilizing Kentucky Center for School Safety and Other Resources

Topic Five: Successful Collaboration with Kentucky School Communities/Field Work

Topic Six: Presentations

Topic Seven: Special Topics in School Safety/Comparative Education in School Safety

PROFESSIONAL EDUCATION PROGRAM MODEL:



PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

Common Elements of All Professional Education Course Syllabi

- **FIELD EXPERIENCES:** When appropriate: Observation in public schools.
- **METACOGNITION SKILLS:** Students will review and analyze research and summarize the thoughts of other researchers as well as analyze their research findings.
- **COMMUNICATION SKILLS:** Communication skills will be displayed through speaking, writing, and class experience.
- **RESEARCH SKILLS/ INDEPENDENT LEARNING:** Students will be required to demonstrate research and independent learning skills specified by the instructor.
- **PLANNING SKILLS:** Time management skills are needed in order to participate effectively in Educational Research.
- **TECHNOLOGY:** All products/reports must be word processed and all presentations will be on-line. All tests will also be on-line. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard experiences.
- **PROFESSIONAL/SOCIAL SKILLS:** Students will interact with college instructors, peers, cooperating teachers, and schools.
- **TEAMING/COLLABORATION:** Teaming and collaboration will be encouraged. In the case of Educational Research this requirement will be met through e-Learning teams.
- **CONTINUOUS AUTHENTIC ASSESSMENT:** Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment.
- **DIVERSITY:** Awareness of the diverse characteristics of students and the types of school climates will be an integral component of course and field experiences.
- **INCLUSION/EXCEPTIONALITIES:** Awareness of exceptionalities and inclusive classrooms will be a part of course.

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 checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Educational Leadership & Policy Studies <hr/> College Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Endorsement: Safety and Facilities Management in Educational Settings (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 1/14/08	<u>Date</u> 3/30/09
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Departmental Committee <i>Is this a SACS Substantive Change? Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/></i>	October 7, 2008	5/21/09
College Curriculum Committee	N/A	Faculty Senate**
General Education Committee*	4/28/09	Board of Regents**
Teacher Education Committee*		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 establish an endorsement in <i>Safety and Facilities Management in Educational Settings</i> 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 new endorsement will allow EKU to prepare leaders who can contribute to the safety and well-being of students in educational settings in Kentucky and elsewhere.	
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.)

Department of Educational Leadership & Policy Studies

ENDORSEMENT

Safety and Facilities Management in Educational Settings

Safety and Facilities Management in Educational Settings endorsement is designed to prepare certified P-12 educators and school administrators to promote and maintain a positive, safe, and healthy school culture, climate and environment which is conducive to high academic achievement.

Endorsement Requirements.....15 hours
EAD 840, SSE 870, 871, 873; SSE 872 or COU 847.

(Teacher and/or administrator certification required.)

Safety and Facilities Management in Educational Settings Endorsement Courses

<p>EAD 840 Policy for Safe Schools</p> <p>(3 Hours)</p>	<p>Lecture course designed to provide educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Prerequisites: SSE 870, SSE 871, SSE 872 or COU 847, SSE 873.</p>
<p>SSE 870 Crime Prevention in the School & Community</p> <p>(3 Hours)</p>	<p>Environmental design and school safety to include physical space safety and classroom climate. Bullying prevention, Developing staff and student problem and conflict resolution and de-escalation skills, and using SROs and other community resources to enhance school climate.</p>
<p>SSE 871 Risk Management & Crisis Prevention in the School Setting</p> <p>(3 Hours)</p>	<p>Understanding and implementing threat assessment strategies, identifying at risk students, identifying at risk parents, identifying at risk staff, identifying other threats in the school and community, and identifying electronic threats.</p>
<p>SSE 872 Crisis Response in Educational Settings</p> <p>Or</p> <p>COU 847 Crisis and Abuse Counseling. (3)</p> <p>A. Prerequisites: COU 813, 840, 846. Or instructor approval. This is an advanced counseling techniques class focusing on the process and skills in crisis and abuse counseling, as well as legal, ethical, and advocacy issues.</p> <p>(3 Hours)</p>	<p>Developing positive relationships and plans with safety partners, developing a comprehensive all hazards crisis response plan that is tailored to specific threats, communicating and educating staff and all safety partners on school safety plans, implementing the school safety plan when a crisis occurs, and responding to outside constituencies during a crisis Following up after a crisis event.</p>
<p>SSE 873 Program Development & Evaluation of Safety Interventions in Educational Settings</p> <p>(3 Hours)</p>	<p>Review best practices in school safety and methodological issues in determination of how those practices are "best." Discuss research design issues in evaluating best practices. Train students how to conduct program evaluation and research design in the school setting.</p>

Safety and Facilities Management in Educational Settings

Department of Safety, Security, and Emergency Management (Home Department) & Department of Educational Leadership

Background

Eastern Kentucky University serves as the Kentucky Center for School Safety (KCSS) contract agency with the cooperation and support of the three partner agencies, the University of Kentucky, Murray State University and the Kentucky School Boards Association. Murray State University in cooperation with the Kentucky Center for School Safety began offering a twelve-hour School Safety Educator Endorsement beginning fall of 2004. The College of Justice and Safety and the College of Education at ECU look forward to offering students a fifteen-hour School Safety Endorsement.

Purpose

The *Safety and Facilities Management in Educational Settings Endorsement* is designed to prepare certified P-12 educators and school administrators to promote and maintain a positive, safe, and healthy school culture, climate and environment which is conducive to high academic achievement. School safety continues to be an issue of paramount importance.

For students to fulfill their academic potential in school, schools must be safe and secure places for all students, teachers, and staff members. For school climate to be conducive to high academic performance the educational leaders need to be prepared to handle any crisis which may arise.

The approval of the School Safety Endorsement is requested by committee members below. **Thanks to all committee members** for their continued efforts over the past year.

College of Education

Dean Phillips, Heather Baltodano, Bob Biggin, Connie Callahan, Justin Cooper, June Hyndman, Jerry Johnson, Laura Schmuldt, Ronnie Nolan & Rose Skepple

College of Justice and Safety

Dean Ault, David Acker, Preston Elrod, & David May

Kentucky Center for School Safety School Safety

Jon Akers & Karen McCuiston

Curriculum Change Form

(Check one)	Department Name	Baccalaureate & Graduate Nursing
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences

B. The justification for this action: The American Association of Colleges of Nursing has called for establishment of professional practice doctoral programs (DNP) for graduate education in nursing by the year 2015. DNP programs are for the purpose of preparing advanced level practitioners and are intended to eventually replace the current master's programs in nursing which prepare advanced practitioners. These programs are separate and distinct from research doctoral programs offering a PhD/DSN/DNS in Nursing. Nearly 100 universities and colleges across the US have moved to establish these DNP programs, and many more report being in the planning and development process. These programs are designed to provide additional education for expanded roles for advanced level practitioners. The Commission on Collegiate Nursing Education (CCNE) is accrediting these programs. The current programs in the Department of Baccalaureate & Graduate Nursing are accredited by CCNE and at last visit received the full ten year accreditation.

This program, which will be an online (mixed web) course offering program, would be made available to nurses in the Commonwealth and particularly to nurses in rural areas and underserved areas who wish to expand their education through a practice doctorate. If ECU does not offer this degree which is part of the national movement in nursing education, we would be at a disadvantage in providing graduate education and would not be able to provide progressive and current nursing education offerings. ECU has built a strong reputation of providing baccalaureate and higher degrees in nursing to rural and underserved areas of the Commonwealth, primarily in southeastern Kentucky. Practicing nurses have been able to obtain these more advanced degrees while working and remaining in their home areas, and these nurses stay in their home areas to practice after degree completion. Recent evaluation data collected at the end of the degree programs support that our graduates plan to remain in KY to practice. In 2008, 100% of the MSN graduates planned to practice in KY and 69% in rural or underserved areas; 96% of the prelicensure BSN graduates planned to practice in KY; and 99% of the RN-BSN graduates planned to practice in KY, mostly in rural areas. As a result of ECU nursing programs, the educational level of health care providers in the Commonwealth has been raised and the health care needs of the people of the Commonwealth have been served. The DNP program will serve to advance the educational level of health care providers in these areas even further.

Effective Fall 2009, the other public university in the state offering the DNP program is eliminating its Master's of Science in Nursing (MSN) degree program and will offer the BSN to DNP. ECU has elected to begin the transition in graduate nursing education by maintaining its current MSN degree offering and adding a post master's DNP. This approach is based on requests and feedback from our community of interest (students, potential students, agencies employing our graduates, and others) and is similar to many other DNP programs in the country. This approach (BSN to MSN to DNP) will parallel our RN-BSN-MSN degree offerings which provide nurses a frequently requested degree stop out point while furthering their education. Our programs will continue to offer a traditional career pathway in Kentucky leading to baccalaureate and higher degrees to meet the needs of nurses in KY and the region during this important transition period in nursing education.

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

Personnel Impact: The department faculty members have sufficient credentials and expertise to teach in this program, as the department has a strong base of active clinical practitioners and faculty with doctoral degrees as well as strong educational preparation and experiential background in the areas of content for the DNP courses. The department has 19 faculty with doctoral degrees and has 6 faculty with doctorates in progress, with 5 of those nearing dissertation stage. A review of the faculty accomplishments for last year indicate numerous scholarly activities and leadership activities which are appropriate for faculty teaching in a DNP program. The department would request a minimum of one additional faculty position at program implementation and an additional position when the second class is admitted to ensure adequate coverage for all current programs. As always, the enrollment numbers in all programs will be analyzed and used to justify any additional requested positions. The department will attempt to acquire federal funds for start up, and if the grant application is funded, faculty positions obtained through the grant could be used for start up and permanent positions could be provided by the university following phase out of the grant. In this way, the program could continue to be as cost effective as possible during this period of budget reductions in the state. Also, the anticipated additional tuition dollars from the DNP students, as well as the expected increase in applicants for our other program offerings following implementation of the DNP, would help offset costs. The current Enrollment Specialist for the master's program would also serve this graduate program, so no additional staff positions would be needed.

Operating Expenses Impact: The current operating budget will be reallocated for program start up and additional funding can be added as the current budget situation improves and more resources become available. The program will be primarily online and Blackboard system will be used. If a federal grant is obtained for start up, some of the start up cost, such as advertisement and marketing, will be included in the grant application. Additional online teaching resources, such as Camtasia, may be needed. However, many faculty who are currently teaching in our programs have already been provided with and are using this resource, so this will limit the number of new purchases required.

Equipment/Physical Facility Needs: Current funds will be reallocated for program start up and additional funding can be added as the current budget situation improves and more resources become available. The program will be primarily online and many already existing resources will serve during initial start up. Any additional equipment desired will be included in the grant application.

Library Resources: Will request some additional library resources and online journals to complement existing resources, but many already exist in the system to serve our needs. Will need to expand offerings in Health Policy and Healthcare Finance particularly. These need to be updated and expanded even without the addition of this program to remain current with health care trends.

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

New or Revised* Program Text

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

DOCTOR OF NURSING PRACTICE (DNP)

I. GENERAL INFORMATION

The Department of Baccalaureate and Graduate Nursing offers the Doctor of Nursing Practice program. The program is designed to allow nurses who possess a graduate degree in nursing to prepare for an expanded nursing practice role. The program is intended to be accessible to nurses in the commonwealth and particularly in underserved rural areas.

Graduates of the DNP program will have specific competencies derived from *The Essentials of Doctoral Education for Advanced Nursing Practice* (American Association of Colleges of Nursing, 2006) for which they will be prepared. The Doctor of Nursing Practice student learning outcomes include:

1. Develop, evaluate, translate, and integrate theory-based nursing and interdisciplinary knowledge in new practice approaches to enhance health and health care delivery.
2. Create and evaluate principles of organizational and systems theory to provide leadership in improving health outcomes and promoting excellence in practice.
3. Utilize analytic methods, information technology, and research methods to critically appraise evidence based practice data to evaluate outcomes of practice, practice patterns, and health systems against national benchmarks, to improve health care outcomes.
4. Assimilate and process aggregate data, using information systems, informatics and technology, as well as evaluation and assessment tools, current research and outcome data, to translate this knowledge to improve or transform patient and health care systems.
5. Actively influence health policy that addresses health disparity, access, quality, and financing at institutional, local, state, federal, and international levels.
6. Employ effective communication and interprofessional collaboration to design, implement, and evaluate individual and system level interventions, to improve health and create change in health care delivery systems.
7. Implement clinical prevention and population health activities to improve the health of individuals and populations.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission to the DNP program include 1) a master's degree in nursing from a nationally accredited program, 2) a free and unrestricted RN license in Kentucky (or recognized compact state) with no Kentucky Board of Nursing imposed restrictions on practice, voluntary or otherwise, and 3) a graduate GPA of at least 3.0 (4.0 scale). Admission is competitive and limited to available space. In addition to the Graduate School application, applicants must also submit to the department a separate completed department application form, a resume or curriculum vitae, a short essay (500-700 words) describing the relationship between the applicant's professional goals and the DNP program, and at least 3 positive letters of recommendation which include a peer, a supervisor, and a college or university faculty member. As a limited number of applicants are accepted for admission, selection will be based on careful consideration of all information included in the admission application packet and the degree to which each candidate meets the requirements. Complete applications, which include all requested information, are given priority in the selection process. In order to be competitive, all material and documentation must be submitted by the deadline. After review of the application materials, the DNP Admission Committee will select those applicants to be interviewed by the committee members as a final step in the selection process. Application deadlines are December 1 for summer (part time) admission and January 15 for fall (full time) admission.

Progression Policy --- To progress, students must complete all required course work with a grade of "B" or higher and must complete any pre-requisite courses before advancing to the next course. Refer to course descriptions in this *Catalog* for specifics. A student who does not satisfactorily progress in the program must be given permission by the DNP Admission/Progression Committee to repeat a course and continue in the program.

III. PROGRAM REQUIREMENTS

NSC 900 Seminar I: Role Transition.....	*1-3 hours
NSC 901 Seminar II: Capstone Project Support.....	*1-2 hours
NSC 905 Analytical Methods for EBP	3 hours
NSC 940 Theoretical Application for DNP.....	3 hours
NSC 942 Informatics in Health Care Delivery	3 hours
NSC 950 Public Health Policy and Health	3 hours
NSC 954 Organizational Leadership.....	3 hours
NSC 960 Healthcare Economics and Finance	4 hours
NSC 990 Analytical Methods I.....	3 hours
NSC 992 Analytical Methods II.....	3 hours
NSC 994 Capstone Project	9 hours

Total Hours*36 – 39 hours

*Required hours will be individually evaluated on a planned program of study for each student, depending on academic background and career goals.

IV. EXIT REQUIREMENTS

Capstone Project – Candidates are required to satisfactorily complete and present a capstone project before they are eligible to graduate from the program.

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	900	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1-3	Lecture _____	Laboratory _____	Other 1-3 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 51	
W	1-3	S	Class Restriction, if any: (undergraduate only)	
B	1-3		FR _____ JR _____	
T	1-3		SO _____ SR _____	
1	1-3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Admission to DNP Program

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED - Syllabus for NSC 900: Seminar I: Role transition

PROPOSED FACULTY: Leandra Price, DNP, MSN, RN, CNS; Patricia Birchfield, DNS, MSN, RN, ARNP; Sheila Patros, Ph.D., MSN, RN; Evelyn Parrish, Ph.D., MSN, RN, ARNP; Cathie Velotta, Ph.D., MSN, RN; Terri Loan, Ph.D., MSN, RN; Ida Slusher, DNS, MSN, RN; and Mary Hauser-Whitaker, Ed.D, MSN, RN

COURSE DESCRIPTION: NSC 900 Seminar I: Role Transition. (1-3) A. Prerequisite: Admission to DNP program. Explore issues pertinent to role transition and role assimilation for the DNP graduate.

TEXT(s): TBA

STUDENT LEARNING OUTCOMES: Upon completion of NSC 900, the student will:

1. Analyze issues related to role transition for the DNP role.
2. Develop strategies for identified issues to enhance role assimilation.

EVALUATION METHODS:

Participation in weekly Discussion Board topics	50%
Role Transition Paper	<u>50%</u>
Total	100%

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of "F".

LAST DAY TO DROP CLASS: Please refer to the Colonel's Compass for the last day date to drop this course.

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

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

COURSE REQUIREMENTS:

Participation in weekly Discussion Board topics
Paper

COURSE OUTLINE:

Role theory
Role transition
Role ambiguity
Role assimilation

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 ____)	Baccalaureate & Graduate Nursing Health Sciences NSC 901 Seminar II: Capstone Project Support _____ (Major ____, Option ____, Minor ____, or Certificate ____)
*Provide only the information relevant to the proposal.		
Proposal Approved by:		
	Date	Date
Departmental Committee	3/20/09	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	5/4/09
College Curriculum Committee	4/15/09	Council on Academic Affairs
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	NA	5/21/09
		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: Create course for Doctor in Nursing Practice Degree program

A. 2. Effective date: Fall 2010

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

B. The justification for this action: Course is based on the Essentials of Doctoral Education for Advanced Nursing Practice. Please see New Program form for more information.

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

Personnel Impact: Department has faculty with credentials to teach this course. Will need some additional faculty resources to ensure adequate coverage of all department offerings. See New Program form for additional information.

Operating Expenses Impact: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Equipment/Physical Facility Needs: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Library Resources: Some additional learning resources will be requested. Will use primarily online resources.

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

New or Revised* Catalog Text

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

NSC 901 Seminar II: Capstone Project Support. (1-2) A. Prerequisite: NSC 900 and NSC 990, with a minimum grade of "B". Provides an opportunity for synthesis of evidence-based theoretical concepts to incorporate into 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)*
NSC	901	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1-2	Lecture _____	Laboratory _____	Other 1-2 _____	Cip Code (first two digits only) 51
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
W	1-2	S	FR _____	JR _____
B	1-2		SO _____	SR _____
T	1-2			
1	1-2	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.	NSC 900 (S) and NSC 990 (B)
Course Prefix and No.	

Test Scores _____

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

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED - Syllabus for NSC 901: Seminar II: Project support

PROPOSED FACULTY: Leandra Price, DNP, MSN, RN, CNS; Patricia Birchfield, DNS, MSN, RN, ARNP; Sheila Patros, Ph.D., MSN, RN; Evelyn Parrish, Ph.D., MSN, RN, ARNP; Cathie Velotta, Ph.D., MSN, RN; Terri Loan, Ph.D., MSN, RN; Ida Slusher, DNS, MSN, RN; and Mary Hauser-Whitaker, Ed.D, MSN, RN

COURSE DESCRIPTION: NSC 901 Seminar II: Capstone Project Support. (1-2) A. Prerequisite: NSC 900 and NSC 990, with a minimum grade of “B”. Provides an opportunity for synthesis of evidence-based theoretical concepts to incorporate into practice.

TEXT(s): TBA

STUDENT LEARNING OUTCOMES: Upon completion of NSC 901, the student will:

1. Analyze health care situations which can be addressed and/or improved by implementation of translational research.
2. Critique strategies for implementing change in order to improve health outcomes.

EVALUATION METHODS:

Participation in weekly Discussion Board topics	<u>100%</u>
Total	100%

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of “F”.

LAST DAY TO DROP CLASS: Please refer to the Colonel’s Compass for the last day date to drop this course.

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

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

COURSE REQUIREMENTS:

Participation in weekly Discussion Board topics

COURSE OUTLINE:

Discussions
Problem solving sessions

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 ____)	Baccalaureate & Graduate Nursing Health Sciences NSC 905 Analytical Methods for Advanced Nursing Practice _____ _____ *Provide only the information relevant to the proposal.
---	---	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	3/20/09	Graduate Council*	5/4/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs	5/21/09
College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved	NA
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

- A. 1. Specific action requested:** Create course for Doctor in Nursing Practice Degree program
- A. 2. Effective date:** Fall 2010
- A. 3. Effective date of suspended programs for currently enrolled students:** N/A

B. The justification for this action: Course is based on the Essentials of Doctoral Education for Advanced Nursing Practice. Please see New Program form for more information.

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

Personnel Impact: Additional part-time faculty person may be needed. A faculty in the department has the qualifications to teach the course, but the additional part-time person may be needed to ensure adequate coverage.

Operating Expenses Impact: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Equipment/Physical Facility Needs: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Library Resources: Adequate library resources already exist.

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><u>NSC 905 Analytical Methods for EBP. (3) A. Prerequisite: Admission to DNP Program. Description and analysis of quantitative data using statistical and graphical methods for purposes of evidence-based practice.</u></p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	905	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other 3	Cip Code (first two digits only) 51
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
W	3	N	FR _____	JR _____
B	3		SO _____	SR _____
T	3			
2	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
1	3			
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED - Syllabus for NSC 905: Analytical Methods for Advanced Practice Nursing

COURSE FACULTY: TBA

COURSE DESCRIPTION: NSC 905 Analytical Methods for Advanced practice Nursing. (3) A. Prerequisite: Admission to DNP Program. Description and analysis of quantitative data using statistical and graphical methods for purposes of evidence-based practice.

Text(s): TBA

STUDENT LEARNING OUTCOMES: Upon completion of NSC 905, the student will:

1. Compare statistical concepts and techniques that constitute the foundation of quantitative research.
2. Critique exploratory data analyses.
3. Analyze specific data procedures within research methodologies and how they differ.

EVALUATION METHODS:

Mid-term Exam	25%
Final Exam	25%
Homework/Lab Assignments	<u>50%</u>
Total	100%

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of “F”.

LAST DAY TO DROP CLASS: Please refer to the Colonel’s Compass for the last day date to drop this course.

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

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

COURSE REQUIREMENTS:

Exams: Mid-term and Final
Homework/laboratory Assignments

COURSE OUTLINE:

- A. Concepts of Measurement (e.g., directness of measure, measurement error, levels of measurement, reliability, validity)
- B. Descriptive Statistics
 - a. Frequency Distribution (e.g., frequency, percentage)
 - b. Measures of Central Tendency (e.g., mean, median, mode)

- c. Measures of Dispersion (e.g., range, standard deviation, normal curve)
- C. Inferential Statistics
 - a. Inferential Concepts (e.g., Type I errors, Type II errors, probability, confidence intervals, power)
 - b. Inferential Statistical Methods (e.g., Chi-square, Pearson's Product-Moment Correlation, Regression Analysis, t-test, Analysis of Variance/ANOVA)
- D. Graphical Methods for Presentation of Statistical Outcomes
- E. Critique of Exploratory Data Analyses
- F. Data Analysis of Qualitative Research

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 ____)	Baccalaureate & Graduate Nursing Health Sciences NSC 938 Special Topics for DNP _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	3/20/09	Graduate Council* 5/4/09
Is this a SACS Substantive Change? Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/21/09
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

- A. 1. Specific action requested:** Create course for Doctor in Nursing Practice Degree program
- A. 2. Effective date:** Fall 2010
- A. 3. Effective date of suspended programs for currently enrolled students:** N/A

B. The justification for this action: Course is based on the Essentials of Doctoral Education for Advanced Nursing Practice. Please see New Program form for more information.

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

Personnel Impact: Department has faculty with credentials to teach this course. Will need some additional faculty resources to ensure adequate coverage of all department offerings. See New Program form for additional information.

Operating Expenses Impact: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Equipment/Physical Facility Needs: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Library Resources: Some additional learning resources will be requested. Will use primarily online resources.

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.)
<p><u>NSC 938 Special Topics for DNP. (1-6) A. Prerequisite: Admission to DNP Program. Selected topics will be offered as appropriate for enhancement of advanced nursing role. May be taken under different topics for a maximum of six credit hours.</u></p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	938	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
1-6	Lecture _____	Laboratory _____	Other 1-6 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 51	
1	1-6	S	Class Restriction, if any: (undergraduate only)	
W	1-6		FR _____	JR _____
P	1-6		SO _____	SR _____
T	1-6	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>Admission to DNP Program</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED- Syllabus for NSC 938: Special Topics for DNP

PROPOSED FACULTY: Leandra Price, DNP, MSN, RN, CNS; Patricia Birchfield, DNS, MSN, RN, ARNP; Sheila Patros, Ph.D., MSN, RN; Evelyn Parrish, Ph.D., MSN, RN, ARNP; Cathie Velotta, Ph.D., MSN, RN; Terri Loan, Ph.D., MSN, RN; Ida Slusher, DNS, MSN, RN; and Mary Hauser-Whitaker, Ed.D, MSN, RN

COURSE DESCRIPTION: NSC 938 Special Topics for DNP. (1-6) A. Prerequisite: Admission to DNP Program. Selected topics will be offered as appropriate for enhancement of advanced nursing role. May be taken under different topics for a maximum of six credit hours.

TEXT(s): TBA

STUDENT LEARNING OUTCOMES: Upon completion of NSC 938, the student will:
To be determined and agreed upon between course faculty and student.

EVALUATION METHODS:

To be determined and agreed upon between course faculty and student.

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of "F".

LAST DAY TO DROP CLASS: Please refer to the Colonel's Compass for the last day date to drop this course.

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

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

COURSE REQUIREMENTS:

To be determined based upon course objectives.

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Baccalaureate & Graduate Nursing Health Sciences NSC 940 Theoretical Application for DNP _____ (Major ____, Option ____, Minor ____, or Certificate ____)
*Provide only the information relevant to the proposal.		
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	3/20/09	Graduate Council* 5/4/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/21/09
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

- A. 1. Specific action requested:** Create course for Doctor in Nursing Practice Degree program
- A. 2. Effective date:** Fall 2010
- A. 3. Effective date of suspended programs for currently enrolled students:** N/A

B. The justification for this action: Course is based on the Essentials of Doctoral Education for Advanced Nursing Practice. Please see New Program form for more information.

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

Personnel Impact: Department has faculty with credentials to teach this course. Will need some additional faculty resources to ensure adequate coverage of all department offerings. See New Program form for additional information.

Operating Expenses Impact: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Equipment/Physical Facility Needs: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Library Resources: Some additional learning resources will be requested. Will use primarily online resources.

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>NSC 940 Theoretical Application for DNP. (3) A. Prerequisite: Admission to DNP Program. Analyze the development of knowledge and interrelationship of theory, research and practice. Theoretical perspectives and foundations for inquiry of nursing science will be explored, emphasizing strategies for theory development, evaluation, and application.</p>

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

Course prefix (3 letters) NSC	Course Number (3 Digits) 940	Effective Term (Example: Fall 2001) Fall 2010	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	Dept. (4 letters)* NURB
Credit Hrs. 3	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other 3		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable) W B T 1	Work Load (for each schedule type) 3 3 3 3	Grading Mode* N	Cip Code (first two digits only) 51	
Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____ Practicum _____				

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Admission to DNP Program

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

EASTERN KENTUCKY UNIVERSITY - COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED - Syllabus for NSC 940: Theoretical Application for DNP (3 Credit hours)

PROPOSED FACULTY: Leandra Price, DNP, MSN, RN, CNS; Patricia Birchfield, DNS, MSN, RN, ARNP; Ida Slusher, DNS, MSN, RN; and Terri Loan, Ph.D., MSN, RN

COURSE DESCRIPTION: NSC 940 Theoretical Application for DNP. (3) A Prerequisite: Admission to DNP Program. Analyze the development of knowledge and interrelationship of theory, research and practice. Theoretical perspectives and foundations for inquiry of nursing science will be explored, emphasizing strategies for theory development, evaluation, and application.

TEXT(s): TBA

STUDENT LEARNING OUTCOMES: Upon completion of NSC 940, the student will:

1. Utilize theoretical base to evaluate research, apply evidence to clinical decision-making, and to facilitate innovations to change practice.
2. Utilize theoretical bases to support existing practice and/or facilitate change in practice for health promotion and/or disease prevention in populations.

EVALUATION METHODS:

Paper #1	25%
Presentation	15%
Weekly annotated bibliographies	25%
Final paper	<u>35%</u>
Total	100%

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of "F".

LAST DAY TO DROP CLASS: Please refer to the Colonel's Compass for the last day date to drop this course.

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

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

COURSE REQUIREMENTS:

Paper #1 Presentation Weekly on-line assignments Final paper

COURSE OUTLINE:

Review nursing's patterns of knowing
 Empirics—Science of Nursing
 Ethics—The moral component of knowledge in nursing
 Personal knowing in nursing
 Aesthetics—The art of nursing
Development of philosophies and theories defining nursing

Context of knowledge development
Development of middle range theories

TEACHING METHODS: The teaching methodologies include class assignments, presentations, on-line and/or classroom discussions. Readings, written work, outside class learning activities, group activities, and papers will be incorporated

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

Course prefix (3 letters) NSC	Course Number (3 Digits) 942	Effective Term (Example: Fall 2001) Fall 2010	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	Dept. (4 letters)* NURB
Credit Hrs. 3	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other 3		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable) W B T 1	Work Load (for each schedule type) 3 3 3 3	Grading Mode* N	Cip Code (first two digits only) 51	
Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____ Practicum _____				

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Admission to DNP Program</u>
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED - Syllabus for NSC 942: Informatics in Healthcare Delivery (3 Credit hours)

PROPOSED FACULTY: Cathie Velotta, Ph.D., MSN, RN

COURSE DESCRIPTION: NSC 942 Informatics in Healthcare Delivery. (3) A. Prerequisite: Admission to DNP Program. Focuses on theoretical basis of information systems in healthcare, impact of informatics on clinical practice and administrative decision-making, and strategies to evaluate and improve use of information technology in health care.

Text(S): TBA

STUDENT LEARNING OUTCOMES: Upon completion of NSC 942, the student will be able to:

1. Analyze use of computer systems as tools for managing information and generating knowledge.
2. Evaluate IT system use in healthcare delivery.
3. Develop strategies to improve the use of IT systems.

EVALUATION METHODS:

Exam #1	25%
Paper #1	25%
Paper #2	25%
Presentation of system improvement proposal	<u>25%</u>
Final Course Grade	100%

STUDENT PROGRESS: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of “F”.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of “F”.

LAST DAY TO DROP CLASS: Please refer to the Colonel’s Compass for the last day date to drop this course.

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

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

COURSE GRADE/REQUIREMENTS:

Exam #1 will evaluate the student’s comprehension of information processing & components of the architecture of information systems.

Paper #1 will be a description & analysis of the use of a selected healthcare information system.

Paper #2 will be a proposal for improving an information system or designing a new IT strategy to meet an existing need in healthcare.

COURSE TOPICAL OUTLINE:

- I. Architecture of Health Information Systems
 - Hardware, networks, OS, software, ancillary systems, Electronic Health Records
- II. Data management
 - Collect, store, access, aggregate, communicate; legal, ethical & regulatory issues
- III. Process-assisting
 - Cognition, decision-making, errors, workflow, resource management, outcomes
- IV. Usability
 - User-centered design, usability testing
- V. Research/Evidence-based practice support
 - Collecting, aggregating, analyzing, disseminating
- VI. Health Promotion/Education
 - Pt access to knowledge, learning assistance, resources for services, virtual support groups

TEACHING-LEARNING STRATEGIES: The focus of this class will be on the synthesis of concepts, principles, and theories of information management applied to the evaluation & improvement of information technologies used in healthcare. The teaching methodologies include class assignments, computer lab work, presentations, classroom and/or on-line discussions. Readings, written work, outside class learning activities, group activities, and papers will be incorporated.

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 ____)	Baccalaureate & Graduate Nursing Health Sciences NSC 950 Public Health Policy _____ _____ _____ _____
*Provide only the information relevant to the proposal.		
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	3/20/09	Graduate Council* 5/4/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/21/09
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs *** Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

- A. 1. Specific action requested:** Create course for Doctor in Nursing Practice Degree program
- A. 2. Effective date:** Fall 2010
- A. 3. Effective date of suspended programs for currently enrolled students:** N/A

B. The justification for this action: Course is based on the Essentials of Doctoral Education for Advanced Nursing Practice. Please see New Program form for more information.

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

Personnel Impact: Department has faculty with credentials to teach this course. Will need some additional faculty resources to ensure adequate coverage of all department offerings. See New Program form for additional information.

Operating Expenses Impact: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Equipment/Physical Facility Needs: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Library Resources: Some additional learning resources will be requested. Will use primarily online resources.

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.)
<p><u>NSC 950 Public Health Policy and Health. (3) A. Prerequisite: Admission to DNP Program</u> Analysis of the policy process in order to develop advanced nursing leadership skills for designing, implementing, and evaluating health policy.</p>

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

Course prefix (3 letters) NSC	Course Number (3 Digits) 950	Effective Term (Example: Fall 2001) Fall 2010	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	Dept. (4 letters)* NURB
Credit Hrs. 3	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other 3		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)			Cip Code (first two digits only) 51	
W	Work Load (for each schedule type) 3	Grading Mode* N	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
B	3			
T	3			
2	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<div style="border: 2px solid black; padding: 5px;"> <p align="center">FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p> </div>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED
Syllabus for NSC 950: Public Health Policy
3 Credit hours

FACULTY: Sheila Patros, Ph.D., MSN, RN and Pamela Schlomann, Ph.D, MSN, RN

COURSE DESCRIPTION: Analysis of the policy process in order to develop advanced nursing leadership skills for designing, implementing, and evaluating health policy.

TEXTS*:

Milstead, J. (2008). *Health Policy & Politics: A Nurse's Guide*. (3rd Ed.). Jones and Bartlett: Sudbury, MA.

STUDENT LEARNING OUTCOMES: Upon completion of NSC 950, the student will:

1. Analyze the policy process and related theories.
2. Evaluate public policies and related issues from the perspective of consumers, nursing, other health professionals, and other stakeholders.
3. Analyze public policies and their impact on health promotion and health outcomes.
4. Demonstrate leadership in the development of institutional, local, state, federal, and/or international policy.
5. Advocate for social justice, equity, ethical policies within all health care arenas.

TEACHING-LEARNING STRATEGIES: Analyzing and critiquing related literature, papers, presentations, classroom and online discussion, and involvement in the policy process and/or evaluating the policy process of a selected policy.

EVALUATION METHODS:

Paper #1	25%
Paper #2	25%
Presentation of policy studied	25%
TBA	<u>25%</u>
Final Course Grade	100%

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of "F".

LAST DAY TO DROP CLASS: Please refer to the Colonel's Compass for the last day date to drop this course.

DISABILITY STATEMENT: If you are registered with the Office of Services for Individuals with

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

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

COURSE REQUIREMENTS:

Paper #1 will be the analysis of one public policy; its impact on health, the perspectives of stakeholders, and a historical perspective.

Paper #2 will be about the next steps to take after the policy is fully analyzed. How will social justice be achieved?

The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

COURSE OUTLINE:

- The political role of the nurse.
- Educating vs. lobbying.
- Communicating with legislators.
- Overview of public policy and the policy process.
- Public policy theories and models.
- Overview of legislation.
- Agenda setting.
- Kentucky laws and legislative process.
- Classroom discussion selected policies.
- Public policies and models.
- Change theories.
- Impact of policy on health promotion and health outcomes.
- Examination at the levels of local, national, and international.
- Advocacy.
- Assuring social justice.
- Ethics and public policy.
- Economics of public policy.
- Discussion of selected policies and effects on health.
- Policy implementation.
- Discussion of selected policies.
- Informatics and public policy.
- Information literacy.

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 __)	Baccalaureate & Graduate Nursing Health Sciences NSC 954 Healthcare Organizational Leadership _____ *Provide only the information relevant to the proposal.
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	3/20/09	Graduate Council*	5/4/09
<i>Is this a SACS Substantive Change?</i>	Yes*** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs	5/21/09
College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved	NA
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

- A. 1. Specific action requested:** Create course for Doctor in Nursing Practice Degree program
- A. 2. Effective date:** Fall 2010
- A. 3. Effective date of suspended programs for currently enrolled students:** N/A

B. The justification for this action: Course is based on the Essentials of Doctoral Education for Advanced Nursing Practice. Please see New Program form for more information.

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

Personnel Impact: Department has faculty with credentials to teach this course. Will need some additional faculty resources to ensure adequate coverage of all department offerings. See New Program form for additional information.

Operating Expenses Impact: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Equipment/Physical Facility Needs: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Library Resources: Some additional learning resources will be requested. Will use primarily online resources.

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.)
<p><u>NSC 954 Organizational Leadership. (3) A.</u> Prerequisite: Admission to DNP Program. Explores theoretical foundations of leadership with an organization systems perspective. Examine principles of organizational systems, quality improvement, dimensions of healthcare/organizations, and human resource management.</p>

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

Course prefix (3 letters) NSC	Course Number (3 Digits) 954	Effective Term (Example: Fall 2001) Fall 2010	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	Dept. (4 letters)* NURB
Credit Hrs. 3	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other 3		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable) W B T 1	Work Load (for each schedule type) 3 3 3 3	Grading Mode* N	Cip Code (first two digits only) 51	
Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____ Practicum _____				

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Admission to DNP Program</u>
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED- Syllabus for NSC 954: Healthcare Organizational Leadership

PROPOSED FACULTY: Mary Hauser-Whitaker, Ed.D, MSN, RN

COURSE DESCRIPTION: NSC 954 Healthcare Organizational Leadership. (3) A. Prerequisite: Admission to DNP Program. Explores theoretical foundations of leadership with an organization systems perspective. Examine principles of organizational systems, quality improvement, dimensions of healthcare/organizations, and human resource management.

TEXT(s): TBA

STUDENT LEARNING OUTCOMES: Upon completion of NSC 954, the student will:

1. Create and implement quality improvement and patient safety strategies for practice level and/or system-wide level practice initiatives that will improve the quality of care delivery.
2. Demonstrate advanced communication skills for managing practice problems and ethical dilemmas in care delivery.
3. Create and evaluate care delivery approaches that meet current and future needs of patient populations based on organizational, political, and human resource management sciences.

EVALUATION METHODS:

Participation in weekly Discussion Board topics	20%
Leadership Reflection Paper	20%
Vision Project	15%
Strategic Planning Project	15%
Leadership Issue Paper	30%
Total	100%

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of "F".

LAST DAY TO DROP CLASS: Please refer to the Colonel's Compass for the last day date to drop this course.

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

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

COURSE REQUIREMENTS:

Participation in weekly Discussion Board topics
Leadership Reflection Paper
Vision Project
Strategic Planning Project
Leadership Issue Paper

COURSE OUTLINE:

System theory
Leadership theories
Organizational theory
Healthcare systems
Change management
Developing interdisciplinary teams
Collaboration/Communication
Historical leadership perspectives
Leadership processes
Vision and Mission
Strategic planning
Quality management

TEACHING METHODS:

The focus of this class will be on the synthesis of leadership, administrative, and organizational systems, concepts, principles, and theories. The teaching methodologies include class assignments, presentations, on-line and/or classroom discussions. Readings, written work, outside class learning activities, group activities, and papers will be incorporated

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 __)	Baccalaureate & Graduate Nursing Health Sciences NSC 960 Healthcare Economics and Finance _____ *Provide only the information relevant to the proposal.
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Proposal Approved by:	Date		Date
Departmental Committee	3/20/09	Graduate Council*	5/4/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/>	Council on Academic Affairs	
	No <input type="checkbox"/>	Approved Disapproved	WITHDRAWN
College Curriculum Committee	4/15/09	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	Council on Postsecondary Edu.***	

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

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

- A. 1. Specific action requested:** Create course for Doctor in Nursing Practice Degree program
- A. 2. Effective date:** Fall 2010
- A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)
- N/A

B. The justification for this action: Course is based on the Essentials of Doctoral Education for Advanced Nursing Practice. Please see New Program form for more information.

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

Personnel Impact: Department has faculty with credentials to teach this course. Will need some additional faculty resources to ensure adequate coverage of all department offerings. See New Program form for additional information.

Operating Expenses Impact: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Equipment/Physical Facility Needs: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Library Resources: Some additional learning resources will be requested. Will use primarily online resources.

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

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

New or Revised* Catalog Text
(*Use strickethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>NSC 960 Healthcare Economics and Finance. (4) A. Prerequisite: NSC 954 with a minimum grade of "B". Examines healthcare economics and business practices and their relationship on health policy and clinical practice. Economic concepts and tools will be utilized to examine issues and solve problems/issues pertaining to healthcare delivery.</p>

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

Course prefix (3 letters) NSC	Course Number (3 Digits) 960	Effective Term (Example: Fall 2001) Fall 2010	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	Dept. (4 letters)* NURB
Credit Hrs. 4	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other 4		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable) W B T 1	Work Load (for each schedule type) 4 4 4 4	Grading Mode* N	Cip Code (first two digits only) 51	
Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____ Practicum _____				

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	NSC 954 (B)
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED - Syllabus for NSC 960: Healthcare Economics and Finance

PROPOSED FACULTY: Mary Hauser-Whitaker, Ed.D, MSN, RN

COURSE DESCRIPTION: NSC 960 Healthcare Economics and Finance. (4) A. Prerequisite: NSC 954 with a minimum grade of "B". Examines healthcare economics and business practices and their relationship on health policy and clinical practice. Economic concepts and tools will be utilized to examine issues and solve problems/issues pertaining to healthcare delivery.

TEXT(s): TBA

STUDENT LEARNING OUTCOMES: Upon completion of NSC 960, the student will:

1. Create and implement practice initiatives to improve the quality of care delivery utilizing business, finance, and economic principles.
2. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
3. Develop and/or monitor budgets for practice initiatives

EVALUATION METHODS:

Participation in weekly Discussion Board topics	20%
Business Plan	30%
Presentation	15%
Final Paper	35%
Total	100%

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of "F".

LAST DAY TO DROP CLASS: Please refer to the Colonel's Compass for the last day date to drop this course.

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

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

COURSE REQUIREMENTS:

- Participation in weekly Discussion Board topics
- Business Plan
- Presentation

Final Paper

COURSE OUTLINE:

- Financial accounting
- Managing financial resources
- Planning and control
- Financing health care system
- Analysis of financial statements
- Determining health care costs and rates
- Cost management
- Costs issues related to recruiting and retaining staff
- Strategic management
- Developing business plans
- Budgeting

TEACHING METHODS:

The teaching methodologies include class assignments, presentations, on-line and/or classroom discussions. Readings, written work, outside class learning activities, group activities, and papers will be incorporated

Curriculum Change Form

Part I

(Check one)	Department Name	Baccalaureate & Graduate Nursing
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	NSC 990
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Analytical Methods I
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	

New Program (Part III)	(Major ____, Option ____, Minor ____, or Certificate __)
Program Revision (Part III)	
Program Suspended (Part III)	*Provide only the information relevant to the proposal.

Proposal Approved by:	Date		Date
Departmental Committee	3/20/09	Graduate Council*	5/4/09
<i>Is this a SACS Substantive Change? Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/></i>		Council on Academic Affairs	
College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

- A. 1. Specific action requested:** Create course for Doctor in Nursing Practice Degree program
A. 2. Effective date: Fall 2010
A. 3. Effective date of suspended programs for currently enrolled students: N/A

B. The justification for this action: Course is based on the Essentials of Doctoral Education for Advanced Nursing Practice. Please see New Program form for more information.

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

Personnel Impact: Department has faculty with credentials to teach this course. Will need some additional faculty resources to ensure adequate coverage of all department offerings. See New Program form for additional information.
Operating Expenses Impact: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.
Equipment/Physical Facility Needs: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.
Library Resources: Some additional learning resources will be requested. Will use primarily online resources.

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

New or Revised* Catalog Text
(*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
NSC 990 Analytical Methods I. (3) A. Prerequisite: NSC 905 and NSC 942, each with a minimum grade of "B". Translate scientific nursing knowledge into complex interventions to improve practice and health outcomes.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	990	Fall 2010	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS x	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture ____	Laboratory ____	Other 3	

			Cip Code (first two digits only) 51
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
W	3	N	FR _____ JR _____
B	3		SO _____ SR _____
T	3		
1	3	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.	NSC 905 (B) and NSC 942 (B)
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

EASTERN KENTUCKY UNIVERSITY - COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED - Syllabus for NSC 990: Analytical Methods I

PROPOSED FACULTY: Leandra Price, DNP, MSN, RN, CNS; Cathie Velotta, Ph.D., MSN, RN; and Pamela Schlomann, PhD, MSN, RN

COURSE DESCRIPTION: NSC 990 Analytical Methods I. (3) A. Prerequisite: NSC 905 and NSC 942, each with a minimum grade of “B”. Translate scientific nursing knowledge into complex interventions to improve practice and health outcomes.

TEXT(s): TBA

STUDENT LEARNING OUTCOMES: Upon completion of NSC 990, the student will be able to:

1. Critically appraise the rigor of quantitative and qualitative research methodology.
2. Evaluate interventions to improve client outcomes based on a body of nursing knowledge.

EVALUATION METHODS:	Literature Review Reports	15%
	Final Paper	35%
	Homework/Lab Assignments	<u>50%</u>
	Total	100%

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of “F”.

LAST DAY TO DROP CLASS: Please refer to the Colonel’s Compass for the last day date to drop this course.

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

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

COURSE REQUIREMENTS: Lecture/Discussion Online Assignments Appraisals of Literature Paper

COURSE OUTLINE:

1. Introduction to evidenced-based practice
 - A. Steps of evidence-based practice process
 - B. Research Hierarchies
 - C. Levels of Evidence
2. Critical appraisal of research for evidence-based practice questions.
 - A. Criteria for inferring effectiveness
 - B. Critical appraisal of non-experimental research
 - Quantitative and qualitative research
 - C. Critical appraisal of quasi- experimental research
 - D. Critical appraisal of experimental research

TEACHING METHODS: Lecture/Discussion, Online Assignments, Appraisals of Literature, Paper

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Baccalaureate & Graduate Nursing Health Sciences NSC 992 Analytical Methods II _____ _____ _____ _____
*Provide only the information relevant to the proposal.		
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	3/20/09	Graduate Council* 5/4/09
<i>Is this a SACS Substantive Change?</i>	Yes*** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/21/09
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.		

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

- A. 1. Specific action requested:** Create course for Doctor in Nursing Practice Degree program
- A. 2. Effective date:** Fall 2010
- A. 3. Effective date of suspended programs for currently enrolled students:** N/A

B. The justification for this action: Course is based on the Essentials of Doctoral Education for Advanced Nursing Practice. Please see New Program form for more information.

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

Personnel Impact: Department has faculty with credentials to teach this course. Will need some additional faculty resources to ensure adequate coverage of all department offerings. See New Program form for additional information.

Operating Expenses Impact: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Equipment/Physical Facility Needs: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Library Resources: Some additional learning resources will be requested. Will use primarily online resources.

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>NSC 992 Analytical Methods II. (3) A. Prerequisite: <u>NSC 990 with a minimum grade of "B"</u>. Translate scientific multi-disciplinary knowledge into complex interventions to improve practice and health outcomes in the development of a proposal to enhance evidence-based practice.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	992	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____ Laboratory _____ Other 3		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
W	3	N	FR _____ JR _____	
B	3		SO _____ SR _____	
T	3			
1	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

NSC 990 (B)

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

**EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES**

DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED - Syllabus for NSC 992: Analytical Methods II

PROPOSED FACULTY: Leandra Price, DNP, MSN, RN, CNS; Cathie Velotta, Ph.D., MSN, RN; and Beverly Hart, Ph.D., MSN, RN, ARNP

COURSE DESCRIPTION: NSC 992 Analytical Methods II. (3) A. Prerequisite: NSC 990 with a minimum grade of "B". Translate scientific multi-disciplinary knowledge into complex interventions to improve practice and health outcomes in the development of a proposal to enhance evidence-based practice.

TEXT(s): TBA

STUDENT LEARNING OUTCOMES: Upon completion of NSC 992, the student will:

1. Critically evaluate a body of evidence-based research
2. Evaluate interventions to improve client outcomes based on a body of multi-disciplinary knowledge.
3. Propose interventions based on synthesis of a body of evidence-based research.

EVALUATION METHODS:	Online Assignments	25%
	Appraisals of Literature	25%
	Paper (Proposal)	<u>50%</u>
	Total	100%

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of "F".

LAST DAY TO DROP CLASS: Please refer to the Colonel's Compass for the last day date to drop this course.

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

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

COURSE REQUIREMENTS:	Lecture/Discussion	Online Assignments
	Appraisals of Literature	Paper

COURSE OUTLINE:

1. Critical appraisal of systematic reviews, meta-analyses, and meta-synthesis
2. Critical appraisal of alternative sources for evidenced-based practice questions.
3. Critical appraisal in the selection of instruments for evidence-based practice.
4. Evaluation of interventions to improve client outcomes.

TEACHING METHODS: Lecture/Discussion, Online Assignments, Appraisals of Literature, Paper

Curriculum Change Form

Part I

(Check one)	Department Name	Baccalaureate & Graduate Nursing
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	NSC 994
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Capstone Project
<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:	Date		Date
Departmental Committee	3/20/09	Graduate Council*	5/4/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: Create course for Doctor in Nursing Practice Degree program
A. 2. Effective date: Fall 2010
A. 3. Effective date of suspended programs for currently enrolled students: N/A

B. The justification for this action: Course is based on the Essentials of Doctoral Education for Advanced Nursing Practice. Please see New Program form for more information.

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

Personnel Impact: Department has faculty with credentials to teach this course. Will need some additional faculty resources to ensure adequate coverage of all department offerings. See New Program form for additional information.

Operating Expenses Impact: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Equipment/Physical Facility Needs: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Library Resources: Some additional learning resources will be requested. Will use primarily online resources.

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.)
NSC 994 Capstone Project. (3-9) A. Prerequisite: NSC 992, with a minimum grade of "B". Translate a body of evidence-based research in the implementation of a project to improve practice and health outcomes.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	994	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 9	
3-9	Lecture _____	Laboratory _____	Other 3-9 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 51	
I	3-9	S	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship x _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	NSC 992 (B)
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY - COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED - Syllabus for NSC 994: Capstone Project (9 Credit hours)

PROPOSED FACULTY: Leandra Price, DNP, MSN, RN, CNS; Evelyn Parrish, Ph.D., MSN, RN, ARNP; Ida Slusher, DNS, MSN, RN; Patricia Birchfield, DNS, MSN, RN, ARNP; Carol Palmer, Ph.D., MSN, RN, ARNP; Pamela Schломann, Ph.D., MSN, RN; Mary Hauser-Whitaker, Ed.D., MSN, RN and Beverly Hart, Ph.D., MSN, RN, ARNP.

COURSE DESCRIPTION: Translate a body of evidence-based research in the implementation of a project to improve practice and health outcomes. Pre-requisite courses NSC 905, NSC 940, NSC 942, NSC 950, NSC 954, NSC 960, NSC 900, NSC 901, NSC 990, and NSC 992.

TEXT(s); TBA

STUDENT LEARNING OUTCOMES: upon completion of NSC 994, the student will:

1. Implement a scholarly project to improve practice and health health outcomes.
2. Evaluate project outcomes.
3. Disseminate project outcomes.

EVALUATION METHODS:

Capstone Project	90%
Capstone Presentation	10%
Total	100%

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of "F".

LAST DAY TO DROP CLASS: Please refer to the Colonel's Compass for the last day date to drop this course.

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

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

COURSE REQUIREMENTS:

- Completion of Capstone Project
- Capstone Presentation

Curriculum Change Form

Part I

(Check one)	Department Name	Baccalaureate & Graduate Nursing
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	NSC 995
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Independent Study in Nursing
<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	3/20/09	Graduate Council*	5/4/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: Create course for Doctor in Nursing Practice Degree program
A. 2. Effective date: Fall 2010
A. 3. Effective date of suspended programs for currently enrolled students: N/A

B. The justification for this action: Course is based on the Essentials of Doctoral Education for Advanced Nursing Practice. Please see New Program form for more information.

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

Personnel Impact: Department has faculty with credentials to teach this course. Will need some additional faculty resources to ensure adequate coverage of all department offerings. See New Program form for additional information.

Operating Expenses Impact: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Equipment/Physical Facility Needs: Will reallocate existing resources for initial startup and can add additional resources as needed as budget improves.

Library Resources: Some additional learning resources will be requested. Will use primarily online resources.

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.)
<u>NSC 995 Independent Study in Nursing.</u> (1-6) A. Prerequisite: Admission to DNP Program. May be retaken under different subtopics to a cumulative maximum of six hours. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	995	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
1-6	Lecture _____	Laboratory _____	Other 1-6 _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 51	
1 3	1-6	S	Class Restriction, if any: (undergraduate only)	
T 3	1-6		FR _____ JR _____	
W 3	1-6		SO _____ SR _____	
P 3	1-6	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 X _____		
		Practicum _____		

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

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

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

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

EASTERN KENTUCKY UNIVERSITY

COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING
PROPOSED - Syllabus for NSC 995: Independent Study in Nursing

PROPOSED FACULTY: Leandra Price, DNP, MSN, RN, CNS; Patricia Birchfield, DNS, MSN, RN, ARNP; Sheila Patros, Ph.D., MSN, RN; Evelyn Parrish, Ph.D., MSN, RN, ARNP; Cathie Velotta, Ph.D., MSN, RN; Terri Loan, Ph.D., MSN, RN; Ida Slusher, DNS, MSN, RN; and Mary Hauser-Whitaker, Ed.D, MSN, RN

COURSE DESCRIPTION: NSC 995 Independent Study in Nursing. (1-6) A. Prerequisite: Admission to DNP Program. May be retaken under different subtopics to a cumulative maximum of six hours. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment.

TEXT(s): TBA

STUDENT LEARNING OUTCOMES: Upon completion of NSC 995, the student will:

To be determined and agreed upon between course faculty and student.

EVALUATION METHODS:

To be determined and agreed upon between course faculty and student.

STUDENT PROGRESS: The course faculty will provide the student with written information on their progress in the course at least one time prior to midterm.

ATTENDANCE POLICY: In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, attendance and participation in all course meetings and activities are expected. If a student has > 20% absences, the student shall be assigned a final course grade of “F”.

LAST DAY TO DROP CLASS: Please refer to the Colonel’s Compass for the last day date to drop this course.

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

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

COURSE REQUIREMENTS:

To be determined based upon course objectives.

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV)	Department Name College	Baccalaureate & Graduate Nursing Health Sciences
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III. PROGRAM REQUIREMENTS

NSC 900 Seminar I: Role Transition.....	*1-3 hours
NSC 901 Seminar II: Capstone Project Support.....	*1-2 hours
NSC 905 Analytical Methods for EBP	3 hours
NSC 940 Theoretical Application for DNP.....	3 hours
NSC 942 Informatics in Health Care Delivery	3 hours
NSC 950 Public Health Policy and Health	3 hours
NSC 954 Organizational Leadership.....	3 hours
NSC 960 Healthcare Economics and Finance	4 hours
NSC 990 Analytical Methods I.....	3 hours
NSC 992 Analytical Methods II.....	3 hours
NSC 994 Capstone Project	9 hours

Total Hours*36 – 39 hours

*Required hours will be individually evaluated on a planned program of study for each student, depending on academic background and career goals.

IV. EXIT REQUIREMENTS

Capstone Project – Candidates are required to satisfactorily complete and present a capstone project before they are eligible to graduate from the program.

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 (<u>30 characters</u>) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Health Promotion and Administration Health Sciences HEA 316 Introduction to Public Health _____ _____ _____
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	03-19-09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs	Approved
College Curriculum Committee	4/15/09	Approved X Disapproved	5/21/09
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: Create HEA 316 and offer in Fall semester 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: We believe this course, as an introduction to public health, is better suited for the student's junior year.	
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 <u>strike through</u> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HEA 316 Introduction to Public Health. (3) I A. Formerly HEA 416. <u>An introduction to the organization and functions of public health at local, state, and national levels. Identifies relationship between human ecology and the public's health. Includes projection of future public health direction. Credit will not be awarded to students who have credit for HEA 416</u></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)*
HEA	316	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS XX _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3		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.	<u>Credit will not be awarded to students who have credit for HEA 416</u>
Course Prefix and No.	

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

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

COLLEGE OF HEALTH SCIENCES
Department of Health Promotion and Administration

COURSE: HEA 316 Introduction to Public Health (3 credits)

INSTRUCTOR: Phyllis A. Bryden, DrPH, MSPH, CPH, RN

OFFICE: Begley 428

OFFICE HOURS: M&W: 1:15pm – 4:30 pm; T: 1 – 4:30pm; other times by appointment

PHONE: 622-1147

E-MAIL ADDRESS: Phyllis.Bryden@eku.edu

COURSE DESCRIPTION: An introduction to the organization and functions of public health at local, state, and national levels. Identifies relationship between human ecology and the public's health. Includes projection of future public health direction.

REQUIRED TEXTS:

Turnock, B.J. (2009). *Public Health: What It Is and How It Works (4th ed)*. Boston: Jones and Bartlett Publishers.

STUDENT LEARNING OBJECTIVES:

At the completion of this course the student will be able to:

1. Identify the historical significance of public health.
2. Distinguish between public health and medicine.
3. Analyze the relationship between values placed on health and the financing of public health and public health efforts.
4. Explain how human ecology (genetics, environment, and behavior) contributes to the health of individual and communities.
5. Explain the relationship between public health and law.
6. Recognize that public opinion, political process, and the power of persuasion influence political decisions that impact or have the potential to impact public health actions.
7. Conduct a community analysis for the purpose of establishing effective public health programs in a selected community.
8. Identify the status of current public health issues and concerns.
9. Examine means for increased collaboration between public health and existing modes of health care delivery in the United States.
10. Explore possible directions for the future of public health.
11. Understand the process of applying for and using grants.

REQUIREMENTS:

1. Class attendance and participation
2. Completion of in and out-of-class assignments (to be announced)
3. Public Health Achievement Report
4. Public Health Achievement Presentation
5. Group Project (Written Report & Presentation)
6. Four exams

*Note: Failure to take either exam or to turn in any major or minor assignment will be interpreted as failure to complete the course requirements and the grade of >F= will be assigned regardless of the average of existing grades.

EVALUATION METHODS:

1. Attendance and participation - see attached attendance policy. The course is condensed to an eight week time frame which means that the class will meet 6 hours each week. One absence equates to two hours of lecture/discussion that the student will miss. It will be difficult for a student to perform well on assignments or on exams if absences from class are excessive.
2. Point allocation for requirements:

Class Assignments	100 points
Public Health Report	30 points
Public Health Presentation	20 points
Group Presentation/Paper	50 points

Exams (4 @ 50 points each) 200 points
Total 400 points

3. Criteria for individual requirements listed in #2 will be distributed under separate cover.
4. Scored assignments will serve as notification of grade standing and will be made available to students prior to the last day to drop the course with a W which is Feb.13th.

GRADING SCALE:

A	90.0-100%	B	80.0-89.9%	C	70.0-79.9%
D	60.0-69.9%	F	00.0-59.9%		

ATTENDANCE POLICY:

1. Regular class attendance is expected of all students.
2. 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.
3. In compliance with University policy: A student missing 20% or more of the hours the class meets shall be assigned a grade of "F". Twenty percent of absences for HEA 416 is interpreted as 3.5 class periods. This policy may be waived by the instructor, but only when at least half of the absences are due to participation in approved University activities or legitimate medical excuses (must have documentation). It is the responsibility of the student to provide the appropriate documentation to support excused absences. The documentation is due when the student returns to class. Prior notice regarding University approved functions should be given when possible.
4. Also according to University policy: At the discretion of the instructor, any time away from class in excess of the number hours credit allotted to the course may negatively influence the student's grade. One-third of a letter grade may be deducted for EACH absence over two hours.
5. 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.
6. Attendance regulations shall begin with the first scheduled meeting of the class regardless of when the student enrolls.

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 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.

**HEA 316 Introduction to Public Health
Tentative Course Outline
Spring 200**

Jan	Introduction; review syllabus What is Public Health? Images and Definitions of Public Health; Historical Perspectives; Public Health as a System	Ch.1
Jan.	Health from an Ecological Perspective Health Measures and Health Status Factors that Influence Health and Illness; Measuring Health Status; Using Data to Develop Effective Interventions	Ch. 2
Jan	Public Health Achievement Presentations	Exam 1
Jan	Public Health and the Health System Health and Health Services; Health Promotion and Disease Prevention; Public Health and Medicine; Health Care Resources; Changing Paradigms in Health Care	Ch. 3
Jan , Feb	Law, Government, & Public Health Organization of Public Health Role of Government; Federal; State And local Public Health Agencies Public Health Law	Ch.4
Feb	Public Health Achievement Presentations	Exam 2
Feb	Grant Writing Mission Statement, Writing Goals & Objectives Note: Feb is last day to withdraw from this course with a W.	Readings TBA
Feb.	American Heart Association's Annual Kentucky Lobby Day: You're the Cure at the Capitol. Frankfort, Ky	
Feb.	Core Functions & Public Health Practice Public Health Functions and Practices Basic Services; Core Functions;	Ch.5
Feb.	Public Health Infrastructure Public Health Resources: Personnel, And Personnel Management; Organizational Resources; Informational Resources; and Financial Resources	Ch.6
Feb	Public Health Achievement Presentations	Exam 3
Feb	Public Health Achievement Presentations	Exam 3
Feb	Public Health Interventions Programs and Services Categorizing Services; Program Management (Planning Process)	Ch.7
Mar	Public Health Preparedness & Response: National, State, and Local Public Health Roles	Ch. 8
	The Future Challenges of Public Health	Ch. 9
Mar	Group Presentations	Exam 4
Mar		Exam 4

This outline is intended to give class participants direction so that each person will be able to come to each class session prepared to participate. The outline is also intended to be flexible. Certain topics may require more or less time to adequately cover. Hence, the dates may change; However, the sequence will remain the same.

Please Note: HEA 316 will meet from 11:40 am until 1:10 pm when EKU is operating under the Inclement Weather Plan (Snow Day Schedule).

* TBA

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)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">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>HEA 350</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Interpretation of Health Data</td> </tr> <tr> <td>*Program Title</td> <td>(Major ____, Option ____, Minor ____, or Certificate __)</td> </tr> </table>	Department Name	Health Promotion and Administration	College	Health Sciences	*Course Prefix & Number	HEA 350	*Course Title (30 characters)	Interpretation of Health Data	*Program Title	(Major ____, Option ____, Minor ____, or Certificate __)
Department Name	Health Promotion and Administration										
College	Health Sciences										
*Course Prefix & Number	HEA 350										
*Course Title (30 characters)	Interpretation of Health Data										
*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	03-19-09	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	4/15/09	Approved X Disapproved	5/21/09
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: Create HEA 350 and offer in Fall or spring semester 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: We believe this course is better suited for the student's junior year.
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.) <u>HEA 350 Interpretation of Health Data. (3) I, II. Formerly HEA450. Understanding graphical, statistical, and research techniques used in health. Developing competencies in analyzing and interpreting research results. Credit will not be awarded to students who have credit for HEA450, ECO 220 or EPY 842 or PSY 291 or QMB 200 or STA 215 or STA 270</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	350	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS XX _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	Cip Code (first two digits only) 51
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
1	3			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. _____

Credit will not be awarded to students who have credit for HEA450, ECO 220 or EPY 842 or PSY 291 or QMB 200 or STA 215 or STA 270

Course Prefix and No. _____

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

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

Department of Health Promotion and Administration

HEA 350: Interpretation of Health Data

Fall 200

Instructor: Phyllis Bryden, DrPH, MSPH, RN

Office hours: M, 11:00am – 6:00 pm; T, 1:00-4:00pm

E-Mail: Phyllis.Bryden@eku.edu

Course Information:

Course Description: HEA 350 Interpretation of Health Data. (3) I, II. Formerly HEA450_Understanding graphical, statistical, and research techniques used in health. Developing competencies in analyzing and interpreting research results. Credit will not be awarded to students who have credit for HEA450, ECO 220 or EPY 842 or PSY 291 or QMB 200 or STA 215 or STA 270

Required Text

Gravetter & Wallnau. (2007). Statistics for the Behavioral Sciences. (7thed.) Belmont, CA: Wadsworth.

Optional Text

George, D & Mallery, P. (latest ed.). SPSS for Windows: Step by Step. Needham Heights, MA: Allyn and Bacon.

Course Objectives

The overall aim of this course is to provide health-interested students with an opportunity to analyze health data and to improve his/her ability to use learned skills in evaluating the procedures used in the data collection process. Specifically, the student will be able to:

1. Improve his/her reading, listening, and interpretation skills.
2. Improve abilities to collect and interpret health information.
3. Develop a sound basis for intelligent interpretation of health behavior.
4. Develop a broad understanding of procedures used in collecting health information.
5. Increase his/her knowledge level of various health problem areas.
6. Evaluate sources of health information according to appropriate criteria for the profession.
7. Apply the skills learned to current health problem areas.
8. Develop skills in interpreting health information to various groups and agencies.
9. Use database programs as a part of data entry and analysis of health issues.
10. Describe the ways in which microcomputers can be used in health-related settings as a research tool to acquire data; manage data; manipulate data; and analyze data.
11. Understand basic statistical analysis in health-related peer-reviewed publications

Course Requirements & Evaluation:

Requirement	Points
Exams (2 @ 100 pts. ea)	200
Homework Assignments	150
SPSS Labs (2 @ 50 pts. ea)	100
EXCEL Lab	50
Article Review	25
Health Risk Assessment	25
Total Points	550

Grading Scale	
90-100%	A
80-89.9%	B
70-79.9%	C
60-69.9%	D
< 60%	F

***Last Day to drop full-semester classes is**

***Last Day to 'withdraw' with a 'W' from a full-term class or from the University is Oct. 31, 2008**

No Class due to holidays/breaks:

Labor Day Holiday:

Fall Break:

Thanksgiving Holiday:

ATTENDANCE POLICY

1. Regular class attendance is expected of all students.
2. 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.
3. A student missing twenty percent or more of the hours the class meets shall be assigned an "F" grade. Twenty percent of absences for the class are interpreted as nine. The instructor may waive this policy, but only when at least half the absences are due to participation in approved University activities or legitimate medical excuses.
4. At the discretion of the instructor, any time away from class in excess of the number of course credit hours may negatively influence the student's grade—in this case three classes.
5. 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.
6. Each faculty member is to notify, in writing, all class members of the attendance policy. This is to be done on one of the first days of the semester.
7. Attendance regulations shall begin with the first scheduled meeting of the class regardless of when the student enrolls.

DISABILITY STATEMENT:

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

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 Topics (not in order of presentation)

I. Central Tendency

- A. Define various measures of central tendency including mean, median, mode, percentage, percentile, quartile, and frequency.
- B. Practice identifying, through reading assignments, and computing each measurement.
- C. Appropriate use of "average" in relation to objectives.
- D. Specific characteristics of each as they relate to the communications process.

II. Variability

- A. Define various measures of variability including range, variance, standard deviation, Z score, normal curve properties, and probability.
- B. Practice in identifying (through reading assignments) and its use through computation and application to health areas.
- C. Specific importance of each as it relates to interpreting reality.

III. Data Collecting Methods

- A. Identify current tests in use for collecting data.
- B. Define various methods for collecting information including surveys, types of research, pilot studies, and interviews.
- C. Identify how data was obtained through reading assignments.
- D. The specific positive and negative characteristics of each method.

IV. Sampling Procedures

- A. Probability
 - 1. Defining various procedures for sample selection including simple random and stratified.
 - 2. Practice in selection of samples using various methods.
 - 3. The specific positive and negative characteristics of each procedure, and appropriate uses for each.
- B. Non-Probability
 - 1. Defining various procedures for sample selection that have no probability; accidental convenience.
 - 2. The specific positive and negative characteristics of each and appropriate uses for each.

V. Tests of Differences and Similarities

- A. Defining various tests which compare differences, such as chi square, t-test, and ANOVA.
 - 1. Practice in understanding how and why each is used.
 - 2. Specific importance of each as it relates to determining reality.
- B. Defining tests which measure similarities - correlation.
 - 1. Practice in understanding how and why each is used.
 - 2. Specific importance of each as it relates to determining reality.

VI. Presentation of Health Information

- A. Use of data in various forms - Raw data, group frequency, charts, and graphs.
- B. Practice in constructing charts of graphs and audiences.

HEA 350: Interpretation of Health Data (Tentative Schedule)

Date	Topic	Readings	HW Problems	Assignments
8/	Introduction; Scientific Method			
8/	Populations & Samples; Data Collection	Ch 1 (pp. 3-10)	pp.33: 1-4	
8/	Research Designs	Ch 1 (pp. 10-17)	pp.33: 5-12 pp.33-34: 13, 14, 16,	
9/	Scales & Variables	Ch 1 (pp. 18-27)	17	
9/	Frequency Distribution Tables	Ch 2 (pp. 37- <i>top of</i>	pp.66-67: 1, 9 a., 11 a.,	
9/	Frequency Distribution Tables, contd.	40)	13, 14	
9/	Frequency Distribution Graphs	Ch 2 (pp. 40-43)	pp.66-67: 2, 4-6,	
9/	Freq Distrib Grouped Graphs, contd.	Ch 2 (pp. 44- <i>top of</i>	pp.67: 7, 8, 9 a. and	HW#1 ASSIGNED
9/	Percentiles; Stem & Leaf	47)	b., 10-12	
9/	Central Tendency	Ch 2 (pp. 47-51)	pp.67-68: 9 c., 18	
9/	Central Tendency, contd.	Ch 2 (pp. 52-- <i>top of</i>	pp.68 19, 20, 21 a.,	
9/	Intro to Variability	54; 58-61)	and b., 22-26	
9/	Standard Deviation for populations	Ch 3 (pp. 71- <i>top of</i>	pp. 101: 1, 2, 7-18	
9/	Standard Deviation for samples	89)	pp.101: 3-6, 22-24	HW #1 DUE
9/	Variability contd/ intro to z scores	Ch 4 (pp. 105- <i>top of</i>		LAB #1 ASSIGNED
9/	z-Scores & Standardized Distributions	109)	pp.133-134: 2, 8, 12-13	
10/	Excel Demonstration	Ch 4 (pp. 109-115)	pp.133-134: 4, 6-7, 9-10, 15	
10/	Probability	Ch 4 (pp. 116- <i>top of</i>		LAB #1 DUE
10/	REVIEW	121)	pp.158-9: 1, 2, 4-6, 9, 11-15	
10/	MIDTERM	Ch 4 (pp. 121-129)		EXCEL LAB ASSIGNED
10/	Prob. and the Normal Distrib., contd	Ch 5 (pp. 138-154)	pp.193: 1-4	
10/	Distrib. of Sample Means	Ch 6 (pp. 162-167)		EXCEL LAB DUE
10/	Probability & Distrib. of Sample Means			Assignments Due
10/	Introduction to Hypothesis Testing	Ch 7 (pp. 200-204)	pp.221: 1-4	
10/	Hypothesis Testing, contd.	Ch 7 (pp. 205-217)	pp.226: 6-7, 10-17	HW #2 DUE
10/	Type I and Type II Error	Ch 8 (pp. 226-236)		LAB #2 ASSIGNED
10/	Confidence Intervals w/ z-scores	Ch 8 (pp. 237-255)	pp.270: 2-9	
10/		Ch 8 (pp.256-264)		
10/		Ch. 12 (pp. TBA)	pp.382-383: 1-3, 5-10	

10/	single sample <i>t</i> -statistic	Ch 9 (pp. 275-285)	pp.297: 1, 3, 4-6	LAB #2 DUE
11/	independent samples <i>t</i> -statistic	Ch. 9 (pp. TBA)		
11/	repeated measures <i>t</i> -statistic	Ch. 9 (pp. TBA)		
11/	The <i>t</i> -statistic for 2 independent samples	Ch. 10		
11/	Cont.	Ch. 10		
11/	Using the library resources for lit reviews			HRA ASSIGNED
11/	Confidence Intervals w/ t-scores	Ch. 12 (pp. TBA)		
11/	Intro to ANOVA	Ch 13 (389-397)		HRA DUE
11/	Correlation	Ch 16	pp.543: 1-2, 5 a. and b., 6 a. ,7	ARTICLE ASSIGNED
11/	Regression & Prediction	Ch 16 (pp.553-559)		ARTICLE DUE
11/	11/28 THANKSGIVING BREAK!			
12/	Regression & Prediction, contd.	Ch 17 (pp.549-551)		
12/	Chi-Square	Ch 18 (pp.581-591)	pp.614-615: 2-6	
12/	Chi-Square, contd.;	Ch 18 (pp.592-605)	pp.616-617: 13, 14, 17	
12/	Binomial Tests	Ch 19 (pp.620-626)	pp.633-634: 1-5	
12/	Tests for Ordinal Data	Ch 20 (pp.638-653)	pp.671-672: 1-7	
12/	REVIEW DAY			
12/	FINAL EXAM 8:00 AM – 10:00 AM			

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 (<u>30 characters</u>) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____)	Health Promotion and Administration Health Sciences HEA 460 Community Health Ed. Process _____ *Provide only the information relevant to the proposal.
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Proposal Approved by:	Date		Date
Departmental Committee	03-19-09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Council on Academic Affairs		Approved X Disapproved	5/21/09
College Curriculum Committee	4/15/09	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	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: Create new course HEA 460

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 is taught in the student's senior year and the course number should reflect it as a course that seniors take. The content requires that junior level classes be taken first whenever possible.

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 <u>strikethrough</u> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p><u>HEA 460 Community Health Education Process. (3) II. Formerly HEA360. Prerequisite: CSC 104 or CIS 212 or department chair approval. Planning, organizing, delivering, and evaluating the community health education program. Credit will not be awarded to students who have credit for HEA 360.</u></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)*
HEA	460	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS XX _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Cip Code (first two digits only) 51				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3		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.

CSC 104 or CIS 212

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Credit will not be awarded to students who have credit for HEA 360.

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

COURSE: HEA 460, COMMUNITY HEALTH EDUCATION PROCESS 3 CREDITS

INSTRUCTOR: Mrs. Hunter, MPH, RD, LD, CHES

OFFICE: Begley, 425

OFFICE HOURS: Posted on Office Door

PHONE: 622-1148

E-MAIL ADDRESS: Karen.Hunter@eku.edu

DESCRIPTION: Planning, organizing, delivering, and evaluating community health education programs.

REQUIRED TEXTS:

Minelli, M.J. Breckon, D.J. (2009) *Community Health Education, Settings, Roles, and Skills, 5th ed.* Sudbury, MA: Jones & Bartlett.

Wurzbach, M.A. (editor). (2002). *Community Health Education and Promotion: A Guide to Program Design and Evaluation, 2nd ed.* Sudbury, MA: Jones & Bartlett.

PURPOSE: The course is required of all students planning to enter field experiences prior to receiving a Bachelor's Degree in Health Education or Physical Education with an option in Community Health or Wellness. Specific Objectives for each unit are contained in the course outline which is attached.

REQUIREMENTS: Students will be expected to research specific topics and report findings during a class session. Students will also spend scheduled time in the Wellness Center learning and using health screening techniques with faculty and/or staff. There are daily assignments scheduled as well as other assignments listed below.

EVALUATION:

Wellness Project

General Poster	40
Content Specific Poster	40
Public Service Announcement	30
Handouts for table	30
Skill demonstration on day of screening	60

WELLNESS PROJECT TOTAL POINTS

200

EXAMS (2 of them)

200

Oral Presentation & Resource File

150

In Class Participation & Homework

50+

Mock Interview and Resume

50

TOTAL POINTS FOR THE COURSE

650+

HEA 460 - TEACHING ASSIGNMENT

After a topic has been chosen, thoroughly research the topic looking at the Internet, books, and journals. In your research efforts you need a minimum of 5 research articles from refereed journals (peer reviewed) which have been published within the last 6 years. The intent here is for you to a) read research articles - look at the research that has been done, b) have it be the most recent research you can find, c) learn how to incorporate research into your teaching. You may use as many other sources as you like. Once you have done this, you can put your outline together and develop your resource file.

The Resource File must include a DETAILED outline of your talk, copies of audio/visual aids, reference list, handouts, pamphlets, contact numbers or websites for more information, etc. Any videos you use or would like to use and handouts should be referenced on your reference list. Your talk needs to run twenty minutes. You will put this all together in a file that you can keep for your portfolio and your jobs later. It should come in some sort of expandable file. Everything must be typed and in professional form. Use Microsoft Word, Microsoft Powerpoint, Excel to do your work.

CLASS ATTENDANCE POLICY:

1. Regular class attendance is expected of all students.
2. 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.
3. A student missing twenty percent or more of the hours the class meets can be assigned an "F" grade. Twenty percent of absences for the class is interpreted as six hours (or 2.5 class periods). This policy may be waived by the instructor, but only when at least half the absences are due to participation in approved University activities or legitimate medical excuses.
4. At the discretion of the instructor, any time away from class in excess of the number hours credit allotted to the course may negatively influence the student's grade. One-third of a letter grade will be deducted for each absence over two.
5. 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.
6. Each faculty member is to notify, in writing, all class members of the attendance policy. This is to be done on one of the first days of the semester.
7. Attendance regulations shall begin with the first scheduled meeting of the class regardless of when the student enrolls.

STUDENT LEARNING OUTCOMES: UNIT I

At the conclusion of Unit I, the student should be able to:

1. Define the terms health, health education, health promotion, Wellness, holistic health, and other pertinent terms related to the field of Community Health Education.
2. Identify the factors related to an individual's health and life expectancy.
3. Know the relationship between health and lifestyle.
4. Discuss the health of Americans today.
5. Identify major morbidity problems in the United States.
6. Historical background of health education.
7. Describe the role and value of professional associations.
8. Name professional associations related to health education.
9. Defend health education as a profession.
10. Describe the legal boundaries of health education.
11. Detect quackery related to the health and medical fields.
12. Identify ethical issues related to Health Education.

UNIT II

At the conclusion of Unit II, the student should be able to:

1. Identify agencies who conduct health education activities through the services of health educators.
2. Discuss the potential job market for health educators.
3. Know how to make application and prepare for a job interview.

UNIT III

At the conclusion of Unit III, the student should be able to:

1. Cite the principles involved in program planning.
2. Read diagrams of planning models.
3. Know the concepts involved in organizing a community organization.
4. List the steps in the community organization process.
5. Identify methods of developing oral communication skills.
6. Know what is involved in improving writing skills.
7. Identify and utilize selected teaching aids and programs.
8. Identify the various types of meetings.
9. Plan and conduct a meeting.
10. Describe the importance of attending meetings.
11. Describe group process.
12. Lead a group discussion.

UNIT IV

At the conclusion of Unit IV, the student will be able to:

1. Determine the value of public relations.
2. Utilize the media to promote health programs.
3. Use educational media to enhance programs.
4. Evaluate printed health education materials.
5. Know the rudiments of the evaluation process.
6. Know principles of fund-raising and grantsmanship.
7. Discuss the probable future of Health Education.

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 the policy may be directed to the Office of Academic Integrity. REFERENCES:

- Bensley, R.J., Brookins-Fisher, J. (2001). *Community Health Education Methods: A Practitioner=s Guide*. Sudbury, MA: Jones and Bartlett Publishers.
- Dever, G.E. (1991). *Community Health Analysis: Global Awareness at the Local Level* (2nd ed.) Gaithersburg, Maryland: Aspen Publishers, Inc.
- Gold, R.S., (1991). *Microcomputer Applications in Health Education*. Dubuque, IA: Wm. C. Brown Publishers.
- Grant, Murray (1987). *Handbook of Community Health* (4th ed.). Philadelphia, PA: Lea & Febiger.
- Green, L.W., (1990). *Community Health* (6th ed.). St. Louis, Missouri: Times Mirror/Mosby College Publishing.
- Green, L.W., Kreuter, M.W., (1991). *Health Promotion Planning: An Educational Approach* (2nd ed.). Mountain View, CA: Mayfield Publishing Company.
- Green, L.W., Lewis, F.M., (1986). *Measurement and Evaluation in Health Education and Health Promotion*. Mountain View, CA: Mayfield Publishing Company.
- Greene, W.H., Simons-Morton, B.G. (1990). *Introduction to Health Education*. Prospect Heights, Illinois: Waveland Press, Inc.
- Hanchett, Effie, (1979). *Community Health Assessment: A Conceptual Tool Kit*. New York, NY: John Wiley & Sons, Inc.
- McKenzie J.F., Smeltzer J.L. (2001). *Planning, Implementing and Evaluating Health Promotion Programs: A Primer*. Needham Hgts, MA: Allyn and Bacon Publishers.
- Miller, D.F., (1992). *Dimensions of Community Health* (3rd ed.). Dubuque, IA: Wm. C. Brown Publishers.
- Raffel, M.W., & Raffel, N.K. (1989). *The U.S. Health System: Origins and Functions* (3rd ed.). Albany, NY: Delmar Publishers, Inc.
- Siegel M, Doner L. (1998). *Marketing Public Health: Strategies to Promote Social Change*. Rockville, MD: Aspen Publishers.
- Winett, R.A., King, A.C., Altman, D.G., (1989). *Health Psychology and Public Health: An Integrative Approach*. Elmsford, NY: Pergamon Press.

TENTATIVE SCHEDULE HEA 460**Spring, 200****Chapter Readings: Wurzbach = W, Minelli & Breckon = B**

<u>DATE</u>	<u>CHAPTERS</u>	<u>TOPIC</u>
Jan.	B: 2, 3, Appendix A W: 1, Appendix C B: 1, 4, W: Appendix A B: 5	INTRODUCTION Current & Future Perspectives of Practice & Training Prevention; Professional Organizations Health Screening, Wellness Ethical & Legal Concerns Health Screening group selection, intro and practice
Jan.	B: 6, 7, 8 B: Appendix C B: 9, 10, 11, W: 9	Health Communities, Health Dept. & other Tax-Supported Agencies, Working in Traditional & Emerging Voluntary Health Agencies, Working in Health Care Settings, Worksite Health Promotion and Employee Assistance Programs, Working in a School Health Setting
Jan.	B: 12, 13, 14 W: 9	Working in Colleges, Univ. & Professional Organizations. Health Education in Faith Community Settings, Choosing a Setting, Entering the Profession, & Being Mobile, PRESENTATION FROM CAREER SERVICES
Feb.	B: 15, 16 W: 3, 4, 5	Planning Educational Programs, Understanding and Applying Learning Theory Principals, Behavior Change
Feb.		Midterm exam covers chapters 1-16
Feb.	B: 17, 18, 19 W: 3, 5	Introduction to Primary Prevention & Early Intervention Strategies, Using Community Organization Concepts, Communication Skills
	B: 20, 21, 22, 23 B: Appendix B W: 2, Appendix B	Technology & Health Ed.; Planning, Conducting, and Attending Meetings; Working with groups in Leadership Roles; Public Relations and Marketing
Feb.	B: 24, 25, 26, 27 W: 5, 6, 7	Working with the Media to Achieve Maximum Impact; Using Educational Media; Developing & Using Printed Materials Effectively; Evaluating Health Ed. Programs
		TURN IN FINAL COPY OF RESUME
Feb.	B: 28,29,30,31, 32 W: 2, 8	Acquisition & Management of Grants, Community Fund Raising, Creativity in Health Education, Application of Leadership Skills, International Health Education and Promotion
		MOCK INTERVIEW DEADLINE ALL MATERIALS DUE FOR WELLNESS DAY,
		ARRANGEMENTS FOR ANNOUNCEMENTS IN PROGRESS AND NEWSLETTERS
Feb., Mar.		PRESENTATIONS
Mar.		Exam 2 (Covers Chapters 17 – 31)
March		HEALTH SCREENING

LAST DAY TO DROP THIS COURSE IS **FEBRUARY****On Snow Days (when classes have been delayed) this class will meet 12:20 - 2:30.**

Curriculum Change Form

Part I

<input type="checkbox"/> (Check one)	Department Name	Health Promotion & Administration
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Science
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	_____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Medical Assisting Technology (A.A.S.)
<input type="checkbox"/> New Program (Part III)		(Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input type="checkbox"/> Program Revision (Part III)		
<input checked="" type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee		Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs _____
College Curriculum Committee	4/15/09	Approved x _____ Disapproved _____ 5/21/09
General Education Committee*	NA	Faculty Senate** 9/14/09
Teacher Education Committee*	NA	Board of Regents** 1/25/10
		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.)

- A. 1. Specific action requested:** Suspend Medical Assisting Technology AAS
- A. 2. Effective date:** No new students will be accepted into this 2 year program for August 2009. Since no new freshmen are enrolled in this program, the Department's teach out plan offers numerous sections of remaining courses to accommodate student completion by August 2011.
- A. 3. Effective date of suspended programs for currently enrolled students:** August 2011.

B. The justification for this action: Twenty six (including fifteen accredited) medical assisting programs are available throughout Kentucky in Vocational Schools and Community Colleges. The mean number of degrees produced from this program 2003-2008 was 14. The College of Health Sciences is recommending this suspension as part of the strategic restructuring effort.

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

Personnel Impact: Faculty teaching in the program are appropriately credentialed to teach in other college programs. One will remain with Health Promotion and Administration, the other two faculty will transfer to appropriate areas onto vacant lines where searches are ongoing.

Operating Expenses Impact: Operating funds will be reduced during the phase out and continually be reassessed and redistributed.

Equipment/Physical Facility Needs: Equipment not being utilized by the Health Promotion and Administration department will be transferred to other associate degree programs as appropriate. Space will be reassessed as the college is overcrowded and short classroom and laboratory space.

Library Resources: Many of the college library resources serve multiple programs. However, library resources will be reviewed for any possible deletions.

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

New or Revised* Program Text

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

(page 141 of college catalog)

The Department of Health Promotion and Administration is comprised of programs in: Ancillary Health Management, Health Care Administration and Informatics, and Health Education. ~~Medical Assisting Technology and Medical Practice Management~~. Admission to all programs is based on the regular admission policies of the University. Specific policies related to each discipline can be found following the program heading as listed.

(page 143 of college catalog)

~~MEDICAL ASSISTING TECHNOLOGY (A.A.S.)~~

~~CIP Code: 51.0801~~

Major Requirements.....35 hours

~~MAS 100, 200, 201, 323, 324, 355, 360, 380, 390.~~

Supporting Course Requirements16 hours

~~BIO 171, 301; CCT 106 (1), 201; CIS 212 or CSC 104, EMC 102 or HEA 202 (1) and HEA 203.~~

General Education Requirements12 hours

~~Three hours of block IIIA, IIIB, IIIA/B or VII (AH); three hours of block VA, VB, VC or VII (SBS); and six hours of blocks IA and IB (English composition).~~

University Requirement.....1 hour

~~HSO 100.~~

Total Curriculum Requirements64 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"/> 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 & Administration Health Science Medical Practice Management (BS) (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
---	---	--

Proposal Approved by:	<u> Date </u>		<u> Date </u>
Departmental Committee		Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	Amended
College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	NA	Faculty Senate**	9/14/09
Teacher Education Committee*	NA	Board of Regents**	9/19/09
		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: Decrease the total required program credits from 128 to 120 for all completing students which would be effective immediately through the phase out period.

A. 2. Effective date: Immediately

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

B. The justification for this action: The program had 13 elective credits to meet the 128 old EKU minimum requirement, the minimum number of elective credits is being reduced to 5 to meet the new minimum requirement of 120.

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 ~~strickethrough~~ for deletions and underlines for additions.)

(page 143 of catalog)

MEDICAL PRACTICE MANAGEMENT (B.S.)

CIP Code: 51.0705

Major Requirements.....47 hours

MAS 100, 200, 201, 323, 324, 355, 360, 380, 390.

MPM 410, 450, 460, 480.

Supporting Course Requirements34 hours

ACC 201, 202, BIO 171, 301, CCT 201, CHE 105/107, CIS 212 or CSC 104,

ECO 230, EMC 102, MGT 301, 320.

General Education Requirements33 hours

Standard General Education program excluding blocks IVB, 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.....~~13~~ 5 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"/> 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 checked="" type="checkbox"/> Program Suspended (Part III)	Department Name Health Promotion & Administration <hr/> College Health Science <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Medical Practice Management (BS) (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		Graduate Council* NA
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs As Amended
College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate** 9/14/09
Teacher Education Committee*	NA	Board of Regents** 1/25/10
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Suspend Medical Practice Management BS.

A. 2. Effective date: No new students will be accepted for August 2009.

A. 3. Effective date of suspended programs for currently enrolled students: August 2012. This program is a two year completer program for medical assistants. There are only four MPM courses to be completed (MPM 410, MPM 450, MPM 460, MPM 480) for this degree. During phase out, the Department will offer the MPM courses more frequently. Students will be advised of remaining planned offerings so that MPM courses may be completed along with any general education and support offerings.

B. The justification for this action: Medical Practice management has very low numbers of graduates. CPE data from 2003 through 2007 shows a mean of 2.2 graduates per year (2 to 3 per year). The primary feeder for this completer program was the EKU associate degree in Medical Assisting which is being recommended for suspension. Students interested in this option could be advised into other Health Science and university programs including the CHS Health Services Administration Option in Ancillary Health Management. Since the program had 13 elective credits to meet the 128 old EKU minimum requirement, the minimum number of elective credits is being reduced to 5 to meet the new minimum requirement of 120.

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

Personnel Impact: The same three faculty teach these courses along with the medical assisting courses. Faculty teaching in the program are appropriately credentialed to teach in other college programs. One will remain with Health Promotion and Administration, the other two will be transferred to appropriate areas onto vacant faculty lines.

Operating Expenses Impact: Operating funds will be reduced during phase out and be continually reassessed and redistributed.

Equipment/Physical Facility Needs: Equipment not being utilized by the Health Promotion and Administration Department will be transferred to other health programs as appropriate. Space will be reassessed as the college is overcrowded and short classroom and laboratory space.

Library Resources: Many of the college library resources serve multiple programs. However, library resources will be reviewed for any possible deletions.

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

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

(page 143 of catalog)

~~**MEDICAL ASSISTING PRACTICE**~~

~~The Medical Assisting Practice program considers students for admission in both the fall and spring semesters. Admission is contingent upon enrollment in Eastern Kentucky University and the College of Health Sciences. The associate degree program in Medical Assisting Technology prepares individuals to work in administrative and clinical areas of the ambulatory health care setting. Upon completion of the program, graduates are eligible to take the AAMA CMA Certification/Recertification examination administered by the American Association of Medical Assistants in conjunction with the National Board of Medical Examiners. As a medical practice management major, students acquire the skills necessary to administer ambulatory healthcare facilities by improving efficiency and assuring the quality of services provided.~~

~~**MEDICAL PRACTICE MANAGEMENT (B.S.)**~~

~~CIP Code: 51.0705~~

~~**Major Requirements.....47 hours**~~

~~MAS 100, 200, 201, 323, 324, 355, 360, 380, 390.
MPM 410, 450, 460, 480.~~

~~**Supporting Course Requirements34 hours**~~

~~ACG 201, 202, BIO 171, 301, CCT 201, CHE 105/107, CIS 212 or CSC 104,
ECO 230, EMC 102, MGT 301, 320.~~

~~**General Education Requirements33 hours**~~

~~Standard General Education program excluding blocks IVB, 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..... 5 hours**~~

~~**Total Curriculum Requirements120 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"/> 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 checked="" type="checkbox"/> Program Suspended (Part III)	Department Name Health Promotion & Administration <hr/> College Health Science <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Medical Coding Certificate (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> X </u>) <hr/> *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td></td> <td>Graduate Council*</td> <td>NA</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"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td>4/15/09</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td>5/21/09</td> </tr> <tr> <td>General Education Committee*</td> <td>NA</td> <td>Faculty Senate**</td> <td>9/14/09</td> </tr> <tr> <td>Teacher Education Committee*</td> <td>NA</td> <td>Board of Regents**</td> <td>1/25/10</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee		Graduate Council*	NA	<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs		College Curriculum Committee	4/15/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09	General Education Committee*	NA	Faculty Senate**	9/14/09	Teacher Education Committee*	NA	Board of Regents**	1/25/10			Council on Postsecondary Edu.***	
	<u>Date</u>		<u>Date</u>																											
Departmental Committee		Graduate Council*	NA																											
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		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: Suspend coding certificate

A. 2. Effective date: August 2011

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

B. The justification for this action: The College is recommending suspending the programs associated with this certificate. These certificates are readily available and few students have chosen to complete the certificate.

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

Personnel Impact: NA. Students took courses that were part of programs being recommended for suspension.

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 MEDICAL CODING CERTIFICATE <i>CIP Code: 51.0801</i>
Major Requirements14 hours MAS 200, 201, 355, 360 (4), and 370 (1).
Supporting Course Requirements9 hours BIO 171, 301, CIS 212 or CSC 104.
Total Curriculum Requirements23 hours Students completing the requirements for the medical coding certificate will be awarded a certificate of completion by the Department of Health Promotion and Administration. This should not be confused with state certification or licensure.

Curriculum Change Form Course Drop

Department Name	Health Promotion and Administration		
College	Health Sciences		
Proposal Approved by:	<u> Date </u>		<u> Date </u>
Departmental Committee:	<u> </u>	Graduate Council*	<u> </u>
College Curriculum Committee:	<u> 4/15/09 </u>	Council on Academic Affairs	<u> Pending </u>
General Education Committee*:	<u> NA </u>	Approved <u> </u> Disapproved <u> </u>	
Teacher Education Committee*:	<u> NA </u>		
*If Applicable (Type NA if not applicable.)			

Completion of A and B is required:

A. Effective date: Fall 2012

B. The justification for this action: Courses will be phased out according to the suspension of the Medical Assisting Technology/Medical Practice Management program.

List all courses to be dropped

Prefix	Number	Title	Comments:
MAS	100	Introduction to Medical Assisting	
MAS	300	Maternal-Child Health Care	No longer cross listed with WGS301
MAS	323	Medical Assisting Laboratory Procedures	
MAS	324	Medical Assisting Techniques	
MAS	355	Medical Coding	
MAS	360	Medical Office Administration	
MAS	370	Medical Coding Center	
MAS	380	Comprehensive Simulations	
MAS	390	Medical Office Externship	
MPM	410	Business and Information Management in MPM	
MPM	450	Strategic Policy Development in MPM	
MPM	460	Compliance and Risk Management in MPM	
MPM	480	Medical Office Practicum	

For Registrar Office Use Only:	Date: <u> </u>	Initial: <u> </u>	Version 1.2 02/26/09
Copy Sent to: Graduate Council			



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Business and Technology
Office of the Associate Dean

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521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1574 FAX: (859) 622-1413
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: May 6, 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 May 21, 2009:

Department of Accounting, Finance & Information Systems

1. Course Revisions

Course	Revision	Page
ACC 425	Change prerequisites for ACC 425 as follows: "C-" to "C" and CCT 300 to CCT 300W.	AFIS 1-3
ACC441	Change prerequisites for ACC 441 as follows: CCT 300 to CCT 300W.	AFIS 4-6
CIS 335	To drop CIS 212 and add Junior Standing as part of the prerequisites and change "C-" to "C"	AFIS 7-9
CIS 340	To add "Junior standing" as part of the prerequisites and change the "C-" to "C" or better.	AFIS 10-12
CIS 375	To drop CIS 212 or CSC 104 and add "Junior standing" as prerequisite and change "C-" to "C".	AFIS 13-15
CIS 380	To add "CIS 215" and "Junior standing" as prerequisite and change "C-" to "C".	AFIS 16-18
CIS 400	To drop MGT 300 and add "Junior standing" as course prerequisite and change "C-" to "C".	AFIS 19-21
CIS 410	To change prerequisite as "Junior standing and (CIS 300 or CIS 240)" and change "C-" to "C".	AFIS 22-24
FIN 410	Change prerequisites for FIN 410 as follows: CCT 300 to CCT 300W and replace QMB 300 with ECO 320 or STA 320.	AFIS 25-27

2. Program Revision(s)

Program	Revision	Page
BBA Accounting	Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in the Business core of the BBA in Accounting.	AFIS 28-29
BBA Computer Information Systems	Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core in the BBA in Computer Information Systems. Drop CIS 250 and CIS 436 from the CIS electives, add CIS 240 as a supporting course, and adjust non-business free electives and change total required program hours from 128 to 120.	AFIS 30-31



2. Program Revision(s) Continued (AFIS)

Program	Revision	Page
BBA Finance	Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core in the BBA in Finance.	AFIS 32-33
BBA in Insurance	Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in the Business Core of the BBA in Insurance.	AFIS 34-35
BS in Insurance	Change CCT 300 to CCT 300W in the Business Core of the BS in Insurance.	AFIS 36-37
Minor in Computer Information Systems	To add CIS 240 as part of the minor requirements.	AFIS 38-39

EKUBusiness (Depts. of AFIS & MMAC)

1. Program Revision

Program	Revision	Page
Degree Requirements for the BBA & BS in Insurance (2008-09 Undergraduate Catalog Pages 96-97)	Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses; change CCT 300 to CCT 300W in BBA Core and BS Insurance Core and change “C-“ to “C” in Enrollment in Upper-Division EKUBusiness Courses.	EKUBusiness 1-3

Department of Management, Marketing and Administrative Communication

1. Course Revision(s):

Course	Revision	Page
CCT 460	Change prerequisites for CCT 460 as follows: CCT 300 to CCT 300W.	MMAC 1-3
GBU 480	Change prerequisites for GBU 480 as follows: CCT 300 to CCT 300W.	MMAC 4-6

2. Program Revision(s)

Program	Revision	Page
BBA General Business	Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core of the BBA in General Business.	MMAC 7-8
BBA in Management	Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses and change CCT 300 to CCT 300W in Business Core of the BBA in Management.	MMAC 9-10
BBA in Marketing	Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses and change CCT 300 to CCT 300W in the Business Core of the BBA in Marketing.	MMAC 11-12
Minor in Business	Change CCT 300 to CCT 300W in the Required Courses of the Business Minor.	MMAC 13-14
Minor in Managerial Communication	Change CCT 300 to CCT 300W in the Required Courses of the Managerial Communication Minor.	MMAC 15-16
Minor in Office Administration	Change CCT 300 to CCT 300W in the Required Courses of the Office Administration Minor.	MMAC 17-18

Department of Technology

2. Program Revision

Program	Revision	Page
BS in Industrial Technology	Change “C-“ to “C” and change CCT 300 to CCT 300W in Supporting Course Requirements of the Industrial Distribution Option and in the statement “Industrial Technology majors may apply INT 310 in lieu of CCT 300 toward the minor in Business” to “Industrial Technology majors may apply INT 310 in lieu of CCT 300W toward the minor in Business”.	TECH 1-3

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Accounting, Finance and Information systems
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ACC 425
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Accounting Theory
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change prerequisites for ACC 425 as follows: "C-" to "C" and CCT 300 to CCT 300W.

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:
 CCT 300 was revised to CCT 300W.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

New or Revised* Catalog Text

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

ACC 425 Accounting Theory. (3) I, II. Prerequisites: ACC 302 with a grade of ~~“C”~~ “C” or better and CCT 300W.
Emphasis on a conceptual understanding of accounting principles using literature published by the AICPA, FASB, and current writers. Accounting history, SEC, legal liability, conceptual framework. SFAS's and APB's.

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	425	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 _____ 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.	Prerequisites: ACC 302 with a grade of “C” “C” or better and CCT 300 <u>W</u> .
Course Prefix and No.	

Test Scores _____

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

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

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

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

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

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

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Accounting, Finance and Information systems
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ACC 441
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Auditing I
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change prerequisites for ACC 441 as follows: CCT 300 to CCT 300W.

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:
 CCT 300 was revised to CCT 300W.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

New or Revised* Catalog Text

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

ACC 441 Auditing I. (3) I, II. Prerequisites: ACC 302, CIS 335, and CCT 300W with grades of "C" or better. Professional ethics; accountant's legal responsibility; internal control; general arrangement and procedure of an audit; asset accounts; liability accounts; operating accounts; the audit report.

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	441	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 _____ 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.	Prerequisites: ACC 302, CIS 335, and CCT 300W with grades of “C” 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.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Accounting, Finance, and Information Systems <hr/> College Business and Technology <hr/> *Course Prefix & Number CIS 335 <hr/> *Course Title (30 characters) Data Base Management <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">3/20/2009-4/10/2009</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">4/17/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">5/21/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	3/20/2009-4/10/2009	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	4/17/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09	General Education Committee*	NA	Faculty Senate**	N/A	Teacher Education Committee*	NA	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	3/20/2009-4/10/2009	Graduate Council*	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.) To drop CIS 212 and to add Junior standing as part of pre-requisites and change "C-" to "C" or better.	
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: Some exposure of data base fundamentals from CIS 300 or CIS 240 and junior standing are adequate for both BBA majors and CIS minors to take CIS 300.	
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.)

CIS 335 Data Base Management. (3) I, II. Prerequisites: Junior standing and (CIS 212 or CIS 240 or CIS 300 with a grade of "~~C~~" "C" or better). Fundamental concepts of database processing; conceptual, logical, and physical design of databases; the use of SQL and DBMS technology for relational database implementation; and general business database management issues. Credit will not be awarded to students who have credit for ACC 350.

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)*
CIS	335	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 X _____ 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.	Junior standing and (CIS-212 or CIS 240 or CIS 300 with a grade of “ C ” “C” 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.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Accounting, Finance, and Information Systems <hr/> College Business and Technology <hr/> *Course Prefix & Number CIS 340 <hr/> *Course Title (30 characters) Electronic Business Technologies and Tools <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.																																				
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td>3/20/2009-4/10/2009</td> <td>Graduate Council*</td> <td></td> <td>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>4/17/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td></td> <td>5/21/09</td> </tr> <tr> <td>General Education Committee*</td> <td>NA</td> <td>Faculty Senate**</td> <td></td> <td>N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td>NA</td> <td>Board of Regents**</td> <td></td> <td>N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td>N/A</td> </tr> </table>				<u>Date</u>			<u>Date</u>	Departmental Committee	3/20/2009-4/10/2009	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	4/17/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>		5/21/09	General Education Committee*	NA	Faculty Senate**		N/A	Teacher Education Committee*	NA	Board of Regents**		N/A			Council on Postsecondary Edu.***		N/A
	<u>Date</u>			<u>Date</u>																																	
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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.) To add "Junior standing" as part of pre-requisites and change the "C-" or better to "C" or better. To change the term offering from A to II. 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: <ul style="list-style-type: none"> • The class is at a 300-level for the upper-division students. 	
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.)

CIS 340 Electronic Business Technologies and Tools. (3) ~~IIA~~. Prerequisite: Junior standing and CIS 240 or equivalent with a grade of ~~"C"~~ "C" or better. The course provides an introduction to e-business infrastructure, tools, and the development of e-business applications with these tools. Topics include the Internet and World Wide Web; client-side. Web applications; HTML, XML, and scripting languages.

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)*
CIS	340	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 X _____ 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 and CIS 240 or equivalent</u> with a grade of “ C ” “C” 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.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Accounting, Finance, and Information Systems																													
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business and Technology																													
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	CIS 375																													
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Networks and Telecommunication																													
<input type="checkbox"/> Program Revision (Part III)	*Program Title																														
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.																														
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Proposal Approved by:</td> <td style="width: 20%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 20%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td>3/20/2009-4/10/2009</td> <td>Graduate Council*</td> <td>NA</td> </tr> <tr> <td colspan="4" style="text-align: center;"><i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i></td> </tr> <tr> <td>College Curriculum Committee</td> <td>4/17/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td>5/21/09</td> </tr> <tr> <td>General Education Committee*</td> <td>NA</td> <td>Faculty Senate**</td> <td>N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td>NA</td> <td>Board of Regents**</td> <td>N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td>N/A</td> </tr> </table>				Proposal Approved by:	<u>Date</u>		<u>Date</u>	Departmental Committee	3/20/2009-4/10/2009	Graduate Council*	NA	<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>				College Curriculum Committee	4/17/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09	General Education Committee*	NA	Faculty Senate**	N/A	Teacher Education Committee*	NA	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
Proposal Approved by:	<u>Date</u>		<u>Date</u>																												
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Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To drop "CIS 212 or CSC 104" and to add "Junior standing" as prerequisite and change "C-" to "C" or better.</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: CIS 240 deals with Internet and Web technology and is a better pre-requisite for the Networks class</p> <hr/> <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>
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Part II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

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

CIS 375 Networks and Telecommunications. (3) A. Prerequisite: Junior standing and CIS 212 or CIS 240 or CSC 104 or equivalent with a grade of "C" "~~C~~" or better. The study of networking and telecommunications fundamentals including LANs, WANs, and the Internet. Data communication and telecommunication concepts, models, standards, and protocols are studied. Installation, configuration, and management of infrastructure technologies are practiced.

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)*
CIS	375	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 X _____ 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 and CIS 212 or CIS 240 or GSC 104 or equivalent with a grade of "C" "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)			

AFIS 15

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Accounting, Finance, and Information Systems <hr/> College Business and Technology <hr/> *Course Prefix & Number CIS 380 <hr/> *Course Title (30 characters) Information Systems Analysis and Design <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;"><u>Date</u></th> <th style="width: 25%;"></th> <th style="width: 25%; text-align: center;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td>Departmental Committee</td> <td style="text-align: center;">3/20/2009-4/10/2009</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">4/17/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">5/21/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	3/20/2009-4/10/2009	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	4/17/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09	General Education Committee*	NA	Faculty Senate**	N/A	Teacher Education Committee*	NA	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
	<u>Date</u>		<u>Date</u>																											
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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.) To add "CIS 215" and "Junior standing" as prerequisites and change "C-" to "C" or better; to change the term offerings from I, II to A.	
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: <ul style="list-style-type: none"> The programming knowledge gained from CIS 215 will enhance the learning of information systems development involving both business managers and IT professionals. 	
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.)

CIS 380 Information Systems Analysis and Design. (3) ~~I, II~~ A. Prerequisite: Junior standing and (CIS 215 or CIS 300 with a grade of "C-C" or better in each course). Systems development life cycle with the emphasis on analysis and design. Topics include requirements determination, logical design, physical design, and implementation planning; feasibility analysis; RAD, prototyping, and object-oriented modeling techniques; software package evaluation, acquisition, and integration.

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)*
CIS	380	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 X _____ 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 and (CIS 215 or CIS 300 with a grade of “C-” or better in each course).</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Accounting, Finance, and Information Systems <hr/> College Business and Technology <hr/> *Course Prefix & Number CIS 400 <hr/> *Course Title (30 characters) Electronic Business Planning and Strategy <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.																																				
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">3/20/2009-4/10/2009</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;">4/17/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td></td> <td style="text-align: center;">5/21/09</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;">N/A</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;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>			<u>Date</u>	Departmental Committee	3/20/2009-4/10/2009	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	4/17/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>		5/21/09	General Education Committee*	NA	Faculty Senate**		N/A	Teacher Education Committee*	NA	Board of Regents**		N/A			Council on Postsecondary Edu.***		N/A
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop MGT 300 and add "Junior standing" as course prerequisite and change "C-" to "C" or better.	
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: <ul style="list-style-type: none"> • MGT 300 is unnecessary restrictive for 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.)

CIS 400 Electronic Business Planning and Strategies. (3) I, II. Prerequisite: Junior standing and CIS 300 and ~~MGT 300~~ with a grade of "C-C". Course covers the theory and practice of electronic business. Emphasizes e-business models and technology, assessing company performance and value; design, promotion, global and social 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)*
CIS	400	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 X _____ 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. _____ Junior standing and CIS 300 and MGT 300 with a 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. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Accounting, Finance, and Information Systems	
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business and Technology	
<input checked="" type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	CIS 410	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Project Management and Practice	
<input type="checkbox"/> Program Revision (Part III)	*Program Title		
<input type="checkbox"/> Program Suspended (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Proposal Approved by:			
	<u>Date</u>		<u>Date</u>
Departmental Committee	3/20/2009-4/10/2009	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	4/17/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A
*If Applicable (Type NA if not applicable.)			
**Approval needed for new, revised, or suspended programs			
***Approval/Posting needed for new degree program or certificate program			
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	To change prerequisite to "Junior standing and (CIS 300 or CIS 240)" and change "C-" to "C" or better; change term offering from A to 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:	
<ul style="list-style-type: none"> • The IT knowledge gained from either CIS 300 or CIS 240 will be adequate to learn the managerial and technical aspects of project management. • MGT 300 is unnecessary restrictive for 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.)

CIS 410 Project Management and Practice. (3) A I. Prerequisite: Junior standing and (CIS 300 or ~~MGT 300~~ CIS 240 with a grade of "C-C" or better in each course). This course presents the theory and practice of modern project management. The technical and behavioral aspects of project management and change management are applied with the context of an information systems project.

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)*
CIS	410	Fall 2009	AS _____ JS _____ BT <u>X</u> 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 X _____ 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 and (CIS 300 or MGT 300 CIS 240 with a grade of “C-C” or better in each course)</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Accounting, Finance and Information systems
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	FIN 410
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Financial Analysis and Valuation
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change prerequisites for FIN 410 as follows: CCT 300 to CCT 300W and replace QMB 300 with ECO 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:
 CCT 300 was revised to CCT 300W and QMB 300 is no longer offered.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

New or Revised* Catalog Text

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

FIN 410 Financial Analysis and Valuation. (3) A. Prerequisites: CCT 300W, FIN 300 and ~~QMB 300~~ ECO 320 with "C" or better; or ACC 302 with "B" or better and departmental approval. Exploration of discounted residual earnings as basis for valuation; sources of value creation; methods of forecasting future financial statements. Students are required to produce analyst report for a public company.

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)*
FIN	410	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 _____
			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.	Prerequisites: CCT 300W, FIN 300 and QMB 300 ECO 320 or STA 320 with “C” or better; or ACC 302 with “B” or better and departmental approval.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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 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	Accounting BBA
<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	4/21/2009	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	4/20/2009	Approved <u>x</u> Disapproved ___	5 / 21 / 09
General Education Committee*	N/A	Faculty Senate**	9 / 14 / 09
Teacher Education Committee*	N/A	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in the Business Core of the BBA in Accounting.

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

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

B. The justification for this action:
 PSY 200 and SOC 131 are both compliant to Social Behavioral Sciences Area and PSY 200W is another opportunity for students to complete their Writing Intensive Requirement; CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.)

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, 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; PSY 200 or 200W or SOC 131; ECO 230, 231.

Free Electives (non-business)9-12 hours

Business Requirements

Pre-Business Core.....12 hours

A CC 201, 202; GBU 204; QMB 200.

Business Core.....21 hours

CCT 300W, CIS 300, FIN 300, MGT 300, 370, MKT 300, GBU 480.

Major Requirements.....28 hours

A CC 250, 301, 302, 322, 327, 425, 441, and nine elective hours (six from ACC 523, 501, 521, 525, 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
(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>Accounting, Finance, and Information Systems</u> College <u>Business and Technology</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Computer Information Systems (BBA)</u> (Major <u>X</u> , 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: 33%;"></td> <td style="width: 33%; text-align: center;"><u>Date</u></td> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">3/20/2009-4/10/2009- 4/21/2009</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">4/17/2009 & 4/20/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">5/21/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">9/14/09</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;">9/19/09</td> </tr> <tr> <td colspan="2"></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">_____</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	3/20/2009-4/10/2009- 4/21/2009	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	4/17/2009 & 4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved _____	5/21/09	General Education Committee*	NA	Faculty Senate**	9/14/09	Teacher Education Committee*	NA	Board of Regents**	9/19/09			Council on Postsecondary Edu.***	_____
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	3/20/2009-4/10/2009- 4/21/2009	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	4/17/2009 & 4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved _____	5/21/09																											
General Education Committee*	NA	Faculty Senate**	9/14/09																											
Teacher Education Committee*	NA	Board of Regents**	9/19/09																											
		Council on Postsecondary Edu.***	_____																											
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																														

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core of the BBA in Computer Information Systems. Drop CIS 250 and CIS 436 from the CIS electives, add CIS 240 as a supporting course, and adjust non-business free electives and change total required program hours from 128 to 120.	
A. 2. Effective date: (Example: Fall 2001) Fall 2009	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: PSY 200 and SOC 131 are both compliant to Social Behavioral Sciences Area and PSY 200W is another opportunity for students to complete their Writing Intensive Requirement; CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee. Increasing efficient use of CIS resources. The new CIS curriculum, adhering to the IS Curriculum Model, will only require a total of 120 hours.	
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 ~~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.)

Computer Information Systems (B.B.A.)
CIP Code: 52.1201

University Requirement	1hour
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	18-21 <u>15-18</u> hours
MAT 211 or the combined courses of MAT 107 and QMB 240; <u>PSY 200 or 200W or SOC 131; ECO 230, 231; CIS 240; CIS 212 or CSC 104.</u>	
Free Electives (non-businesses)	2-5 <u>13-16</u> hours
Business Core Requirements	
Pre-Business Core	12 hours
ACC 201, 202; GBU 204; QMB 200	
Business Core.....	21 hours
CCT <u>300W</u> , CIS 300, FIN 300, MGT 300, MGT 370, MKT 300, GBU 480	
Major Requirements	27 hours
CIS 215, 335, 340, 375, 380, 410, and one of the following options:	
General Computer Information Systems Option:	
Six hours from CIS 20, 349, 370, 400, or 436. An additional three hours selected from the above list or CIS 349, or an upper division course approved by the department.	
<u>Nine hours from CIS 349 (up to a maximum of three hours), CIS 370, CIS 400, CIS 475, or an upper-division course approved by the department.</u>	
Networks Management Option	
Three hours from CIS 349, CIS 250, CIS 370, CIS 400, or CIS 436, and additional six hours from CIS 475, EET 354, EET 403, or an approved upper division course	
<u>CIS 475 and additional six hours from CIS 349 (up to a maximum of three hours), CIS 370, EET 354, EET 403, or an upper-division course approved by the department.</u>	
Total Curriculum Requirements.....	120 <u>128</u> 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	Accounting, Finance & Information Systems
<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	Finance BBA (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	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved _____	5/21/09
General Education Committee*	N/A	Faculty Senate**	9/14/09
Teacher Education Committee*	N/A	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core of the BBA in Finance.

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

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

B. The justification for this action:
 PSY 200 and SOC 131 are both compliant to Social Behavioral Sciences Area and PSY 200W is another opportunity for students to complete their Writing Intensive Requirement; CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.

Finance (B.B.A.)
CIP Code: 52.0801

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 *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..... 21-24 hours
MAT 211 or the combined courses of MAT 107 and QMB 240; PSY 200 or 200W or SOC 131; ECO 230, 231, 320, 420; CIS 212 or CSC 104.

Free Electives(non-business)..... 3-8 hours
Business Requirements

Pre-Business Core.....12 hours
ACC 201, 202; GBU 204; QMB 200.

Business Core.....21 hours
CCT 300W, CIS 300, FIN 300, MGT 300, 370, MKT 300, GBU 480.

Major Requirements..... 29-31 hours
FIN 201, 301, 410, 450 (1); and one of the following options:

Managerial Finance Option:
FIN 401, 424, 455, ACC 250, 301, 302, and three hours from ACC 322, 327, 425, 440, 441, 525, CIS 335.

Financial Planning Option:
ACC 322, FIN 324, 420, INS 370, 384 and six hours from INS 378, 380, 474, 476.

Total Curriculum Requirements.....128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Accounting, Finance & Information Systems</u> College <u>Business & Technology</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Insurance BBA</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved _____	5 / 21 / 09
General Education Committee*	N/A	Faculty Senate**	9 / 14 / 09
Teacher Education Committee*	N/A	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in the Business Core of the BBA in Insurance.

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

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

B. The justification for this action:
 PSY 200 and SOC 131 are both compliant to Social Behavioral Sciences Area and PSY 200W is another opportunity for students to complete their Writing Intensive Requirement; CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.

Insurance (B.B.A.)

CIP Code: 52.1701

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 *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..... 15-18 hours

MAT 211 or the combined courses of MAT 107 and QMB 240; PSY 200 or 200W or SOC 131; ECO 230, 231; CIS 212 or CSC 104.

Free Electives (non-business)16-19 hours

Business Requirements

Pre-Business Core.....12 hours

A CC 201, 202; GBU 204; QMB 200.

Business Core.....21 hours

CCT 300W, CIS 300, FIN 300, MGT 300, 370, MKT 300, GBU 480.

Major Requirements.....24 hours

INS 370, 372, 374, 378, 486, and nine additional hours of insurance electives may be taken from the following:

INS 349—up to a maximum of six hours, INS 380, 474, and

476, INS 400—up to a maximum of six hours total, INS

490—up to a maximum of six hours; APS 350, 351, 352, 438,

465, FSE 221, 322, 350, 361, 366, TRS 332, and 342.

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	Accounting, Finance & Information Systems
<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 (<u>30 characters</u>)	_____
<input type="checkbox"/> New Program (Part III)	*Program Title	Insurance BS
<input type="checkbox"/> Program Revision (Part III)		(Major <u>X</u> , Option ____; Minor ____; 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	4/21/2009	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	4/20/2009	Approved <u>x</u> Disapproved _____	5/21/09
General Education Committee*	N/A	Faculty Senate**	9/14/09
Teacher Education Committee*	N/A	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Change CCT 300 to CCT 300W in the Business Core of the BS in Insurance.

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:
CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.

Insurance (B.S.)
CIP Code: 52.1701

University Requirement.....1 hour
BTO 100.

General Education Requirements.....39 hours
Standard General Education program, excluding blocks II, VB, 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..... 9-12 hours
MAT 211 or the combined courses of MAT 107 and QMB 240; ECO 230, CIS 212 or CSC 104.

Free Electives (At least one hour must be upper division)
.....**22-25 hours**

Business Requirements

Pre-Core.....12 hours
A CC 201, 202; GBU 204; QMB 200.

Core.....21 hours
CCT 300W, CIS 300, FIN 300, MGT 300, MKT 300; INS 370, 374.

Insurance Major Requirements.....21 hours
INS 372, 378, 400; 460 or 474 or 486; and nine hours from INS 349 (1-6 hours), 376, 380, 400 (1-3 hours), 490 (1-6 hours), or any upper division INS course not taken as part of major requirements, GBU 310, 311, MGT 330, MKT 310, APS 350, 351, 352, 438, 465, FSE 221, 322, 350, 361, 366, TRS 332 or 342.

Total Curriculum Requirements.....128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Accounting, Finance, and Information Systems</u> College <u>Business and Technology</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Minor in Computer Information Systems</u> (Major ____, Option ____, Minor <u>X</u> __, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	3/20/2009-4/10/2009	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	4/17/2009	Council on Academic Affairs _____
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*	NA	Faculty Senate** 5/21/09
		Board of Regents** 9/14/09
		Council on Postsecondary Edu.*** 1/25/10
		N/A
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add CIS 240 as part of the minor requirements.	
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 curriculum would emphasize the existing and emerging Web platform.	
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.)

Minors
Minor in Computer Information Systems

(page 99 of the 2008-09 Undergraduate Catalog)

A minor in computer information systems is offered for students in programs other than in Business. The minor consists of 18 hours of computer information systems courses including CIS 215, 240, 335, 340, 380, and three ~~six~~ hours of approved upper-division courses approved by the department. At least 12 hours of the minor must be earned at ECU. Students pursuing the computer information systems minor must maintain a 2.25 GPA on all work counting toward the minor.

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

Part I

(Check one)	Department Name	Accounting, Finance & Information Systems & Management, Marketing & Administrative Comm.
<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 (<u>30 characters</u>)	_____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	BBA & BS in Insurance Degree Requirements
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)
<input checked="" type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved	5/21/09
General Education Committee*	N/A	Faculty Senate**	9/14/09
Teacher Education Committee*	N/A	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses; change CCT 300 to CCT 300W in BBA Core and BS Insurance Core and change "C-" to "C" in Enrollment in Upper-Division EKUBusiness Courses.

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

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

B. The justification for this action:
 PSY 200 and SOC 131 are both compliant to Social Behavioral Sciences Area and PSY 200W is another opportunity for students to complete their Writing Intensive Requirement; CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

BACHELOR OF BUSINESS ADMINISTRATION AND BACHELOR OF SCIENCE IN INSURANCE DEGREE REQUIREMENTS

General University requirements, as well as specific course requirements set forth in the description of curricula, must be met by students completing associate and baccalaureate business programs administered by the College of Business and Technology. See programs under each department for major requirements. Academic Orientation course (BTO 100) is required in all Business programs. The requirements for the Bachelor of Business Administration (BBA) and the Bachelor of Science in Insurance degrees are as follows:

1. A cumulative 2.0 GPA must be maintained in all work taken in the BBA and BS Insurance programs.
2. Hours earned by correspondence study are accepted upon written approval of the Dean. However, not more than 25 percent of the total hours applied toward a degree may be earned via correspondence or telecourse instruction, military credit, or credit by examination.
3. To ensure the integrity of the business program to provide a sound overall educational experience, not more than 50 percent of undergraduate coursework shall be completed in the *EKUBusiness* program. However, up to nine semester hours of economics and up to six semester hours of mathematics/statistics will not be included in this 50 percent. Decisions to allow students to take more than 50% of undergraduate coursework within *EKUBusiness* will be made judiciously.
4. At least 50 percent of the business course credit hours required for the BBA and BS Insurance degrees must be completed at ECU.
5. The BBA and BS Insurance degrees will only accept credits for business courses at the upper division level transferred from other colleges and universities accredited by the Association to Advance Collegiate Schools of Business International (AACSB). As completely as possible, it will apply these credits to the student's degree program. To ensure that they earn appropriate credits, students are strongly advised to see the College of Business and Technology Advising Office and also obtain the Dean's approval prior to enrolling in any course work they plan to transfer. The University will not take responsibility for courses transferred without prior approval.
6. A "C" or better is required for the BBA programs and the B.S. in Insurance degree in the following courses: (See specific degree requirements for each major)

BACHELOR OF BUSINESS ADMINISTRATION

BBA Supporting Courses: MAT 107 and/or 211, QMB 240 (if required by major), PSY 200 or 200W or SOC 131, ECO 230 and 231.
BBA Pre-Business Core: ACC 201, ACC 202, GBU 204, and QMB 200;
BBA Core: CCT 300W, CIS 300, FIN 300, MGT 300, 370, MKT 300, and GBU 480.

BACHELOR OF SCIENCE IN INSURANCE

BS Supporting Courses: MAT 211 (or MAT 107 combined with QMB 240) and ECO 230;
Pre-Business Core: ACC 201, ACC 202, GBU 204, and QMB 200.
BS Insurance Core: CCT 300W, CIS 300, FIN 300, MGT 300, MKT 300, INS 370, and INS 374.

CCT 300W should be taken in first six hours of upper division course work. BBA students must complete all business core courses prior to taking GBU 480.

Students are urged to review carefully all course prerequisites, including the 60-hour rule before scheduling 300-level business courses. Failure to satisfy prerequisites may result in the student being administratively withdrawn from courses.

7. At least 12 hours in the major must be earned at ECU. A grade of "C" or better is required for each course in the major.
8. Students must choose a major field at the time they enter an *EKUBusiness* program. Students must meet with and have schedules approved by the academic advisor.
9. A second major can be completed in *EKUBusiness* or in another program of the University. A third business major is not permitted. Because business students take the business core, they are limited to selected minors offered by *EKUBusiness*. Free elective requirements for bachelor's degree programs in *EKUBusiness* cannot be met by choosing courses taught in Business. (See No. 4, BBA and BS Insurance under degree requirements.)
10. Students choosing to double-major must declare the BBA or BS Insurance degree as the first major.

Prerequisite Structure in *EKUBusiness*

The *EKUBusiness* curriculum is highly structured and carefully integrated. The content and methodology utilized in upper-division courses are based upon the assumption that students enrolled in these courses have matriculated through a specific series of lower-division courses which provide students with competencies needed for successful participation in upper-division business courses.

Enrollment in Upper-Division *EKUBusiness* Courses

To enroll in the following upper-division **business-core** courses (CCT 300W, CIS 300, FIN 300, MKT 300, MGT 300, 370, and GBU 480) students must have:

1. completed ACC 201, 202, and ECO 230 with a grade of ~~“C”~~ “C” or better in each course;
2. completed a minimum of 60 hours (or enrolled in enough additional course work to complete their 60th credit hour) with a cumulative 2.0 GPA; and
3. met all specific prerequisite(s) for each course.

To enroll in other upper-division business courses, students are required to have met the specific prerequisite(s) for each course and have earned an overall 2.0 GPA. Students majoring in other departments whose planned curriculum includes selected business courses (by virtue of agreements of sponsoring departments with a business program) must also adhere to all specified course prerequisites. Students majoring in programs other than business cannot earn more than 25 percent of their total degree requirements in courses with business prefixes.

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	Management, Marketing, Administrative Comm.
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	CCT 460
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Corporate Communication and Technology Intern.
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change prerequisites for CCT 460 as follows: CCT 300 to CCT 300W.

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:
 CCT 300 was revised to CCT 300W.

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.)

CCT 460 Corporate Communication and Technology Internship. (2-4) A. Prerequisites: GPA of 2.25; CCT 201, 300W. Internship experiences appropriate for the student's major. Enrollment is limited to students with CCT majors in the department of Information Systems.

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)*
CCT	460	Fall 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	MMAC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Prerequisites: GPA of 2.25; CCT 201, 300W.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Management, Marketing, Administrative Comm.
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	GBU 480
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Business Strategy
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/21/09
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change prerequisites for GBU 480 as follows: CCT 300 to CCT 300W.

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:
 CCT 300 was revised to CCT 300W.

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.)

GBU 480 Business Strategy. (3) I,II. Prerequisites: CCT 300W, CIS 300, FIN 300, MGT 300, 370, and MKT 300; senior standing (A minimum of 90 hours) with overall minimum 2.0 GPA. A capstone study of administrative processes under conditions of uncertainty including integrative analysis and formulation of strategy and supporting policy at administrative/executive levels. Students must complete all business core courses prior to taking GBU 480.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GBU	480	Fall 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	MMAC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR <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.	Prerequisites: CCT 300W, CIS 300, FIN 300, MGT 300, 370, and MKT 300; senior standing (A minimum of 90 hours) with overall minimum 2.0 GPA.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

(Check one)	Department Name	Management, Marketing and Administrative Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	_____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	General Business BBA
<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	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved	5/21/09
General Education Committee*	N/A	Faculty Senate**	9/14/09
Teacher Education Committee*	N/A	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add PSY 200 or 200W or SOC 131 for Supporting Courses and change CCT 300 to CCT 300W in Business Core of the BBA in General Business.

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

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

B. The justification for this action:

PSY 200 and SOC 131 are both compliant to Social Behavioral Sciences Area and PSY 200W is another opportunity for students to complete their Writing Intensive Requirement; CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.

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; <u>PSY 200 or 200W</u> or SOC 131; ECO 230, 231; CIS 212 or CSC 104.	
Free Electives	5-8 hours
Business Requirements	
P re-Business Core	12 hours
ACC 201, 202; GBU 204; QMB 200.	
Business Core	21 hours
CCT 300 <u>W</u> , CIS 300, FIN 300, MGT 300, 370, MKT 300, GBU 480.	
Major Requirements	27 -30 hours
General Business Option (27 hours): GBU 201, MGT 340, 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 (30 hours): GBU 201, MGT 340, 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 (30 hours): GBU 201, MGT 340, MKT 315, 400, 431, MGT 430, 375; 6 hours from the following courses: INT 400, CIS 335, 380, MGT 406, MKT 312; and 3 hours of approved business electives or International Economics (ECO 394).	
Corporate Communication and Technology Option (30 hours): CCT 302, 310, 550, 570, CIS 410, GBU 201, MGT 340, MGT 480; 3 hours from the following courses: MKT 309, MKT 400, MKT 401; 3 hours from the following courses: MGT 330, MGT 465 and MGT 320.	
Total Curriculum Requirements	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	Management, Marketing and Administrative Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	_____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Management BBA
<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	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved _____	5/21/09
General Education Committee*	N/A	Faculty Senate**	9/14/09
Teacher Education Committee*	N/A	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses and change CCT 300 to CCT 300W in the Business Core of the BBA in Management.

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

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

B. The justification for this action:

PSY 200 and SOC 131 are both compliant to Social Behavioral Sciences Area and PSY 200W is another opportunity for students to complete their Writing Intensive Requirement; CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.

Management (B.B.A.)

CIP Code: 52.0201

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; <u>PSY 200 or 200W</u> or SOC 131; ECO 230, 231; CIS 212 or CSC 104.	
Free Electives	13 hours
May include 3 hours approved business electives.	
Business Requirements	
P re-Business Core	12 hours
A CC 201, 202; GBU 204; QMB 200.	
Business Core	21 hours
CCT 300 <u>W</u> , CIS 300, FIN 300, MGT 300, 370, MKT 300, G BU 480.	
Major Requirements	24 hours
MGT 320, 340, 400, 480, and one of the following options:	
Management Option:	
12 hours of approved management electives above the core.	
Human Resource Management Option:	
MGT 410, 425, 440, 445.	
Approved Business Electives	6 hours
Total Curriculum Requirements	128 hours

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

Part I

(Check one)	Department Name	Management, Marketing and Administrative Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	_____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Marketing BBA
<input type="checkbox"/> New Program (Part III)		(Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input checked="" type="checkbox"/> Program Revision (Part III)		
<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	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved	5 / 21 / 09
General Education Committee*	N/A	Faculty Senate**	9 / 14 / 09
Teacher Education Committee*	N/A	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add PSY 200 or 200W or SOC 131 for BBA Supporting Courses and change CCT 300 to CCT 300W in the Business Core of the BBA in Marketing.

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

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

B. The justification for this action:

PSY 200 and SOC 131 are both compliant to Social Behavioral Sciences Area and PSY 200W is another opportunity for students to complete their Writing Intensive Requirement; CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.

Marketing (B.B.A.)

CIP Code: 52.1401

University Requirement	1 hour
BTO 100.	
General Education Requirements	33-36 hours
Standard General Education program, excluding general education blocks II, VB, VC, and VII(QS). For Music Marketing Option, block IIIA is also excluded. 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	15-18 hours
MAT 107 or 211; <u>PSY 200 or 200W</u> or SOC 131; ECO 230, 231; CIS 212 or CSC 104; MUS 272 (For Music Marketing Option).	
Free Electives	0-13 hours
May include 3 hours approved business electives. Upper Division electives may be required to meet the University 43 hour upper division requirement. (Music Marketing Option: recommend BEM 240, and other business courses as electives, up to 50% of program).	
Business Requirements	
Pre-Business Core	12 hours
A CC 201, 202; GBU 204; QMB 200.	
Business Core	21 hours
CCT 300 <u>W</u> , CIS 300, FIN 300, MGT 300, 370, MKT 300, G BU 480.	
Major Requirements	27-52 hours
Marketing Option	27 hours
MKT 350, 400, 455, MGT 340 and 15 hours of approved marketing electives above the core.	
Music Marketing Option	30 hours
MUS 190 (2), 191 (2), 290 (2), 390 (3), 391 (3), MGT 340, and 15 hours from the following courses: MKT 304, 306, 310, 349, 400, 401, or MGT 330.	
Professional Golf Management Option	52 hours
MKT 310, 350, 405; MGT 201, 202, 203, 204, 205, 206, 207, 320, 330, MGT 340; PGM 349A-E (1); additional requirements: OHO 351 (4), OHO 362G (1), NFA 445.	
Approved Business Electives (Music and Marketing Majors only)	3 hours
Total Curriculum Requirements	128-137 hours

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

Part I

(Check one)	Department Name	Management, Marketing and Administrative Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input 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 Business
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor <u>X</u> __, 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	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved	5/21/09
General Education Committee*	N/A	Faculty Senate**	9/14/09
Teacher Education Committee*	N/A	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change CCT 300 to CCT 300W in the Required Courses of the Business Minor.

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:
 CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.

**Department
of Management, Marketing,
and Administrative
Communication**

Minor in Business

(page 102 of the 2008-09 *Undergraduate Catalog*)

The Business Minor is offered for students majoring in programs other than Business. The minor consists of 21 hours including 18 hours of required courses and three hours of supporting courses. To enroll in an upper-division, business core course in the minor, students must (a) have completed ACC 201, 202, and ECO 230 with a "C-" or better, (b) have completed a minimum of 60 hours, and (c) have met the prerequisite of the specific course. Students minoring in business must earn at least 12 of the total hours used for the minor in residence at ECU and attain a cumulative GPA of 2.0 in all courses comprising the minor.

Required Courses.....18 hours
ACC 201, 202 and four courses from the following: CCT 300W, CIS 300, FIN 300, GBU 204, MGT 300, MKT 300.

Supporting Course.....3 hours
ECO 230.

Total Requirements.....21 hours

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

Part I

(Check one)	Department Name	Management, Marketing and Administrative Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input 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 Managerial Communication
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor <u>X</u> ; 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	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved _____	5/21/09
General Education Committee*	N/A	Faculty Senate**	9/14/09
Teacher Education Committee*	N/A	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change CCT 300 to CCT 300W in the Required Courses of the Managerial Communication Minor.

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:
 CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.

**Minor in Managerial Communication
(for business majors only)**

Page 102 of the 2008-09 *Undergraduate Catalog*

The managerial communication minor is offered for business (BBA) majors who want to increase their communication effectiveness in their major field of study. The minor is designed to provide training in interpersonal communication, oral and written presentations, research and reporting, and production of other business publications/communications. These skills are transferable to any profession and are crucial in tasks such as communicating organizational change, establishing and implementing goals, communicating internally, relating to employees, dealing with the public, and addressing the media. The managerial communication minor consists of the following courses (18 hours) with 50 percent (nine hours) taken in residence at EKU:

Required Courses.....18 hours
CCT 201 or 300W (whichever has not been completed as part of the business core); CCT 200, 250,302, 450, and PUB 375. Courses taken toward a major may not be counted toward the minor in managerial communication. Substitute courses must be approved by the department chair.

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

Part I

(Check one)	Department Name	Management, Marketing and Administrative Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	_____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Minor in Office Administration
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor <u>X</u> __, 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	4/21/2009	Graduate Council*	N/A
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved	5/21/09
General Education Committee*	N/A	Faculty Senate**	9/14/09
Teacher Education Committee*	N/A	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change CCT 300 to CCT 300W in the Required Courses of the Office Administration Minor.

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:
 CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.

Minor in Office Administration

Page 102 of the 2008-09 *Undergraduate Catalog*

An office administration minor is available to students in any College and consists of the following courses (18 hours) with at least 50 percent (nine hours) taken in residence at EKU:

Required Courses.....18 hours

CCT 200, 201 or 300W, 250, 290 or CIS 230, 302, and 303. Courses taken toward a major may not be counted toward the minor in office administration.

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

Part I

(Check one)	Department Name	<u>Technology</u>
<input type="checkbox"/> New Course (Parts II, IV)	College	<u>Business & Technology</u>
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	_____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	<u>Industrial Technology B.S.</u>
<input type="checkbox"/> New Program (Part III)	(Major <u>X</u> , Option ____; Minor ____; 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)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>4/20/2009</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>4/20/2009</u>	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>5 / 21 / 09</u>
General Education Committee*	<u>N/A</u>	Faculty Senate** <u>9 / 14 / 09</u>
Teacher Education Committee*	<u>N/A</u>	Board of Regents** <u>1/25/10</u>
		Council on Postsecondary Edu.*** <u>NA</u>

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change "C-" to "C" and change CCT 300 to CCT 300W in Supporting Course Requirements of the Industrial Distribution Option and in the statement "Industrial Technology majors may apply INT 310 in lieu of CCT 300 toward the minor in Business" to "Industrial Technology majors may apply INT 310 in lieu of CCT 300W toward the minor in Business".

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:
 Students to complete their Writing Intensive Requirement; CCT 300W meets the criteria as a writing intensive course and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.

Industrial Technology (B.S.) Area Major

CIP Code: 15.0612

Prior to enrolling in the last 60 hours of the Industrial Technology degree program students must complete INT 238, 201, 202, TEC 161, 190, MAT 108, PHY 131, CHE 101, 107 (1) or CHE 111, 115 (1); and STA 270 or QMB 200 and have an overall 2.0 GPA and 2.25 major GPA. Graduates must have an overall GPA of 2.25 in the major with no major grade below a ~~“C”~~ “C”. Transfer students will be treated on an individual basis. The Industrial Technology program is accredited by the National Association of Industrial Technology.

University Requirement.....1 hour
BTO 100.

General Education Requirements.....30 hours
Standard General Education program, excluding blocks II, IVB, VB, VII (3 hours), and VIII (6 hours). Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

College Requirement: Professional Skills Seminar

BTS 300 (CR) and BTS 400 (CR).

Supporting Course Requirements for

Industrial Distribution.....42 hours
ECO 230, MAT 108, 211 or 261 or 6 hours of higher level MAT courses; STA 215 or 270 or QMB 200; CHE 101, CHE 107 (1) or CHE 111, 115 (1); PHY 131 (5); ACC 201, ACC 202, GBU 201, GBU 204, MKT 300; select two courses from CCT 300W, CIS 300, FIN 300, MGT 300.

Supporting Course Requirements for

Manufacturing.....28 hours
ECO 230, CON 420 or ECO 300; MAT 108, 211 or 261 (or six hours of higher level MAT courses); PHY 131 (5); CHE 101, CHE 107 (1) or CHE 111, CHE 115 (1); STA 215 or 270 or QMB 200; INT 349 (4).

Major Requirements.....36 hours

Industrial Technology Core:

EET 251, INT 201, 202, 308, 310, 352, 371, 406, 408, 499; TEC 161, 190.

Major must select an option in Industrial Distribution or Manufacturing.

Options:

Industrial Distribution.....18 hours

INT 200, 320, 400, 506, MKT 312 or 401. Select 3 hours of U.D. technical electives from: EET 351, INT 332, 336, 349, TEC 313.

Manufacturing.....24 hours

INT 238, 301, 330. Select 3 technical hours from: EET 252, INT 192, 195; GCM 211. Select 12 hours of U.D. technical electives from: EET 350, 351, 440, 452; CON 303; INT 320, 332, 336, 383, 390, 392, 397, 506, 530; TEC 313.

Free Electives (Industrial Distribution Option).....1 hour

Free Electives (Manufacturing Option).....9 hours

Total Curriculum Requirements.....128 hours

The Department of Technology's Industrial Technology degree program (Manufacturing Option) has an articulation agreement for transfer of credit and cooperation with Bluegrass Community and Technical College (formerly Lexington Community College) Associate in Applied Science Degree in Engineering Technology with Electrical Specialization. In addition, the Department of Technology's Industrial Technology degree program (Manufacturing Option) has an articulation agreement for transfer of credit and cooperation with Bluegrass Community and Technical College (formerly Central Kentucky Technical College) and Somerset Community and Technical College's Associate of Applied Science in General Occupational/Technical Studies including the areas of Machine Tool Technology, Industrial Maintenance, Industrial Electronics and Computer Aided Drafting.

Students must take an assessment examination before graduation.

An exam fee is required.

+Transfer students (Manufacturing Option) with an associate degree in an industrial related field may not need to take these 12 hours of electives if upper division requirement can be completed.

*Industrial Technology majors may apply INT 310 in lieu of CCT 300W toward the minor in Business.

Incorporates a Business Minor into the Industrial Distribution Option.



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

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

TO: Council on Academic Affairs

FROM:

Handwritten signature of Michael L. Foster in black ink.

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

Handwritten signature of John Wade in blue ink.

Dr. John Wade, Dean
College of Arts and Sciences

DATE: May 7, 2009

SUBJECT: Agenda items for 05-21-2009 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the May 21, 2009 meeting of the Council on Academic Affairs.

AGENDA

Department of Anthropology, Sociology, & Social Work

Course Revisions

ANT 306 (Human Evolution) - Change pre-requisites

ANT 351W (Archaeology; Writing Intensive) – Change pre-requisites

Program Revision

Sociology- Reduce hours to graduate from 128 to 120

Department of Chemistry

Course Revisions

CHE 772 (Advanced Physical Chemistry) – Change course number

Drop Courses

CHE 471 (Physical Chemistry I) – Drop course from curriculum

CHE 472 (Physical Chemistry II) – Drop course from curriculum

New Courses

CHE 571 (Physical Chemistry I) – Add course to curriculum

CHE 572 (Physical Chemistry II) – Add course to curriculum

CHE 771 (Physical Chemistry I) – Add course to curriculum

CHE 772 (Physical Chemistry II) – Add course to curriculum

Program Revision

Chemistry (B.A.) - Reflect recent curriculum changes

Chemistry (B.S.) – Reflect recent curriculum changes

Chemistry Master of Science – Reflect recent curriculum changes

Chemistry Minor – Reflect recent curriculum changes

Forensic Science (B.S) – Reflect recent curriculum changes

Department of Economics

New Course

ECO 330W (Intermediate Microeconomics) – Add course to curriculum

Program Revision

Economics- Reduce hours to graduate from 128 to 120

Department of English and Theatre

Course Revision

ENG 455 (Twentieth-Century American Fiction) – Change course title

ENG 485 (Twentieth-Century British Fiction) – Change course title

New Course

ENG 386W (War & Peace in Lit Since 1900) – Add course to curriculum

Department of Foreign Languages & Humanities

New Course

FLS 210 (Language Topics: _____) – Add course to curriculum

FLS 230 (Language Studies Abroad: _____) – Add course to curriculum

FLS 330 (Language Studies Abroad: _____) – Add course to curriculum

Department of Geography & Geology

Course Revision

GEO 351 (Geographic Techniques) – Remove CIS 104 as pre-requisite

Program Revision

Geography (B.A.) – Reduce amount of hours to graduate from 128 to 120 and remove CIS 104 from supporting courses requirements

Geology (B.S.) – Reduce amount of hours to graduate from 128 to 120

Department of Government

Course Revision

POL 552 (Modern Political Theory) – Change catalog description

POL 553 (Contemporary Political Theory) – Change catalog description

POL 733 (Seminar in State and Local Politics) – Remove POL 101 as pre-requisite

LAS 735 (Municipal Law) – Remove pre-requisite LAS 220

Editorial Change

POL 752 (Modern Political Theory) – Change in catalog text

POL 753 (Contemporary Political Theory) – Change in catalog text

New Courses

POL 552W (Modern Political Theory) – Add course to curriculum

POL 553W (Modern Political Theory) – Add course to curriculum

Program Revision

Paralegal Program- Reduce hours to graduate from 128 to 120

Department of Mathematics and Statistics

Course Revisions

STA 320 (Applied Statistics II) – Pre-requisite changes

STA 500 (Applied Statistical Inference) – Remove the credit not allowed with ECO 321 and STA 521

STA 700 (Applied Statistical Inference) – Remove the credit not allowed with ECO 321 and STA 721

New Courses

MAE 203(Mathematics for Elementary Teachers III) – Add course to curriculum

MAE 305 (Problem Solving and Technology) – Add course to curriculum

MAE 480 (Math. Ed. Seminar:_____) – Add course to curriculum

Department of Music

Course Revision

MUS 383 (Orchestration) – Add a pre-requisite

MUS 425 (Concert Choir) – Add a 0 credit option

MUS 426 (University Singers) – Add a 0 credit option

MUS 480 (Form Analysis) – Add a pre-requisite

Department of Philosophy and Religion

Course Revision

PHI 552 (Modern Political Theory) – Change catalog text

PHI 553 (Contemporary Political Theory) – Change catalog text

Editorial Change

PHI 752 (Modern Political Theory) – Change catalog text

PHI 753 (Contemporary Political Theory) – Change catalog text

New Course

PHI 552W (Modern Political Theory) – Add course to curriculum

PHI 553W (Contemporary Political Theory) – Add course to curriculum

Program Revision

Bachelor of Arts in Philosophy – Reduce hours to graduate from 128 to 120

Department of Physics and Astronomy

Course Revision

PHY 300 (Modern Physics I) – Change catalog description

New Course

PHY 300 (Modern Physics I: W) – Add course to curriculum

Department of Psychology

Program Revision

Bachelor of Science in Psychology- Reduce hours to graduate 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 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 306</u> *Course Title (<u>30 characters</u>) <u>Human Evolution</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: Departmental Committee	<u>Date</u> 3/26/09	<u>Date</u> NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Graduate Council* Council on Academic Affairs
College Curriculum Committee	Approved <input checked="" type="checkbox"/> Disapproved _____	<u>Date</u> 5/21/09
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.) Change course pre-requisites.	
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: Firm pre-requisite needed for this course.	
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 306 Human Evolution. (3) A. Pre-requisite ANT 201. A detailed analysis of primate and human development emphasizing the fossil evidence of humankind's evolution.

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	306	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 45	
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. ANT 201

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANSW</u> College <u>A&S</u> *Course Prefix & Number <u>ANT 351W</u> *Course Title (<u>30 characters</u>) <u>Archaeology: Writing Intensive</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>3/26/09</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 _____ Approved <u>x</u> Disapproved _____ 5/21/09 General Education Committee* _____ NA Faculty Senate** _____ NA Teacher Education Committee* _____ NA Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change course pre-requisites.	
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: Changing this course to writing intensive has altered enrollment patterns in a negative way. In the search for a Writing Intensive course, unprepared students register, which also blocks many prepared majors. By putting two lower division ANT prerequisites in place, fewer unprepared students will be able to register.	
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 351W Archaeology. (3) A. Prerequisite: ANT 120 ~~or~~, 200, and ENG 102 or ENG 105(B) or HON 102. Formerly ANT 350. A comprehensive introduction to archaeological goals, methods, practice and challenges. Data-based problem solving, critical thinking and writing are integral components of this course. Credit will not be awarded for both ANT 350 and ANT 351W.

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

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~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	351W	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 45	
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.	ANT 120 and ANT 200, and ENG 102 or ENG 105(B) or HON 102.
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANSW</u> College <u>A&S</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Sociology</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	<u>Date</u> 3/26/09	<u>Date</u> NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	_____	Graduate Council* _____ Council on Academic Affairs _____
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____ 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.) Change hours to graduate (128 changed to 120). 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: Credit hour change is made to reflect broader university request.
	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.)

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.)

New or Revised* Program Text

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

Sociology (B.A.)

CIP Code: 45.1101.01

Major Requirements36 hours

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

General Education Requirements48 hours

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

University Requirement1 hour

ASO 100.

Free Electives43 35 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

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Chemistry
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Arts & Sciences
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	CHE 772
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	Advanced Physical Chemistry
<input type="checkbox"/> Program Revision (Part III)	*Program Title	(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

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

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Change the course number from a CHE 772 to CHE 774 to avoid a numbering conflict with the cross-listed course CHE 572 / 772.

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:
To prevent a course numbering conflict that can occur with the newly cross-listed course, CHE 572 / 772.

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.)

CHE ~~772~~ 774 Advanced Physical Chemistry. (3) A. ~~Formerly CHE 772.~~ Prerequisite: CHE ~~472~~ 572 (MAT 353 Recommended) or ~~instructor~~ departmental approval. Intermediate and advanced topics in thermodynamics, kinetics, structure and bonding.

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)*
CHE	774	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"/>	CHEM
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.	CHE 472 or instructor approval 572 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.	CHE 772 (prior to Fall 2009)
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input 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>Chemistry</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CHE 571</u> *Course Title <u>(30 characters)</u> <u>Physical Chemistry I</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 1/18/08	<u>Date</u>
		Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee		Approved _____ Disapproved _____ Withdrawn
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To form a new course to replace the previous physical chemistry course (CHE 471) that reflects appropriate content for this area of physical chemistry. The CHE 5xx format will also allow the course to be cross-listed with a graduate course (CHE 7xx). 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: Every incoming chemistry graduate student at EKU should have a general understanding of physical chemistry. However, if a physical chemistry preparation course is needed for an incoming graduate student, there is not one currently available. This course would allow a graduate student to take such a course without creating a low enrollment course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

CHE 571 Physical Chemistry I. (3) A. Prerequisite: CHE 361 with a "C" (2.0) or better. Prerequisites or Corequisites: MAT 224 and PHY 131 or 201. A study of thermodynamic properties in physical and chemical systems; electrochemical processes; rates and mechanisms of chemical reactions. Credit will not be awarded to students who have credit for CHE 471.

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)*
CHE	571	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"/>	CHEM
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.	<u>CHE 361 (C) or (2.0)</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>MAT 224 and PHY 131 or 201</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>CHE 471</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.)

**CHE 571/771 (Physical Chemistry I)
Spring 2010 Syllabus**

Instructor Information

Jason Fuller
Office: Moore 319
Email: jason.fuller@eku.edu
Office hours: TBA

Course description

CHE 571, Physical Chemistry I. (3) A. Prerequisite: CHE 361 with a "C" (2.0) or better. Prerequisites or Corequisites: MAT 224, PHY 131 or 201. A study of thermodynamic properties in physical and chemical systems; electrochemical processes; rates and mechanisms of chemical reactions.

Required materials

The required text is, P. W. Atkins and J. de Paula, *Physical Chemistry*, 8th Ed. In addition to this text you will need a scientific calculator. Additional literature reading will be assigned.

Student Learning Outcomes

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

1. Predict P, V, T, and n relations for real and ideal gases
2. Compare real and ideal gases in term of intermolecular forces, critical phenomena, etc.
3. Describe P, V, T, and n behavior in terms of the kinetic molecular theory of gases
4. Identify State functions and exact differentials
5. Grammatically and mathematically define the 1st, 2nd, and 3rd, laws of thermodynamics
6. Use the laws of thermodynamics and thermodynamic restrictions to calculate heat, work, and changes in internal energy, enthalpy, entropy, Gibbs energy and Helmholtz energy
7. Derive and use Maxwell relationships
8. Use thermochemical data to calculate changes in enthalpy, entropy, and Gibbs energy for chemical reactions
9. Define equilibrium in terms of Gibbs reaction energy
10. Identify and define electrochemical cells, cell notation
11. Derive and use Nernst equation
12. Use phase diagrams to describe physical changes in both pure substances and two component mixtures.
13. Describe and design experimental methods for determining reaction order and rate laws
14. Derive and use 0th, 1st, and 2nd order integrated rate equations
15. Define and predict reaction mechanisms
16. Use reaction rate theory to rationalize experimental observations

771 Only

17. Research and defend a current physical chemistry topic that is independent of the regular lecture topics.
18. Recognize the connection between current physical chemistry topics and lecture topics.

Grading Policy

Catagories	Weight (571)	Weight (771)	Grade Scale	
Attendance	5%	5%	A	90-100%
Homework	20%	15%	B	80-89%
Quizzes	10%	5%	C	70-79%
Other (771 only)		10%	D	60-69%
Exams	40%	40%	F	<60%
Final (ACS)	25%	25%		
	100%	100%		

Attendance policy

Attendance will be recorded and graded as follows:

≤ 1 unexcused absence, 5%

2 unexcused absences, 4%

3 unexcused absences, 2%

>3 unexcused absences, 0%

The last day to add or drop this class is Monday, January 18th, 2010. The last day to withdraw from this class (with a "W" grade) is Friday, March 19th, 2010.

Homework

Homework will be web based and administered online and can be accessed on as well as off campus (www.webassign.net). You will be required to purchase an access code and register at this site. Two automatic extensions will be granted per assignment with a penalty of 10% per extension. Do not wait until the last minute to do a homework assignment as sometimes servers are down and therefore not inaccessible. Technology failure is not a valid excuse. The lowest homework grade will be dropped.

Quizzes

There will be periodic, unannounced 1-2 question quizzes. The lowest quiz grade will be dropped

Other (CHE 771)

At least 10% of the course grade will be based on reviews of current topics, additional homework and exam questions, and/or other reading assignments. The format and description as well as acceptable journals/sources for current topic reviews is posted on the course Blackboard site. Additionally, graduate students will present an oral presentation explaining a topic not covered in the regular lecture schedule. These topics include: Equations of States Used to Describe Real Systems, Deviations From Ideality in Ionic Solutions, Complex Kinetics, or other instructor approved topic.

Exams

There will be three in class exams. 771 only: There will 1-2 additional questions per exam for 771 students only. These questions will be based on the current topic reviews, oral presentations and additional readings (see Other) and may require the integration of different reading assignments.

Final Exam

Programmable calculators are prohibited for the final exam. The final exam is a standardized ACS exam and no make-up will be available.

Academic honesty

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Chemistry</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CHE 572</u> *Course Title <u>(30 characters)</u> <u>Physical Chemistry II</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.																																		
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">1/18/08</td> <td>Graduate Council*</td> </tr> <tr> <td style="text-align: center;"><i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></td> <td></td> <td>Council on Academic Affairs</td> </tr> <tr> <td>College Curriculum Committee</td> <td></td> <td>Approved _____ Disapproved _____</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">Withdrawn</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Board of Regents**</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>	<u>Date</u>	Departmental Committee	1/18/08	Graduate Council*	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	College Curriculum Committee		Approved _____ Disapproved _____	General Education Committee*	NA	Withdrawn	Teacher Education Committee*	NA	Faculty Senate**			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.) To form a new course to replace the previous physical chemistry course (CHE 472) that reflects appropriate content for physical chemistry. The CHE 5xx format will also allow the course to be cross-listed with a graduate course (CHE 7xx). 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: Every incoming chemistry graduate student at EKU should have a general understanding of physical chemistry. However, if a physical chemistry preparation course is needed for an incoming graduate student, there is not one currently available. This course would allow a graduate student to take such a course without creating a low enrollment course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

CHE 572 Physical Chemistry II. (3) A. Prerequisite: CHE 361 with "C" (2.0) or better. Prerequisite or Corequisite: MAT 225 and PHY 132 or 202. An introduction to quantum mechanics as applied to model, atomic, and molecular systems; applications of atomic and molecular spectroscopy; introduction to computational chemistry. Credit will not be awarded to students who have credit for CHE 472.

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)*
CHE	572	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"/>	CHEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory <u>0</u>	Other _____	
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>CHE 361 (C) or (2.0)</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>MAT 225 and PHY 132 or 202</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>CHE 472</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.)

**CHE 572/772 (Physical Chemistry II)
Fall 2009 Syllabus**

Instructor Information

Jason Fuller

Office: Moore 319

Email: jason.fuller@eku.edu

Office hours: TBA

Course description

CHE 572, Physical Chemistry II. (3) A. Prerequisite: CHE 361 with "C" (2.0) or better. Prerequisite or Corequisite: PHY 132 or 202, and MAT 225. An introduction to quantum mechanics as applied to model, atomic, and molecular systems; applications of atomic and molecular spectroscopy; introduction to computational chemistry.

Required materials

The required text is, P. W. Atkins and J. de Paula, *Physical Chemistry*, 8th Ed. In addition to this text you will need a scientific calculator. Additional literature reading will be assigned.

Student Learning Outcomes

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

1. Define and interpret de Broglie wavelength, wave-particle duality, blackbody radiation, and the uncertainty principle
2. Recognize and perform calculation using eigenfunction/eigenvalue relations
3. List and interpret the postulates of quantum mechanics
4. Construct and interpret quantum mechanical operators and commutators
5. Define and interpret wavefunctions
6. Use wavefunctions and the Schrödinger equation to describe the Particle in a Box, Harmonic Oscillator and Rigid Rotor
7. Use wavefunctions to predict probability densities
8. Construct hydrogenic atomic orbitals
9. Construct and interpret electronic configurations and term symbols of atomic species
10. Define, interpret and apply approximate methods (e.g. Variation Theory) to model, atomic and molecular systems
11. Construct molecular orbitals from atomic orbitals
12. Construct and interpret molecular orbital diagrams and use to predict molecular transitions and term symbols
13. Define and identify a group, symmetry elements, and matrix representation of a symmetry element
14. Assign a shape or molecular to a particular point group
15. Use character tables to reduce representations and to predict orbital symmetry and transition probabilities
16. Apply model quantum mechanical systems to atomic and molecular systems in order to predict and interpret atomic and molecular spectra
17. Define and discuss basic computational methodologies

772 Only

18. Research and defend a current physical chemistry topic that is independent of the regular lecture topics.
19. Recognize the connection between current physical chemistry topics and lecture topics.

Grading Policy

Catagories	Weight (572)	Weight (772)	Grade Scale	
Attendance	5%	5%	A	90-100%
Homework	20%	15%	B	80-89%
Quizzes	10%	5%	C	70-79%
Other (772 only)		10%	D	60-69%
Exams	40%	40%	F	<60%
Final (ACS)	25%	25%		
	100%	100%		

Attendance policy

Attendance will be recorded and graded as follows:

≤ 1 unexcused absence, 5%

2 unexcused absences, 4%

3 unexcused absences, 2%

>3 unexcused absences, 0%

The last day to add or drop this class is Sunday, August 30th, 2009. The last day to withdraw from this class (with a "W" grade) is Friday, October 30th, 2009.

Homework

Homework will be web based and administered online and can be accessed on as well as off campus (www.webassign.net). You will be required to purchase an access code and register at this site. Two automatic extensions will be granted per assignment with a penalty of 10% per extension. Do not wait until the last minute to do a homework assignment as sometimes servers are down and therefore not inaccessible. Technology failure is not a valid excuse. The lowest homework grade will be dropped.

Quizzes

There will be periodic, unannounced 1-2 question quizzes. The lowest quiz grade will be dropped

Other (CHE 772)

At least 10% of the course grade will be based on reviews of current topics, additional homework and exam questions, and/or other reading assignments. The format and description as well as acceptable journals/sources for current topic reviews is posted on the course Blackboard site. Additionally, graduate students will present an oral presentation explaining a topic not covered in the regular lecture schedule. These topics include: Second Order Perturbation Theory, Two Dimensional interpretation of any of the Model Systems, Applications of Group Theory, Spectroscopy, or other instructor approved topic.

Exams

There will be three in class exams. 772 only: There will 1-2 additional questions per exam for 772 students only. These questions will be based on the current topic reviews, oral presentations and additional readings (see Other) and may require the integration of different reading assignments.

Final Exam

Programmable calculators are prohibited for the final exam. The final exam is a standardized ACS exam and no make-up will be available.

Academic honesty

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course (see <http://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.

Tentative Schedule

Week 1	Aug 24 - Aug 28	Chapters 8,9, and 10
Week 2	Aug 31 - Sep 4	
Week 3	Sep 7 - Sep 11	
Week 4	Sep 14 - Sep 18	
Week 5	Sep 21 - Sep 25	Exam 1
Week 6	Sep 28 - Oct 2	Chapter 11, 12, and 13
Week 7	Oct 5 - Oct 9	
Week 8	Oct 12 - Oct 16	
Week 9	Oct 19 - Oct 23	
Week 10	Oct 26 - Oct 30	Exam 2
Week 11	Nov 2 - Nov 6	Chapters 14 and 15
Week 12	Nov 9 - Nov 13	
Week 13	Nov 16 - Nov 20	
Week 14	Nov 23 - Nov 27	
Week 15	Nov 30 - Dec 4	Exam 3
Week 16	Dec 7 - Dec 11	Final Exam

Exam 1	Ch 8: Quantum Theory; introduction Ch 9: Quantum Theory; applications Ch 10: Atomic Structure and Atomic Spectra
Exam 2	Ch 11: Molecular Structure Ch 12: Molecular Symmetry Ch 13: Molecular Spectroscopy 2; rotational and vibrational transitions
Exam 3	Ch 14: Molecular Spectroscopy 2; electronic transitions Ch 15: Molecular Spectroscopy 2; magnetic transitions

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Chemistry</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CHE 771</u> *Course Title <u>(30 characters)</u> <u>Physical Chemistry I</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.																						
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To form a new course to allow incoming graduate students to take a graduate foundation course in physical chemistry. The course will also be cross-listed with the CHE 571. 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: Every incoming chemistry graduate student at EKU should have a general understanding of physical chemistry. However, if a physical chemistry preparation course is needed for an incoming graduate student, there is not one currently available. This course would allow a graduate student to take such a course without creating a low enrollment course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

CHE 771 Physical Chemistry I. (3) A. Prerequisite: CHE 361 with a "C" (2.0) or better. Prerequisites or Corequisites: MAT 224 and PHY 131 or 201. A study of thermodynamic properties in physical and chemical systems; electrochemical processes; rates and mechanisms of chemical reactions. Credit will not be awarded to students who have credit for CHE 551.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CHE	771	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"/>	CHEM
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.	<u>CHE 361 (C) or (2.0)</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>MAT 224 and PHY 131 or 201</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>CHE 551</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)			

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Proposal Approved by:		
	<u>Date</u> 1/18/08	<u>Date</u>
		Graduate Council*
<i>Is this a SACS Substantive Change? Yes****</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Council on Academic Affairs
College Curriculum Committee		Approved _____ Disapproved _____ Withdrawn
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To form a new course to allow incoming graduate students to take a graduate foundation course in physical chemistry. The course will also be cross-listed with the CHE 571. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
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Part II. Recording Data for New, Revised, or Dropped Course

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

1. For a new course, provide the catalog text.
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New or Revised* Catalog Text

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

CHE 572 Physical Chemistry II. (3) A. Prerequisite: CHE 361 with "C" (2.0) or better. Prerequisite or Corequisite: MAT 225 and PHY 132 or 202. An introduction to quantum mechanics as applied to model, atomic, and molecular systems; applications of atomic and molecular spectroscopy; introduction to computational chemistry.

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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)*
CHE	772	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"/>	CHEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory <u>0</u>	Other _____	
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>CHE 361 (C) or (2.0)</u>
Course Prefix and No.	

Test Scores _____

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

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

Course Prefix and No.	<u>MAT 225 and PHY 132 or 202</u>
Course Prefix and No.	

Test Scores _____

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Chemistry (B.A.)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	<u>Date</u> 09/10/08	<u>Date</u> NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input type="checkbox"/>		
College Curriculum Committee	_____	Graduate Council* _____ Council on Academic Affairs _____
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____ Faculty Senate** _____
Teacher Education Committee*	_____	Board of Regents** _____ Council on Postsecondary Edu.*** _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) i) To update the Chemistry B.A. program to reflect recent department course numbering changes and ii) to update the listing for the Chemistry Teaching Option since substitutions are needed to replace nonexistent courses as well as more content appropriate courses 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 Chemistry B.A. program is being updated since changes in the department course numbering have occurred. In addition, the Chemistry Teaching Option needed courses to replace nonexistent courses as well as more content appropriate courses to prepare students that will take certification examinations.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

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.)

Chemistry (B.A.)

CIP Code: 40.0501

Major Requirements.....30-31 hours

CHE 111, 111L 445, 112, 112L 446 or 112HL 446H, 325, 361, 362, 361L ~~366~~, 362L ~~367~~, 470, plus six hours of upper division chemistry electives (which may include FOR 411).

Supporting Course Requirements.....14-~~55~~4 hours

Chemistry Option.....14 hours

MAT 124*; PHY 131 or 201; PHY 132 or 202.

Chemistry Teaching Option.....54-55 hours**

MAT 124*; PHY 131 or 201; PHY 132 or 202; BIO 100 or 121; CSC 104 or CIS 212;

~~CNM 101, 102; EDF 103, 203, 319, 413; EPY 319, 413;~~

SED 401; ESE 490, 499, 561 ~~554~~; GLY 302.

General Education Requirements.....36 hours

Standard General Education program, excluding blocks II, IVB, and VIII (6 hours).

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

University Requirement.....1 hour

A SO 100.

Free Electives.....58-47 hours

Total Curriculum Requirements.....128 hours

* A preparatory course in mathematics (MAT 109) may be required before admission to MAT 124.

**Following this curriculum and passing the appropriate standardized teacher exams will lead to certification to teach chemistry at the secondary education level.

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>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Chemistry (B.S.)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>09/10/08</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved ____ Disapproved ____ Withdrawn _____ General Education Committee* _____ NA Faculty Senate** _____ Teacher Education Committee* _____ NA Board of Regents** _____ Council on Postsecondary Edu.*** _____ *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To update the Chemistry B.S. program to reflect recent department course changes. 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 Chemistry B.S. program is being updated since changes in the department courses have occurred.	
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

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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.)

Chemistry (B.S.)

CIP Code: 40.0501

Major Requirements.....41-45 hours

Chemistry Core.....28-29 hours

CHE CHE 111, 111L 445, 112, 112L 446 or 112HL 446H, 325, 361, 362, 361L 366, 362L 367, 571 474, 572 472, 473 and must include one of the following options:

Options**

Biochemistry.....13 hours

CHE 480, 481, 525, 530, 531, 532.

Chemistry.....16 hours

CHE 480, 481, 515, 525, 530, 550. For the program to be approved by the ACS, the student must elect six additional hours of advanced chemistry courses.

Supporting Course Requirements.....22-34 hours

Biochemistry.....34 hours

BIO 121; 131 or 141; 315 or 320; MAT 124*, 224, 225, PHY 201, 202.

Chemistry.....22 hours

MAT 124*, 224, 225, PHY 201, 202. A year of foreign language is recommended.

General Education Requirements.....30-33 hours

Standard General Education program, excluding blocks II, IVB, VII (QS), and VIII (6 hours) (chemistry) or course blocks II, IVA, IVB, VII (QS), and VIII (6 hours) (biochemistry). Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement.....1 hour

ASO 100.

Free Electives.....22-27 hours

Total Curriculum Requirements.....128 hours

* A preparatory course in mathematics (MAT 109) may be required before admission to calculus.

** CHE 349 or 349 A-N

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>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>Master of Science - Chemistry</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>1/18/2008</u> Graduate Council* _____ Date _____ Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved ____ Disapproved ____ Withdrawn _____ 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.) Program revision to reflect changes in course numbering 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: A revision is necessary to reflect a change in the numbering for the Advanced Physical Chemistry 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.)

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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

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New or Revised* Program Text

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

Curriculum for the Chemistry Program

A minimum of 30 semester hours of graduate credit is required.

The program shall include the following:

Chemistry Core	15 hours
CHE 760, 774 772, 822, 850, 880, 890.	
Electives	9 hours
800-level Chemistry, including selected topics courses	6 hours
Any graduate level course in the sciences or mathematics	3 hours
Thesis	6 hours
CHE 895.....	6 hours
Non-thesis Option	6 hours
CHE 892.....	3 hours
Three additional hours of graduate course work	3 hours
Total Curriculum Requirements	30 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Minors - Chemistry</u> (Major __, Option __; Minor <u>X</u> ; 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: 20%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 20%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">09/10/08</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td></td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">5 / 21 / 09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">9 / 14 / 09</td> </tr> <tr> <td>Teacher Education Committee*</td> <td></td> <td>Board of Regents**</td> <td style="text-align: center;">1/25/10</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	09/10/08	Graduate Council*	NA	<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input type="checkbox"/></i>		Council on Academic Affairs		College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved _____	5 / 21 / 09	General Education Committee*	NA	Faculty Senate**	9 / 14 / 09	Teacher Education Committee*		Board of Regents**	1/25/10			Council on Postsecondary Edu.***	N/A
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To update the Chemistry Minors to reflect recent department course numbering changes. 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 Chemistry Minors are being updated since changes in the department course numbering have occurred.	
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.)

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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

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3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

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

Minor in Chemistry

A student may minor in chemistry by completing CHE 111, 111L 445, CHE 112, 112L 446 or 112HL 446H plus an additional 12 hours of upper division chemistry.

Minor in Chemistry (Teaching)

A student may obtain a teaching minor in chemistry by completing CHE 111, 111L 445, CHE 112, 112L 446 or 112HL 446H plus an additional 12 credits of upper division chemistry.

[NOTE: Given the scope of the required PRAXIS exam that must be passed for a certificate extension in chemistry, the following courses are particularly recommended for students seeking a teaching minor in chemistry: CHE 325, 330, 361/361L ~~366~~, and 470.]

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>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Forensic Science (B.S.)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	<u>Date</u> 09/10/08	<u>Date</u> NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i>		
College Curriculum Committee	NA	Graduate Council* <u>NA</u>
General Education Committee*	NA	Council on Academic Affairs <u>5/21/09</u>
Teacher Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>9/14/09</u>
		Faculty Senate** <u>1/25/10</u>
		Board of Regents** <u>1/25/10</u>
		Council on Postsecondary Edu.*** <u>N/A</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To update the Forensic Science B.S. program to reflect recent department course numbering changes.	
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 Forensic Science B.S. program is being updated since changes in the department course numbering have occurred.	
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

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New or Revised* Catalog Text

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

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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.)

Forensic Science (B.S.)

CIP Code: 43.0106

Pre-Forensic Science Curriculum*.....38-39 hours

Major Requirements.....20-21 hours

CHE 111, 111L 445, 112, 112L 446 or 112HL 446H, 325, 361, 362, 361L ~~366~~, 362L ~~367~~

Supporting Course Requirements.....18 hours

BIO 121, MAT 124**, PHY 131 or 201; PHY 132 or 202.

Major Requirements.....33-35 hours

Core Requirements.....13 hours

CHE 470, FOR 301, 411, 465, and must include one of the following options:

Forensic Chemistry Option.....22 hours

FOR 412, 430, 451, nine hours of 400 level forensic science electives, three hours upper division chemistry electives.***

Forensic Biology Option.....20 hours

BIO 315, 511, 531; CHE 530 or 531; and six hours of 400 level forensic science electives.

Supporting Course Requirements.....6 hours

LAS 210 or PLS 220 or 316; STA 270.

General Education Requirements.....30 hours

Standard General Education program, excluding blocks II, IVA, IVB, VII (3 hours), and VIII (6 hours). Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement.....1 hour

ASO 100.

Free Electives.....17-20 hours

Total Curriculum Requirements.....128 hours

Must have a cumulative GPA of 2.75/4.0 or better.

*Application to the Forensic Science (B.S.) major can occur after completion of 29 of all the 38-39 hours for the courses listed. Final admission to the Forensic Science (B.S.) major requires completion of all courses listed. Student must have a GPA of "C"/2.0 or higher for all the courses listed and a minimum cumulative GPA of 2.75 on a 4.0 scale.

**A preparatory course in mathematics (MAT 109) may be required before admission to calculus.

***CHE 330, 349 or 349A-N, and 495 may not be used toward the upper division chemistry requirement.

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>Economics</u> College <u>CAS</u> *Course Prefix & Number <u>ECO 330W</u> *Course Title (30 characters) <u>Intermediate Microeconomics</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">April 1, 2009</td> <td>Graduate Council*</td> <td></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"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td></td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td style="text-align: center;">5/21/09</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></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	April 1, 2009	Graduate Council*		<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs		College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved	5/21/09	General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	April 1, 2009	Graduate Council*																												
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs																												
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved	5/21/09																											
General Education Committee*	NA	Faculty Senate**	NA																											
Teacher Education Committee*	NA	Board of Regents**	NA																											
		Council on Postsecondary Edu.***																												
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																														

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create ECO 330W, a course that incorporates substantive writing assignments and is designated as a writing intensive 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: For the past decade (and longer), ECO 330 has been a "de facto" writing-intensive course, but only on an informal level. The analytical writing that the students do (and have done) in ECO 330 prepares them well for the larger project paper that is required of all ECO majors in our capstone course, ECO 420.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None; existing faculty and staff will be used. Operating Expenses Impact: None; existing department institutional support is satisfactory. Equipment/Physical Facility Needs: None; existing facilities will be used. Library Resources: None	

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

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

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

ECO 330W Intermediate Microeconomics. (3) I. Prerequisite: ECO 230 or departmental approval; ENG 102 or ENG 105(B) or HON 102. A writing-intensive intermediate course in economics. Analysis of consumer and producer behavior, market equilibrium, pricing and resource allocation under alternative market structures, risk aversion and information. Credit will not be awarded to students who have credit for ECO 330.

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)*
ECO	330W	Fall 2009	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ECON
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 _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>ECO 230 or departmental approval; 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.	ECO 330
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.

Intermediate Microeconomics

ECO 330W

(3 credit hours)

TTh 12:30 – 1:45

Fall, 2008

Prerequisite: ECO 230 or departmental approval

Instructor: Dr. John Harter
Office: 337 Beckham Hall
Phone: 622-1773
e-mail: John.Harter@eku.edu
Office Hours: M 8:30-11:30 a.m.; T 2:-2:30 p.m.; W 8:30-11:30 a.m. and
1-2:30 p.m.; or by appointment

Course Materials

Required Materials:

Pindyck, Robert S. and Rubinfeld, Daniel L. *Microeconomics*. Pearson/Prentice Hall, 6th edition, 2005.

Any Principles of Microeconomics textbook

Contemporary news reports and assigned outside readings

Access to a computer with internet access. Specifically, you will want to check the Blackboard homepage found at <http://learn.eku.edu>

Student Learning Outcomes

This course examines how a market system economy chooses to allocate its scarce economic resources. More specifically, students will be able to:

1. Use demand and supply to explain or predict changes in the equilibrium price and quantity of goods or services.
2. Analyze consumer decision-making under certainty and uncertainty using the theory of consumer behavior.
3. Interpret the price, cross-price and income elasticities of demand.
4. Apply the theories of production and cost to analysis of firm decision-making in the short run and long run.
5. Apply marginal analysis to determine the optimal employment of resources, quantity, and price of a firm in perfectly and imperfectly competitive markets in both the short run and long run.
6. Use the concept of consumer surplus, producer surplus, and deadweight welfare loss to assess the efficiency of resource allocation.
7. Analyze wage determination in labor markets.
8. Analyze the conditions necessary for general equilibrium and the efficiency of alternative market structures.

In conjunction with the preceding objectives, students will also be given an opportunity to develop skills in written communication.

Grading and Evaluation Policies

The total points earned on six short papers and three examinations will determine the final course grade.

Short Papers. You will be assigned six short papers throughout the semester. Your performance will be evaluated on the basis of your ability to communicate clearly and your ability to apply economic theory correctly. **You are expected to complete each assignment without the assistance of other students in the class.** Your papers are worth 60 percent of your final course grade.

Examinations. There will be two hourly examinations and a final examination. Each hourly exam is worth 10 percent of your final course grade and the comprehensive final examination is worth 20 percent of your final course grade.

Final course grades will be assigned using the following grading scale: A: 90% - 100%; B: 80% - 89.9%; C: 70%-79.9%; D: 60% - 69.9%; and F: below 60%. The final percentage will be rounded to the nearest one-tenth before the final grade is assigned.

Exams will be a mixture of short answers, long answers, and problems. All quizzes and exams are closed-book, closed-note. Simple, non-programmable calculators are allowed. Cell phones or other communication devices, may not be used as calculators. You may not share calculators, however, so be sure to bring your own. You also may not share pens, paper, etc. during an exam. If you leave the classroom during a quiz or exam, you are finished with that exam. Therefore, make sure to visit the bathroom and get a Kleenex before you receive any testing materials.

Never submit anything written in any shade of red. Whether the submission is an assignment or an exam, it will be given a score of zero.

When the re-write of the sixth and final paper is due, you will be required to turn in a CD or DVD with the files containing your papers. Failure to do so on time will detract from your score for the course.

Academic Integrity Statement

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

Attendance Policy

Alert, on-time attendance at all class meetings is expected of each student. Any student who misses any part of class – for any reason – is responsible for all material covered, all announcements made during class, and all assignments. Any student who is counted absent for 20% or more of the scheduled class periods may receive a course grade of F.

If an exam is missed – for any reason – the student **must** discuss the absence with the professor before the missed date (or within one week after that date in an emergency)

or will receive a zero on that exam. If the absence is discussed and excused by the professor, the most likely course of action will be to increase the weight of a later exam.

You are expected to participate fully in any class period and to allow others to do so as well. So, turn off cell phones. If yours disturbs class, you will lose course points. Also, refrain from disrupting class with irrelevant talking, coming in late, etc.

EKU expects from you a “minimum of three hours of outside preparation for every hour of lecture” (*Eastern Kentucky University Faculty Handbook*, p. V-2). Make sure you get your money’s worth. Also, you are expected to know the basic principles of microeconomics from your earlier course(s). Don’t let this trip you up – if you have trouble with prerequisite material, see the instructor as soon as possible.

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.

Planned Course Outline/Schedule

Week	Chapter(s)	Topic(s)
Aug. 26-28	1 & 2	Introduction, Markets, and Elasticity
Sept. 2-4	3	Consumer Choice, WARP, and Utility
Sept. 9-11	4	Determinants, Inc./Sub. Effects, and CS
Sept. 16-18	4 & 5	Network Externalities, Risk, and Risk Aversion
Sept. 23-25	5	Uncertainty
Sept. 30-Oct. 2	16	General Equilibrium in Consumption
Oct. 7-9	16 & 6	Failures, Welfare Theorems, and Production
Oct. 14-16	6 & 7	Scale, Costs, SR/LR, and Scope
Oct. 21-23	8 & 9	Profits, PS, Efficiency
Oct. 28-30	9	Government Actions
Nov. 6 (No class Tuesday)		Exam II
Nov. 11-13	10	Monopoly and Monopsony
Nov. 18-20	12	Imperfect Comp. and Game Theory
Nov. 25 (No class Thursday)	13	Normal Form Games
Dec. 2-4	13 & 14	Equilibria, Seq. Games, and Factor Mkts
Dec. 9-11	14	Monopsony and Monopoly

Remember, October 31 is the last day to withdraw from full-semester classes.

Exam I: Thursday, September 25 (Chapters 1-5)

Exam II: Thursday, November 6 (Chapters 6-9, 16)

Final: Tuesday, December 16, 10:30 a.m.-12:30 p.m. (Chapters 1-10, 12-14, 16)

Reading Assignments

You are expected to have read each day's reading assignment **before** coming to class. Studies have shown that this is the best way to learn the material. Do not impose an externality on others because you have not done your assignment.

The following table gives the reading assignments for each day. For each day, the required chapters are given. If only part of a chapter is assigned, the page numbers are in parentheses).

Week	Tuesday	Thursday
Aug. 26-28		1, 2
Sept. 2-4	3 (63-83)	3 (83-97)
Sept. 9-11	4 (107-121)	4 (122-131)
Sept. 16-18	4 (132-136)	5 (153-170)
Sept. 23-25	No Assignment	EXAM I
Sept. 30-Oct. 2	16 (579-589)	No Assignment
Oct. 7-9	16 (590-593)	6 (187-207)
Oct. 14-16	6 (207-210) and 7 (213-219)	7 (220-247)
Oct. 21-23	8	9 (299-310)
Oct. 28-30	9 (310-332)	No Assignment
Nov. 6	X	EXAM II
Nov. 11-13	10 (339-364)	10 (364-377)
Nov. 18-20	12 (435-447)	12 (447-467)
Nov. 25	13 (473-483)	X
Dec. 2-4	13 (484-498)	14 (515-532)
Dec. 9-11	14 (533-542)	No Assignment

Though it is not required, you will probably want to look at Chapter 16, pp. 594-601.

Writing Assignments

The main writing requirements for this course are the six papers you are being assigned. In addition, however, you will be asked to write less formally on exams and for a set of practice problems. The exams will be graded, of course. The practice problems will not be graded, but you are encouraged to write your answer to these. Notice the formal papers and exams may not be worked on in groups, but the practice problems may be (and working together is encouraged).

Evaluation Criteria for Papers

Your performance on the papers will be determined by your ability to apply economic theory correctly and by your ability to express your ideas clearly, coherently, and concisely.

Each paper will be evaluated on a 50-point scale. Up to 35 points will be awarded for correctly using the appropriate economic theory to address all aspects of the issue or problem presented in the assignment. The remaining fifteen points will be awarded for your ability to communicate your ideas effectively. The criteria used to evaluate your composition are shown on the attached evaluation sheet.

If the paper requires mathematical calculations or graphs, you should place all calculations or graphs in an appendix and then refer the reader to the appropriate equations or graphs as you discuss the analysis in your paper. For ease of reference, please number all equations and graphs (so you can then write "combining equations 4 and 7 gives us the equilibrium of...", for example). You do not need to provide written directions explaining the steps of mathematical calculations. However, you should fully describe any graphs you use in the paper, including, but not limited to, the variables measured on the axes of each graph.

You will have one opportunity to revise each paper to improve your score. Revisions will always be due one week after the first draft is returned. If you revise the paper, then you will receive an average of the points earned on the first and second drafts. When the first draft of each assignment is returned, we will spend class time reviewing writing and working on ideas for improvement. To aid in the development of your writing skills, you will be required to revise at least two of the six papers this semester. You are responsible for deciding which two you will revise and completing the revisions on time. You are encouraged to revise all six.

Each paper should be computer generated using a word processing software package. Most recent software will automatically check your drafts for spelling, punctuation, and grammatical errors. Please save all papers on a CD/diskette/jump drive reserved solely for ECO 330, since I will ask for your files at the end of the semester.

Each paper is due at the beginning of class on the due date. It must be printed, stapled, and ready to hand in at the beginning of class. A blank copy of the Scoring Sheet should be attached to the back of the paper. If the paper is a revision, then you must also hand in the graded first draft. If a paper is handed in anytime after the beginning of class, then a late penalty of five points per business day will be subtracted from your score. A similar late penalty will apply to revisions. **If you do not complete your first draft before the day that I return that assignment to other students in the class, I will not accept either a first draft or a revision of that assignment.**

Assessment of Papers

You will be awarded up to 35 points on content, holistically assigned based on the following criteria, as applicable:

Criteria	4-Accomplished <i>Exceeds Course Expectations</i>	3-Competent <i>Meets Course Expectations</i>	2-Developing <i>Incomplete in Meeting Course Expectations</i>	1-Beginning <i>Inadequate in Meeting Course Expectations</i>
Comprehension	Comprehends the important concepts of the discipline as well as subsidiary and implicit aspects	Comprehends the important concepts of the discipline	Comprehends some of the important concepts of the discipline	Comprehends few of the important concepts of the discipline
Application and Analysis	Uses relevant concepts/theories insightfully in different contexts	Uses relevant concepts/theories in different contexts	Uses relevant concepts/theories in different contexts, but in an incomplete or superficial manner	Does not use relevant concepts/theories in different contexts
Interpretation and Evaluation	Establishes a conclusive position or interpretation through the development of a cogent line of reasoning; Discusses implications and consequences	Establishes a conclusive position with some justification; Identifies implications and consequences	Asserts a position or interpretation, but fails to provide adequate justification; Limited identification of implications and consequences	Fails to establish any recognizable conclusion
Methods	Demonstrates a superior understanding of methods used in the discipline	Demonstrates an understanding of methods used in the discipline	Demonstrates an incomplete understanding of methods used in the discipline	Fails to demonstrate understanding of methods used in the discipline
Integration	Fully integrates relevant information, appropriate perspectives, and important principles	Integrates most relevant information, appropriate perspectives, and important principles	Integrates some relevant information, appropriate perspectives, and important principles	Fails to integrate relevant information, appropriate perspectives, and important principles

(http://www.gened.eku.edu/faculty/assessment/CourseAssess_HIS-SBSrubric.pdf)

You will also be awarded up to 15 points on written communication, holistically assigned based on the following criteria, as applicable:

Criteria	4-Accomplished <i>Exceeds Course Expectations</i>	3-Competent <i>Meets Course Expectations</i>	2-Developing <i>Incomplete in Meeting Course Expectations</i>	1-Beginning <i>Inadequate in Meeting Course Expectations</i>
Audience/Tone	Precisely demonstrates recognition of audience and sets relevant tone. Engages an audience effectively.	Demonstrates recognition of audience and sets relevant tone most of the time.	Is inconsistent in recognition of audience and setting of relevant tone.	Fails to demonstrate recognition of audience and/or set relevant tone.
Organization Integration	Fairly and accurately synthesizes sources and integrates relevant information, with significant depth and breadth.	Fairly and accurately synthesizes sources and integrates relevant information.	Synthesizes sources and integrates relevant information, but is not always fair and/or accurate.	Does not synthesize sources and/or integrate relevant information.
Organization Cohesion	Organization is clear and logical (parts make sense together; no contradictions). Organization is creative and engaging.	Organization is clear and logical (parts make sense together; no contradictions)	Organization is mostly clear and logical (most parts make sense together; may be some contradictions).	Organization is not clear and/or logical (parts do not make sense together and/or there are many contradictions).
Control of Written Language Sentence Structure/ Syntax	Writing is clear, accurate, and precise virtually all of the time. Elegant sentence structure; fluid integration of terms.	Writing is clear, accurate, and precise most of the time.	Writes is clear and accurate some of the time. May have some awkward sentences.	Writing is rarely clear and/or accurate. May have many awkward sentences.
Control of Written Language Word Choice/ Vocabulary	Uses accurate, relevant, and precise vocabulary virtually all of the time.	Uses accurate and relevant vocabulary most of the time.	Limited use of accurate and relevant vocabulary.	Rarely uses accurate and/or relevant vocabulary.

Criteria (Continued)	4-Accomplished Exceeds Course Expectations	3-Competent Meets Course Expectations	2-Developing Incomplete in Meeting Course Expectations	1-Beginning Inadequate in Meeting Course Expectations
Surface Features	Nearly error free, accurate use of punctuation, grammar, capitalization, relevant citation format, etc.	Accurately uses punctuation, grammar, capitalization, relevant citation format, etc. with minor or minimal errors that do not interfere with clarity.	Major and/or frequent errors in use of punctuation, grammar, capitalization, relevant citation format, etc. Errors sometimes interfere with clarity.	Major and/or frequent errors in use of punctuation, grammar, capitalization, relevant citation format, etc. Errors often interfere with clarity.
Information Literacy	Selects relevant, accurate, appropriate, and significant sources.	Selects relevant, accurate, and appropriate sources.	Selects some relevant, accurate, and appropriate sources.	Selects virtually no relevant, accurate, and/or appropriate sources.

(http://www.gened.eku.edu/faculty/assessment/CourseAssess_WRITErubric2.pdf)

Each paper is therefore able to earn up to fifty points altogether. Be aware that points will be deducted for not following specific rules of the course such as being turned in late or electronically, not being stapled, not having the Scoring Sheet attached, etc.

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>ECON</u> College <u>CAS</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Economics</u> (Major <u>xx</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>4/1/09</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 _____ Approved <u>x</u> Disapproved _____ 5/21/09 General Education Committee* _____ NA Faculty Senate** _____ 9/14/09 Teacher Education Committee* _____ NA Board of Regents** _____ 9/19/09 Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To reduce the number of hours for the BA degree in Economics from 128 semester hours to 120 semester hours, and to add ECO 330W (a writing-intensive course) to the program text.

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 8 hour reduction in the BA Economics degree program is proposed by reducing free electives from 28 hours to 20 hours. Thus there is no impact on the major requirements for the BA Economics degree. The 8 hour reduction would make the ECU Economics program more competitive within Kentucky with no impact on program quality.

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

Personnel Impact: No direct impact, but if the credit hour reduction attracts more students to the Economics major, the enrollment increase could increase class size. Some increase can be accommodated with current staffing.

Operating Expenses Impact: No impact.

Equipment/Physical Facility Needs: No impact.

Library Resources: No impact.

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

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

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

New or Revised* Catalog Text

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

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

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

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

Economics (B.A.)
CIP Code: 45.0601

Major Requirements33 hours

A minimum grade of “C” is required in all courses counted towards the major.

Economics Core21 hours

ECO 220, 230, 231, 320, 330W, 331, and 420. Majors must select an option in General Economics, Applied Economics, International Economics, or Public Policy.

Options12 hours

General Economics12 hours

Twelve hours of upper division economics courses.

Applied Economics.....12 hours

ECO 300 and nine hours of upper division economics courses.

International Economics12 hours

ECO 394, 395, and six hours of upper division economics courses.

Public Policy12 hours

ECO 315, 365, and six hours from ECO 324, 333, 370, 394, 580 or 590.

Supporting Course Requirements21 hours

Additional supporting course requirements beyond those specified below must be approved by the advisor in consultation with the Chair of the Department of Economics.

General Economics: MAT 211 plus 18 hours of courses as noted above.

Applied Economics: MAT 107 or 211; six hours of courses as noted above; and twelve hours from a list of approved courses within specific program areas, including (but not limited to) Agriculture, Construction Technology, and Travel and Tourism.

International Economics: MAT 107 or 211; six hours of courses as noted above; and one of the following three alternatives: (1) twelve hours of foreign language, (2) twelve hours of area studies to be pre-approved by the advisor and the Chair, or (3) twelve hours from the core and elective courses listed in the International Studies minor.

Public Policy: MAT 107 or 211; POL 101, 321, 374; three hours from POL 370, 371, 377; plus six hours of courses as noted above.

General Education Requirements45 hours

Standard General Education program, excluding general education block II. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement1 hour

ASO 100.

Free Electives2820 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 checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>English and Theatre</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ENG 455</u> *Course Title (30 characters) <u>Twentieth-Century American Fiction</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ <u>10/20/08</u> <u>Date</u> Graduate Council* _____ <u>NA</u> <u>Date</u> Departmental Committee _____ <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee _____ Approved <input checked="" type="checkbox"/> Disapproved _____ 5/21/09 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.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the course title to American Literature Since 1900. 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 current title limits the course to twentieth century literature, and this change will allow instructors to include twenty-first century literature 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.)

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 455 ~~Twentieth-Century American Fiction~~ Since 1900. (3) A. Prerequisites: ENG 102 or 105(B) or HON 102; ENG 301, 302; or departmental approval. Survey of representative American novels and short stories of the ~~20th~~ twentieth and twenty-first century centuries.

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

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ENG 102 or 105(B) or HON 102; ENG 301, 302; or departmental approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>English and Theatre</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ENG 485</u> *Course Title (30 characters) <u>Twentieth-Century British Fiction</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/20/08</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved <input checked="" type="checkbox"/> Disapproved _____ <u>5/21/09</u> 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.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the course title to British Fiction Since 1900 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 current title limits the course to twentieth century literature, and this change will allow instructors to include twenty-first century literature 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.)

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

New or Revised* Catalog Text

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

ENG 485 ~~Twentieth-Century~~ British Fiction since 1900. (3) A. Prerequisites: ENG 102 or 105(B) or HON 102; ENG 301, 302; or departmental approval. Survey of representative British novels and short stories of the ~~20th~~ twentieth and twenty-first century centuries.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ENG	485	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____	Cip Code (first two digits only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1		N	FR _____	JR _____
B			SO _____	SR _____
T				
V		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ENG 102 or 105 or HON 102; ENG 301, 302; or departmental approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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Curriculum Change Form
(Present only one proposed curriculum change per form)
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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>English and Theatre</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>ENG 386W</u> *Course Title (<u>30 characters</u>) <u>War & Peace in Lit Since 1900</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>3/13/09</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 _____ Approved <input checked="" type="checkbox"/> Disapproved _____ 5/21/09 General Education Committee* _____ Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: To add a new course, ENG 386W, which will fill the writing-intensive requirement and also fit into the Gen. Ed. Block VIII Theme: War and Peace.</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: The new course will add to the roster of Block VIII and Writing-Intensive offerings.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Current faculty are available to teach this course.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: None.</p> <p>Library Resources: Current resources are adequate.</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.)

ENG 386W War & Peace in Lit Since 1900. (3) A. Prerequisite: ENG 102 or ENG 105(B) or HON 102. An exploration of themes of war and peace in literature since 1900, structured chronologically, beginning with World War I and moving into the contemporary world. Gen. Ed. VIII.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
ENG	386W	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"/>	ENTH	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
3	Lecture <u> 1 </u> Laboratory <u> </u> Other <u> </u>		Cip Code (first two digits only) 23		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
1		N	FR <input type="checkbox"/> JR <input type="checkbox"/>		
B		A	SO <input type="checkbox"/> SR <input type="checkbox"/>		
T					
V		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY		
W					
					Date of data entry _____
					Data entry person _____
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ENG 102 or ENG 105(B) or HON 102
Course Prefix and No.	

Test Scores _____

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

ENG 386W: War & Peace in Lit Since 1900

Dr. Deborah Core
Case Annex 387
Office hours: TBD
Office phone: 859-622-2098

Fall 2009
3 credit hours
Deborah.core@eku.edu

Catalog description: An exploration of themes of war and peace in literature since 1900, structured chronologically, beginning with World War I and moving into the contemporary world. Pre-requisites: ENG 102 or ENG 105 (B) or HON 102.

Course description: This course will examine selected works of literature (primarily from the English-speaking world) which reflect the author's and the culture's concerns regarding war and peace. We will look at how issues of war and later peace-time adjustment make their way into literary works (*The Great Gatsby*, for example) that seemingly have little to do with war, as well as literature that directly engages with ideas of war and peace.

The twentieth century saw, first, the "war to end all wars," the "good war" in World War II, and the inconclusive Korean and Vietnam wars, as well as the "Cold War." The twenty-first century has been dominated by a different kind of war-consciousness. How has war-consciousness made its way into literature? Do we see peace reflected in literature as a thing in itself, or just as the absence of active warfare? Central to the Mission of the General Education Program are courses enabling students to "make informed choices about matters of public and personal significance in a diverse, democratic society and global community"; in this course, by analyzing the literature of war, the imaginative material generated by combatants and non-combatants alike, students should consider their own personal and public responsibilities as citizens of a nation currently engaged in war.

The course will be divided into four units: World War I, World War II, Korea and Vietnam, and wars of the 21st century. For each segment, we will read representative literature and discover the character of the warrior, motivations for war, the literary voice found to be adequate for the task, and the sense of an ending each author provides.

In addition to fitting into the "War and Peace" theme for Block VIII, this course will fill the Writing-Intensive requirement. The requirement is part of the University's Quality Enhancement Plan: **EKU will develop informed, critical and creative thinkers who communicate effectively.**

Student Learning Outcomes:

- 1) Departmental Student Learning Objectives:
Students will demonstrate their analytical writing skills.
Students will demonstrate their literary reading skills.

Students will critically discuss the literary ideas and/or cultural values of a representative body of creative works, comprised of poetry, fiction, non-fiction, and drama.

2) General Education Block VIII Common Theme (War and Peace) Objectives:

Students will analyze the contexts (whether historical, political, ethical, literary, economic, or technological) surrounding matters of war and peace.

Students will demonstrate an ability to interpret and assess materials concerning the causes and consequences of war and peace.

Students will demonstrate an understanding of the relationship between political power (especially as it is expressed through war- and peace- making) and common or global standards.

3) Specific Course Objectives:

Students will evaluate the research of others and create a research project in incremental steps.

Students will read and analyze a number of significant literary works reflecting the human experience of war and peace.

Students will develop writing skills through frequent writing and revision.

Students will become more reflective participants in their culture by acquainting themselves with thinkers from the past, and by sharing their responses with others.

Required texts:

Fussell, Paul, ed. *The Norton Book of Modern War*.

Hedges, Chris. *War Is the Force that Gives Us Meaning*

Any translation of the Bible

Brittain, Vera. *Testament of Youth*

Swofford, Anthony. *Jarhead*

O'Brien, Tim. *If I Die in a Combat Zone*

Graves, Robert. *Goodbye to All That*

Fussell, Paul. *Doing Battle: The Making of a Skeptic*

Sherriff, R. C. *Journey's End*

Hynes, Samuel. *Flights of Passage*

Falk, John. *Hello to All That*.

Texts will be supplemented with photocopied materials. To deepen their sense of the cultural impact of war, the students will watch parts of relevant films such as "The Manchurian Candidate," listen to music and analyze lyrics from war-related musicals like "South Pacific" and "Miss Saigon."

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. Note in particular the penalties for cheating,

plagiarism, and other violations. See me if you are not clear on the meaning of terms included in this policy.

Attendance: I expect you to be at all class meetings. Students who miss more than 10% of class meetings will fail. If you know you will have to miss a class, you may drop off or send me any assignments for that day. However, I don't accept late work. Tests may be made up only at my discretion.

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 Student Services Building Room 361 by e-mail at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Requirements and grades: Your final grade will be calculated as follows:

- Journal scores, 14 @ 5 points each = 70 points
- Six analytical response writings, @ 20 points each + 120 points
- Midterm exam: 70 points
- Research essay: 100 points
- Final exam: 70 points

Thus, a total of 430 points are possible for the course. Grades will be established as follows: 430-357 points = A; 356-314 points = B; 313-271 points = C; 270-228 = D; 227 and below = F.

Midterm grade notification: I'll give each student a note with a midterm grade estimate based on the work completed and marked at that point.

Journals will be brief, informal weekly writings in response to reading and class discussion. At the end of each class period, you should jot down key insights, questions, and/or observations from the class period. At our last period each week, I'll give you some time to review and reflect on what you've written; then I'll collect those reflections. The assignment should be a good way for you to get in the habit of being more reflective. But be sure that you include reflective thoughts, not your class notes. For example, "*A Testament of Youth* was published in 1928 " might appear in your notes, but "when I read *A Testament of Youth*, I was shocked to realize how many servants people had back then" is a reflection. If you are an attentive, thoughtful student, it should be fairly easy for you to do well on this requirement.

Response writings will be out-of-class, more formal writings which analyze the assigned readings and trace relationships. You'll share drafts of these in Discussion Board as well as in class. Everyone will be asked to respond to several classmates' writings (exact number to be determined based on number of enrolled). **You'll be**

asked to do significant revision of at least three of your writings. The revisions should include a comment on the rubric area(s) that you've improved.

Exams will be a mix of essay and objective questions.

The research essay will be a substantial piece of writing done incrementally through the semester, from working together on ideas and focus, plans, and bibliographies, to a draft, a final draft, and a class presentation. I encourage you to work in small groups and share your research with one another online, in class, and outside of class. Topics for the paper will be wide-ranging (though the central ideas of each will be closely focused), and we'll have at least one individual conference to work together.

On all writing assignments, critical analysis should be central: you should be thinking about the readings, holding them in relation to each other and their times. When you quote from the works and from research, be sure that you are using quotations to make a thoughtful argument. Completing this assignment will help to fulfill the departmental and general-education goals shown above.

Turning in the research essay: please give me a hard copy in class on Tuesday 12/8, and send an electronic copy to me at Deborah.core@eku.edu by 4:30 on Tuesday, Dec. 8. (1) The document must be in Microsoft WORD; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.

Proposed Schedule

Week 1: Introductions, readings from Bible, *Iliad*, Tennyson and Shakespeare; Hedges as assigned. War as a human condition

Week 2: The writing of World War I: Fussell *Norton* as assigned; poetry of Brooks, Sassoon, and others (to be distributed).

Week 3: Graves and the war memoir. Peace as a coda to war. *Norton* as assigned. Reading response 1 due (posted for comments). Discussion of researched writing topics

Week 4: Britain and the war memoir; women writing war; *Norton* as assigned,

Week 5: The interwar years: selections from *The Great Gatsby* (to be distributed). Sherriff and the war onstage. The Spanish Civil War. *Norton* as assigned. Reading response 2 due. Researched writing topic → thesis.

Week 6: World War II in America: Fussell *Doing*; *Norton* as assigned. The lessons of "South Pacific."

Week 7: Reading response 3 due (posted for comments; also class discussion of volunteered writings). Update on researched writing. Hynes *Flights*. Midterm exam.

Week 8: Reflection at midterms. World War II in Britain: selections from films and speeches. Shakespeare in World War II: Olivier and *Henry V*. Conferences on research writings.

Week 9: Korean “conflict”: *Norton* as assigned. Film excerpts. Finish Hedges. Reading response 4 due (posted), related to Hedges.

Week 10: “The Manchurian Candidate.” Review of MLA style. Partial annotated bibliography due (posted).

Week 11: Vietnam. O’Brien and others. Reading response 5 due.

Week 12: Americans and Bosnia: Falk and others, war as therapy. September 11 vs. Pearl Harbor as “acts of war.”

Week 13: Swofford and the Iraq memoir. Blogs as war writing. Draft of research essay due for in-class peer review.

Week 14: Reading response 6 due (posted). Final draft of research essay due. Presentations begin.

Week 15: Presentations.

Final exam will be held at the time scheduled for our class period.

19 January 2009

To Members of the TCAC Advisory Board:

Attached is a proposal for ENG 386, War and Peace in Literature since 1900. This course has been designed to fit into the General Education "War and Peace" Block VIII, as well as allowing the students to meet the writing-intensive requirement. In this letter, I will stress how the course works for the latter purpose.

Writing is clearly integral to the course design. The students will do a research essay (nearly 25% of the final grade) and six analytical writings (total of almost 30%), as well as informal journal writings, which together will form about 15% of the grade. Thus, about 70% of the course grade will be formed from different kinds of writing (Additionally, the two exams will feature some essay-writing.) The nature of the writing will support the QEP objectives of enhanced critical and creative thinking, in that the varied assignments will ask students to relate current events to the readings, relate past events to each other, investigate and assess secondary sources, and use those sources to support and develop their own arguments.

Let me add a few details about how I will handle the writing assignments. First, the research paper: in all my classes requiring research writing, from ENG 102 to ENG 880, students do the project incrementally, focusing on the process as well as the product. Even in graduate courses, I find that many students will put off research work until the last minute, and then very bad things can happen. At best, they are not having a rich experience of working with and articulating ideas. So I ask them to do the work incrementally, talking about possible ideas and approaches at the beginning of the term, putting students into common-interest groups for discussion, and asking them to commit to topics and then to approaches. They produce bibliographies and share them. They do peer review of a draft in class, and then, after the final draft is turned in, do panel discussions of their work with brief presentations, one or two scheduled peer responses, and general discussion. I ask students to include in their presentation some attention to ideas like "What I discovered that was most surprising" or "What I learned that I'll remember most," and I ask respondents to find points of commonality and difference between their research and their peers' research. I think these activities all stimulate and give evidence of critical thinking.

For the journal assignments, I simply give students several 4" x 6" index cards and ask them to keep them, writing down immediate responses to class discussion, "light bulb" moments, or problems. On the last class day of the week, I collect these. Simply turning them in generally gets full credit. -The first day of the second week, I make some comments in class (without identifying the writer), bringing out for discussion any problems someone has noted, for example, or highlighting any special insights. These cards don't take a lot of my time or the students' time, but they provide a good weekly course evaluation for me and an opportunity for the students. They are good ways to close the loop on discussions.

The short response writings will be an important aspect of the course, and because many will be posted on Blackboard, they will be a good way for students to learn from each other and get a sense of how they differ in tackling an assignment. They will be roughly two good pages long, answering a question about the readings. The topics (some samples are attached to syllabus) will encourage close reading and analytical thinking/writing, and students will have the chance to revise after the writings are posted for discussion. (They may revise as many of the short writings as they wish, but they will be *required* to revise at least three, and as part of that process, note the rubric areas that their revision addresses.)

One problem I've noted in the past with this approach is that first drafts are often sloppy (in every sense), and, while the revisions get a lot better, subsequent *first* drafts remain really poor. I want to persuade students that intellectual rigor and responsibility to the reader begin with the first draft that any reader sees, so I will give a preliminary grade based on a rubric (attached; based upon the gen. ed. writing rubric), and how much higher the final grade can go will be limited. In this way I hope that students will apply their learning and improve from one short writing to the next, and also be more responsible to me and other readers.

I look forward to hearing your thoughts on the proposal.

Sincerely,

Deborah Core
Professor of English

[Sample] Proposed Topics for Analytical Response Writings
(more will be added under each heading)

Writing 1 (due Thursday of Week 3):

Having read Graves' memoir and some World War I poetry (especially Brooks), you are in a position to comment on how these soldier/writers perceived the time of peace just before the war. Explain how Graves and one of the poets describes peace, and then show how peace is comprehensible for them primarily as a context for war.

OR

Graves' memoir is often considered by those who write about the art of the memoir to have set the template for what modern war memoirs do. Having read the book, think about the various tasks it accomplishes and ask yourself, what does a war memoir need to do to engage us?

Writing 2 (due Thursday of Week 5):

Having read Vera Brittain's memoir, you know a good deal about peace activism after World War I. Think about Brittain's actions and the language with which she describes not just the actions but the motivations. Think about her experiences in the war and how she describes and assesses them from a consciously female angle. Then analyze her post-war activity as a response to the (masculine) power that created (and creates) war.

Writing 3 (due Thursday of Week 7):

Fussell's account of "his" war is remarkably personal. Contrast it with Graves' account in one of these areas: how do the two men differ (or how are they similar) in their accounts of their wounds? In their adjustment to peace in their post-war lives? Or if you wish, bring out a different point of comparison/contrast which you find worth discussion.

OR

Sherriff's play was hugely popular when it was first staged in 1928. Last year, it was revived on Broadway and received widespread critical praise but closed rather quickly when the general audience proved less thrilled than the critics. Why do you think that might have been? (Iraq-war movies like "Jar Head" and "Stop Loss" and "In the Valley of Elah," while critically praised, have also done less well than expected at the box office.) Think about the play -- in all its aspects -- and consider why it was a dud in 2007.

Writing 6 (due Thursday of Week 14):

A marked difference between what we're reading now and what we read earlier is that those who go to war are now all volunteers. The political power of the government exerted through conscription (the draft) is gone. So, in what you read this week, where is that power located? How does war writing change when the element of necessity is gone?

Rubric for Short Writings

Criteria	4-Accomplished	3-Competent	2-Developing	1-Beginning
	<i>Exceeds Course Expectations</i>	<i>Meets Course Expectations</i>	<i>Incomplete in Meeting Course Expectations</i>	<i>Inadequate in Meeting Course Expectations</i>
Audience/Tone <i>(GE Goal 1,2)</i>	<i>Precisely</i> demonstrates recognition of academic audience and sets <i>relevant</i> tone. Engages an audience effectively.	Demonstrates recognition of audience and sets <i>relevant</i> tone most of the time.	Is inconsistent in recognition of audience and setting of <i>relevant</i> tone.	Fails to demonstrate recognition of audience and/or set <i>relevant</i> tone.
Organization <i>Integration</i> <i>(GE Goal 2,8)</i>	<i>Carefully and accurately</i> uses primary sources and integrates <i>relevant</i> information, with <i>depth</i> and <i>breadth</i> to create a meaningful claim.	<i>Accurately and appropriately</i> uses primary sources and integrates <i>relevant</i> information with some depth and breadth to make a meaningful claim.	Appropriately uses primary sources and integrates <i>relevant</i> information, but claim and/or support are not ample to create significant meaning.	Does not use primary sources appropriately and/or fails to create a meaningful, supported claim.
Organization <i>Cohesion</i> <i>(GE Goal 2,8)</i>	Organization is <i>clear</i> and <i>logical</i> (parts make sense together; no contradictions). Organization is creative and engaging.	Organization is <i>clear</i> and <i>logical</i> (parts make sense together; no contradictions)	Organization is mostly <i>clear</i> and <i>logical</i> (most parts make sense together; may be some contradictions).	Organization is not <i>clear</i> and/or <i>logical</i> (parts do not make sense together and/or there are many contradictions).
Control of Written Language <i>Sentence Structure/Syntax</i> <i>(GE Goal 1)</i>	Writing is <i>clear</i> , <i>accurate</i> , and <i>precise</i> virtually all of the time. Elegant sentence structure; fluid integration of terms.	Writing is <i>clear</i> , <i>accurate</i> , and <i>precise</i> most of the time.	Writes is <i>clear</i> and <i>accurate</i> some of the time. May have some awkward sentences.	Writing is rarely <i>clear</i> and/or <i>accurate</i> . May have many awkward sentences.
Control of Written Language <i>Word Choice/Vocabulary</i>	Uses <i>accurate</i> , <i>relevant</i> , and <i>precise</i> vocabulary almost all of the time.	Uses <i>accurate</i> and <i>relevant</i> vocabulary most of the time.	Limited use of <i>accurate</i> and <i>relevant</i> vocabulary.	Rarely uses <i>accurate</i> and/or <i>relevant</i> vocabulary.

(GE Goal 1)				
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Rubric for Research Essay

Criteria	4-Accomplished <i>Exceeds Course Expectations</i>	3-Competent <i>Meets Course Expectations</i>	2-Developing <i>Incomplete in Meeting Course Expectations</i>	1-Beginning <i>Inadequate in Meeting Course Expectations</i>
Audience/Tone <i>(GE Goal 1,2)</i>	<i>Precisely</i> demonstrates recognition of academic audience and sets <i>relevant</i> tone. Engages an audience effectively.	Demonstrates recognition of audience and sets <i>relevant</i> tone most of the time.	Is inconsistent in recognition of audience and setting of <i>relevant</i> tone.	Fails to demonstrate recognition of audience and/or set <i>relevant</i> tone.
Organization <i>Integration</i> <i>(GE Goal 2,8)</i>	<i>Carefully and accurately</i> uses primary sources and integrates <i>relevant</i> information, with <i>depth</i> and <i>breadth</i> to create a meaningful claim.	<i>Accurately and appropriately</i> uses primary sources and integrates <i>relevant</i> information with some depth and breadth to make a meaningful claim.	Appropriately uses primary sources and integrates <i>relevant</i> information, but claim and/or support are not ample to create significant meaning.	Does not use primary sources appropriately and/or fails to create meaningful, supported claim.
Organization <i>Cohesion</i> <i>(GE Goal 2,8)</i>	Organization is <i>clear</i> and <i>logical</i> (parts make sense together; no contradictions). Organization is creative and engaging.	Organization is <i>clear</i> and <i>logical</i> (parts make sense together; no contradictions)	Organization is mostly <i>clear</i> and <i>logical</i> (most parts make sense together; may be some contradictions).	Organization is not <i>clear</i> and/or <i>logical</i> (parts do not make sense together and/or there are many contradictions).
Control of Written Language <i>Sentence Structure/Syntax</i> <i>(GE Goal 1)</i>	Writing is <i>clear, accurate,</i> and <i>precise</i> virtually all of the time. Elegant sentence structure; fluid integration of terms.	Writing is <i>clear, accurate,</i> and <i>precise</i> most of the time.	Writes is <i>clear</i> and <i>accurate</i> some of the time. May have some awkward sentences.	Writing is rarely <i>clear</i> and/or <i>accurate</i> . May have many awkward sentences.

<p>Control of Written Language</p> <p><i>Word Choice/Vocabulary</i></p> <p>(GE Goal 1)</p>	<p>Uses <i>accurate, relevant, and precise</i> vocabulary almost all of the time.</p>	<p>Uses <i>accurate</i> and <i>relevant</i> vocabulary most of the time.</p>	<p>Limited use of <i>accurate</i> and <i>relevant</i> vocabulary.</p>	<p>Rarely uses <i>accurate</i> and/or <i>relevant</i> vocabulary.</p>
<p>Use of research</p>	<p>Uses varied and appropriate sources, integrates them into argument, cites correctly.</p>	<p>Uses appropriate sources, integrates them with some success, citations mostly correct</p>	<p>Uses some appropriate sources, integrates them awkwardly, some errors in citation</p>	<p>Uses few sources, fails to integrate them, fails to cite correctly.</p>

Dr. Lisa Day-Lindsey
Department of English and Theatre
Case 467
EKU CAMPUS

10 April 2009

Dear Lisa:

I'm writing to let you know that the course I proposed, ENG 386W, has been approved by the Curriculum Committee of the Department of English and Theatre and also by the TCAC (writing-intensive) Advisory Board.

I'm asking you to send it on to the College Curriculum Committee. Attached you will find the necessary curriculum-change forms as well as a course syllabus and other related documents which were part of the TCAC approval process.

Thanks for your help. If you need any further documentation, just let me know.

Best regards,

Deborah Core
Professor of English
Director, Thinking and Communicating Across the Curriculum

Cc: Dr. James Keller
Dr. Salome Nnoromele

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>FRLH</u> College <u>A & S</u> *Course Prefix & Number <u>FLS 210</u> *Course Title (30 characters) <u>Language Topics: _____</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>02/18/2009</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ Council on Academic Affairs _____ <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>5/21/09</u> College Curriculum Committee _____ Faculty Senate** _____ General Education Committee* <u>NA</u> Board of Regents** _____ Teacher Education Committee* <u>NA</u> Council on Postsecondary Edu.*** _____		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add the course FLS 210 Language Topics: _____ to the Catalog. 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 FLS 210 topics course will allow us to take advantage of student interest and faculty availability to offer languages, from time to time, which are not ordinarily taught at the 200-level in our department. For example, we currently offer introductory levels of Arabic under FLS 101 and 102, and we would like to be able to offer a third semester under FLS 210 if we have qualified faculty to teach it. In addition, students currently taking LAT 102 have expressed interest in a third semester of Latin, but we only have LAT 101 and 102 in the Catalog, and it is not feasible to add LAT courses at this time. We have JPN courses through 202 but we could use the proposed FLS 210 for a visiting instructor who wishes to teach a conversation course in Japanese during the summer.
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.)

FLS 210 Language Topics: _____ . **(3) A.** Prerequisite: Basic proficiency in the language and departmental approval. Intermediate level study of a less frequently taught language such as Arabic, Chinese, Greek, Swahili, or other. May be retaken to a maximum of six hours if topic is different.

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

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~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)*
FLS	210	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3	Lecture <u>x</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	A, N, P	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<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)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

SAMPLE SYLLABUS

DEPARTMENT OF FOREIGN LANGUAGES & HUMANITIES

FLS 210 Language Topics: Intermediate Latin. (3) Latin grammar, writing, and communicative language skills, with increased emphasis on developing basic reading proficiency. Taught in context of ancient Roman cultures with additional emphasis on how they influenced the cultures and institutions of the modern world.

Texts: *Oxford Latin Course, Part II, Balme and Morwood*; *Essentials of Latin Grammar, W. Michael Wilson*.

Student Learning Outcomes for FLS 210 Intermediate Latin:

- Interpret and discuss, with accuracy, the background, life, and writings of Quintus Horatius Flaccus.
- Adapt the vocabulary and structures relating to the author's childhood, schooling, making friends, beginning his career, and dealing with family problems to discussion of the student's own life.
- Review and then build on earlier knowledge of *accidence*, the Latin system of inflections.
- Analyze Horace's writings against the historical background, with emphasis on personal and lifestyle aspects relating to the author as an individual.

Course Requirements: Grades will be based on the following tests and activities:

Four chapter tests, 100 points each	400 points
a comprehensive final	200 points
daily grades (quizzes, homework, participation).....	<u>200 points</u>
course total	800 points

The grading scale for FLS 210 will be the following:

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

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**.
-

Academic Integrity:

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

EKU regulations state that all students and faculty must use their EKU e-mail accounts for communication. We frequently make important announcements via these accounts; these might include changes in schedule or in assignments, quizzes and tests, and special assignments due to inclement weather. Please make it a daily practice to check your EKU e-mail account.

University 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.

SCHEDULE OF ASSIGNMENTS AND TESTS

- Day 1 :** Introduction to course; discussion of syllabus
- Day 2:** OLC: Pupil's Introduction; map p. 6; Chapter I, pp. 7-9 (pictures with Latin captions; comparison of adjectives; turn in written exercises 1.1, 1.2, 1.3. In-class discussion of techniques for reading in another language.
- Day 3:** OLC: Read *In Graeciam*, pp. 9-11. In ELG, review declension of nouns 1-11.
- Day 4:** OLC: Finish *In Graecium*; study relative pronouns, pp. 13-14; write exercises 1.4, 1.5.
- Day 5:** OLC: Read background *From Agamemnon to Alexander*; pp. 16-21. In-class group work: Reading exercise 1.7; answer questions.
- Day 6:** OLC: Begin Chapter 2; pp. 22-25. Look at pictures with captions; go over uses of present participle; write exercises 2.1, 2.2, 2.4. Write 2.3 separately to turn in for a grade.
- Day 7:** OLC: Read *Athenis*, pp. 25-26. In ELG, review declensions of nouns, 12-16.
- Day 8:** Quiz on noun declensions. In OLC, finish *Athenis* and write exercise 2.5 to turn in next time for a grade.
- Day 9:** Read *Athens* pp. 30-32. Research the Parthenon online; bring in information to share in class. (There will be a written section on your first exam on Athens and the Parthenon!)
- Day 10:** TEST I: Chapters 1 and 2; written and oral questions in Latin, grammar from both OLC and ELG; short essay in English on the Parthenon; short translation passages.
- Day 11:** OLC: Begin Chapter 3: Read picture captions p. 33; review pronouns p. 216; study relative pronoun; write exercises 3.1 and 3.2; write 3.3 separately to turn in next time for a grade.
- Day 12:** In OLC: Read *Academia* pp. 35-36; in ELG, review declension of adjectives 17-19.
- Day 13:** In OLC, finish *Academia*; write review exercise 3.4 and exercise 3.5. Quiz: relative pronouns,
- Day 14:** In OLC, read *Stoic and Epicurean*, with special attention to question at bottom of page 42.
- Day 15:** In OLC, begin Chapter 4; read picture captions on page 43; study perfect participle passive; write exercises 4.1, 4.2 and 4.3. Write 4.4 separately to turn in for a grade next time.
- Day 16:** In OLC, begin reading *Quintus Inter Facit* (pages 45-46; in ELG, review comparison of adjective and adverbs 20-21.
- Day 17:** In OLC, finish reading *Quintus Inter Facit*; study dative case p. 48; write exercise 4.5; write exercise 4.6 separately to turn in for a grade next time.
- Day 18:** In OLC, read *Corinth, Mycenae, Olympia*. There will be a special slide showing relating to Greco-Roman architecture.

Day 19: TEST 2: Chapters 3 and 4. Written and oral questions in Latin, grammar from both **OLC** and **ELG**; short essays on “Stoic or Epicurean: Which Appeals Most to You?” and on Greco-Roman architecture, with some emphasis on examples seen around us every day.

Day 20: In **OLC**, begin Chapter 5; read picture captions; study the introduction to moods. Write exercise 5.1 In-class group work on 5.2 and 5.3; write 5.4 separately to turn in next time for a grade.

Day 21: In **OLC**, read all of *Brutus Athenas Advenit*, pp. 57-60. In **ELG**, review pronouns 22.

Day 22: In **OLC**, write exercises 5.5, 5.6, 5.7 (there will be a short quiz next time on 5.7).

Day 23: In-class group work on exercise 5.8. Students will also read the passage aloud in turn to check pronunciation.

Day 24: In **OLC**, read *Antony, Octavian and the Senate*, pp. 61-62. There will be a guest lecturer on the Second Triumvirate and the Civil War.

Day 25: In **OLC**, begin Chapter 6. Read picture captions; study passive voice. Write exercises 6.1, 6.2; write 6.3 and 6.4 to turn in next time for a grade.

Day 26: in **OLC**, read *Quintus Delphos Visit*, pages 65-68. In **ELG**, review verbs 24.

Day 27: In **OLC**, study locative case page 68. Write exercise 6.6. Write 6.7 separately to turn in next time for a grade.

Day 28: Read *Delphi*. Begin working in class on an oral dramatic dialogue. The professor will be designated as the Oracle of Delphi; each student will ask him/her one question to be answered. We will work on this over the next week for a few minutes each day. (This might be worked up with costumes, etc.)

Day 29: TEST 3: Chapters 5 and 6; written and oral questions in Latin; grammar from both **OLC** and **ELG**; short essay in English on Roman historical topic.

Day 30: In **OLC**, begin Chapter 7: read picture captions on page 73; study the passive; write exercises 7.1, and 7.4; write 7.2 and 7.3 separately to turn in next time for a grade.

Day 31: In **OLC**, read *Bellum Civile*, pages 75-77. In **ELG**, review passive verbs 25.

Day 32: In **OLC**, write exercises 7.5 and 7.6. Read *The Second Triumvirate*. Begin work on a short essay in Latin on “Cicero as a Man and as a Politician”.

Day 33: In **OLC**, begin Chapter 8; read picture captions; study deponent verbs; write exercises 8.1 and 8.2. In **ELG**, review verbs 26 through 30.

Day 34: In **OLC**, begin reading *Quintus Militat*, pages 82-83; guest lecturer on the Roman military.

Day 35: Finish reading *Quintus Militat*; review deponent verbs and write exercise 8.3. Write 8.4 separately to turn in next time to be graded.

Day 36: In **OLC**, read *The Roman Army*. There will be the showing of a film clip from *Gladiator*. Research online pictures and descriptions of Roman military uniforms, weapons, enlistment and retirement, discipline, rations, methods of warfare, and ratio of engineering to military duties. Be able to outline the ranks from general down to ordinary infantry, with special emphasis on the centurion.

Day 37: TEST 4: Chapters 7 and 8; oral and written questions in Latin; grammar from both **OLC** and **OLG**. In place of an essay written as part of the test, turn in your Cicero essay.

Day 38: In **OLG**, begin Chapter 9. Read picture captions; write exercises 9.1 through 9.3.

Day 39: In **OLG**, read *Quintus in Asia*. Write exercise 9.4 to turn in next time for a grade.

Day 40: In **OLG**, read *The Roman Army in the Field*. In **ELG**, review irregular verbs 31 through 35 for a short quiz next time.

Day 41: In **OLG**, begin Chapter 10; read all of *Quintus Tribunus Militum Fit*.

Day 42: In **OLG**, review irregular verbs, deponent verbs, ablatives and interrogatives, pp. 102-106. Do all exercises to prepare for the final.

Day 43: In **OLC**, read *Brutus and Cassius*. Review for the final. Half of it will be comprehensive and half will be over the last two chapters.

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>FRLH</u> College <u>A & S</u> *Course Prefix & Number <u>FLS 230</u> *Course Title (30 characters) <u>Language Studies Abroad: _____</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>02/18/2009</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 _____ Approved <input checked="" type="checkbox"/> Disapproved _____ <u>5/21/09</u> 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.) To add the course FLS 230 Language Studies Abroad: _____ to the Catalog.</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>The FLS 230 Language Studies Abroad: _____ designation will facilitate transfer of credit earned at an intermediate level in study abroad programs. Existing exchange programs in Japan, China, Mexico, The Netherlands, and various consortia and individually designed study abroad ventures consist primarily of foreign language studies or cultural studies at the intermediate level; these courses need to be entered as part time or full time Language Studies abroad with notation of the particular language and foreign institution where they were earned.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>	

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

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

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

New or Revised* Catalog Text

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

FLS 230 Language Studies Abroad: _____. (1-12) A. Prerequisite: Departmental approval prior to study abroad. Intensive intermediate level coursework in study abroad programs. May be retaken to a maximum of 12 hours per semester for duration of study abroad program(s).

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)*
FLS	230	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>24</u> 12	
3	Lecture <input checked="" type="checkbox"/> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N, P	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<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)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Foreign Languages and Humanities
Syllabus for FLS 230, Foreign Language Study Abroad
1-12 credit hours
Fall 2009

Neil H. Wright
Case Annex 180
622-1654
Neil.wright@eku.edu

Intensive study of a foreign language at an accredited college or university abroad, inclusive of grammar, vocabulary, conversation, reading, writing, comprehension, and cultural background of the language, at the beginning to intermediate level.

Texts as assigned by the foreign college or university

Student Learning Outcomes

1. Students will demonstrate progress in the use of the language in conversation, writing, reading, and comprehension at a beginning to intermediate level.
2. Students will demonstrate ability to use the language in the culture for basic daily transactions at a beginning to intermediate level.

Evaluation Methods

1. Tests and exercises administered in class by the foreign institution
2. Attendance as monitored by the foreign institution
3. Participation in extra-curricular trips and functions offered by the foreign institution
4. Out of class assignments and projects required by the foreign institution

Student Progress: students will be periodically tested and their work graded by the foreign institution, including out of class assignments

Attendance Policy: attendance policy will be set by the foreign institution

Last Date to Drop: drop dates and withdrawal dates will be set by the foreign institution

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

Course Requirements

Course Outline and Schedule

Intensive language programs will consist of classes over a 16 week semester in the following areas: grammar and vocabulary, conversation and comprehension, writing, reading, and culture. Classes may be daily or may be patterned on a two or three day per week basis.

All exchange appointments are for full time study (12 credit hours per semester). Other study abroad foreign language programs may be for part time study (1 to 11 credit hours per semester).

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>FRLH</u> College <u>A & S</u> *Course Prefix & Number <u>FLS 330</u> *Course Title (30 characters) <u>Language Studies Abroad: _____</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>02/18/2009</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ Council on Academic Affairs _____ <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>5/21/09</u> College Curriculum Committee _____ Faculty Senate** _____ General Education Committee* <u>NA</u> Board of Regents** _____ Teacher Education Committee* <u>NA</u> Council on Postsecondary Edu.*** _____ *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add the course FLS 230 Language Studies: _____ to the Catalog.</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>The FLS 330 Language Studies Abroad: _____ designation will facilitate transfer of credit earned, at a high intermediate or advanced level, in study abroad programs. Existing exchange programs in Japan, China, Mexico, The Netherlands, and various consortia and individually designed study abroad ventures consist primarily of foreign language studies or cultural studies at an advanced undergraduate level; these courses need to be entered as part time or full time Language Studies abroad with notation of the particular language and foreign institution where they were earned.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>	

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

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

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

New or Revised* Catalog Text

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

FLS 330 Language Studies Abroad: _____. (1-12) **A.** Prerequisite: Departmental approval prior to study abroad. Intensive intermediate/advanced level coursework in study abroad programs. May be retaken to a maximum of 12 hours per semester for duration of study abroad program(s).

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)*
FLS	330	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	FRLH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>24</u> 12	
3	Lecture <input checked="" type="checkbox"/> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
NA	NA	N, P	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<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)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Foreign Languages and Humanities
Syllabus for FLS 330, Foreign Language Study Abroad
1-12 credit hours
Fall 2009

Neil H. Wright
Case Annex 180
622-1654
Neil.wright@eku.edu

Intensive study of a foreign language at an accredited college or university abroad, inclusive of grammar, vocabulary, conversation, reading, writing, comprehension, and cultural background of the language, at an intermediate to advanced level.

Texts as assigned by the foreign college or university

Student Learning Outcomes

1. Students will demonstrate progress in the use of the language in conversation, writing, reading, and comprehension at an intermediate to advanced level.
2. Students will demonstrate ability to use the language in the culture for basic daily transactions at an intermediate to advanced level.

Evaluation Methods

1. Tests and exercises administered in class by the foreign institution
2. Attendance as monitored by the foreign institution
3. Participation in extra-curricular trips and functions offered by the foreign institution
4. Out of class assignments and projects required by the foreign institution

Student Progress: students will be periodically tested and their work graded by the foreign institution, including out of class assignments

Attendance Policy: attendance policy will be set by the foreign institution

Last Date to Drop: drop dates and withdrawal dates will be set by the foreign institution

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

Course Requirements

Course Outline and Schedule

Intensive language programs will consist of classes over a 16 week semester in the following areas: grammar and vocabulary, conversation and comprehension, writing, reading, and culture. Classes may be daily or may be patterned on a two or three day per week basis.

All exchange appointments are for full time study (12 credit hours per semester). Other study abroad foreign language programs may be for part time study (1 to 11 credit hours per semester).

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>GEOS</u> *Course Prefix & Number <u>GEO 351</u> *Course Title <u>(30 characters)</u> <u>Geographic Techniques</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>4/7/09</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved <u>x</u> Disapproved _____ <u>5/21/09</u> General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To remove the CSC 104 prerequisite.	
A. 2. Effective date: (Example: Fall 2001) Fall 2009	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: It has been determined by the faculty that CSC 104 is an unnecessary prerequisite for this course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

GEO 351 Geographic Techniques. (3) A. Prerequisite: ~~CSC 104 or departmental approval.~~ Introduction to the range of techniques used in geographic research and applications, including mapping, image interpretation, GIS, GPS, field work, quantitative analysis, library and Internet research, and others. Practical experience focus. 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 ~~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)*
GEO	351	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> 2 </u> Laboratory <u> 2 </u> Other <u> </u>		Cip Code (first two digits only) 45	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	2	N	FR _____ JR _____	
2	2	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 _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	CSC 104 or departmental approval
Course Prefix and No.	

Test Scores _____

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <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>Geography & Geology</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Geography (B.A.)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 10/12/07	<u>Date</u> NA
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved _____
		5/21/09
	NA	9/14/09
	NA	9/19/09
		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.) (1) To decrease the total number of hours required for a BA Geography from 128 to 120. (2) To remove CSC 104 from the supporting course requirements and allows students to take any class from Gen Ed block VII(QS).</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: (1) The 120 hour Bachelor's degree has been approved by the University. (2) It has been determined by the faculty that requiring CSC 104 over other Gen Ed block VII(QS) courses is unnecessary.</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 ~~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.)

GEOGRAHY (B.A.)

Major Requirements 39 hours

Geography Core 15 hours

GEO 100, 210, 220, 353, and 490.

Geography Electives 24 hours

(18 hours must be upper division)

Majors are strongly encouraged to select their GEO elective hours and free elective hours in consultation with an advisor.

Supporting Course Requirements 12 9 hours

~~CSC 104~~; GLY 102 or 107 or 108; SOC 232; and ECO 120 or ECO 230.

General Education Requirements 39 42 hours

Standard General Education program, excluding blocks IVB and, VB, ~~and VII (QS)~~. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement 1 hour

ASO 100.

Free Electives 37 29 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"/> 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>Geography and Geology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Geology (B.S.)</u> (Major <u>X</u> , Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date <u>4/3/2009</u>	Date NA
		Graduate Council* <u>NA</u>
		Council on Academic Affairs _____
		Approved <input checked="" type="checkbox"/> Disapproved _____
		5/21/09
		Faculty Senate** <u>9/14/09</u>
		Board of Regents** <u>9/19/09</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 change the number of required hours for a BS Geology degree from 128 to 120. 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 University only requires 120 hours for a BS 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 II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

GEOLOGY (B.S.)

CIP Code: 40.0601

Major Requirements 44 hours

Introductory Geology Course.....3 hours

GLY 102 or 107 or 108 or 109 or 172 or 302 or 303 or 304 or GEO 210.

Geology Core.....26 hours

GLY 309, 315, 409, 410, 415, 420, 550

Geology Electives.....15 hours

Choose from GLY 351, 398, 408, 490, 499, 512, 535, 540, 580, GEO 456, GEO 553, GEO 556, and STA 215 or 270. The student may elect to substitute GLY 451 or an approved six semester hour summer field camp in geology for GLY 351 and one other course.

Supporting Course Requirements 15-17 hours

BIO 100 or BIO 121; GLY 210 or CHE 111 and 115; GEO 353 or 456; MAT 108 or higher; PHY 101 or higher.

General Education Requirements 39 hours

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

University Requirement 1 hour

ASO 100.

Free Electives ~~27-29~~ 19-21 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

<input type="checkbox"/> (Check one)	Department Name	Government
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	POL 552
<input type="checkbox"/> Hybrid Course (TCAC, "S," "W")	*Course Title (30 characters)	Modern Political Theory
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/18/2009	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		Approved ____ Disapproved ____	WITHDRAWN
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested:	(Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change catalog description: Students cannot receive credit for both POL 552 and POL 552W
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:	Avoid course credit for W and non-W versions of same course.
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact:	None
Operating Expenses Impact:	None
Equipment/Physical Facility Needs:	None
Library Resources:	None

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

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

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

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
POL 552 Modern Political Theory. (3) A. Cross-listed as PHI 552. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552, PHI 552W or POL 552W.

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

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	Credit not allowed with PHI 552, PHI 552W or POL 552W.
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	Government
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	POL 553
<input type="checkbox"/> Hybrid Course (TCAC, "S," "W")	*Course Title (30 characters)	Contemporary Political Theory
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/18/2009	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		Approved ____ Disapproved ____	WITHDRAWN
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change catalog description: Students cannot receive credit for both POL 553 and POL 553W</p> <p>A2. 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: Avoid course credit for W and non-W versions of same 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.)
POL 553 Contemporary Political Theory. (3) A. Cross-listed as PHI 553. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553, PHI 553W or POL 553W.

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

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	Credit not allowed with PHI 553, PHI 553W or POL 553W.
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>Government</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>POL 733</u> *Course Title (30 characters) <u>Seminar State & Local Politics</u> *Program Title <u>Master of Public Administration</u> (Major ____, Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>04/13/09</u> Graduate Council* _____ Date _____ Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved _____ Disapproved _____ WITHDRAWN General Education Committee* <u>N/A</u> Faculty Senate** <u>N/A</u> Teacher Education Committee* <u>N/A</u> Board of Regents** <u>N/A</u> Council on Postsecondary Edu.*** <u>N/A</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To remove the prerequisite POL 101</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: The Graduate School has indicated that undergraduate prerequisites are not appropriate for graduate courses. In addition, we typically waive this requirement for graduate students but since this is a 500/700 course, when the prerequisite was first initiated it was applied to both levels of the course.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: The MPA administrative assistant will not have to spend time processing overrides into the class for graduate students.</p> <p>Operating Expenses Impact: none</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>
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Part II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

(*Use ~~strickethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
 POL 733 Seminar in State and Local Politics. (3) A. ~~Prerequisite: POL 101 or instructor approval.~~ A topical analysis of the institutions, policies, and administration of American state and local government. May be retaken to a total of six credit hours, provided subject matter differs each time.

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.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	733	Fall 2009	AS x ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS ___	GOVN
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture ___ Laboratory ___ Other ___		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Government</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>LAS 735</u> *Course Title (30 characters) <u>Municipal Law</u> *Program Title <u>Master of Public Administration</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">April 13, 2009</td> <td>Graduate Council*</td> <td></td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td></td> <td>Approved ____ Disapproved ____</td> <td style="text-align: center;">WITHDRAWN</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	April 13, 2009	Graduate Council*		<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee		Approved ____ Disapproved ____	WITHDRAWN	General Education Committee*	N/A	Faculty Senate**	N/A	Teacher Education Committee*	N/A	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	April 13, 2009	Graduate Council*																												
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs																												
College Curriculum Committee		Approved ____ Disapproved ____	WITHDRAWN																											
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 remove the prerequisite LAS 220</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: The Graduate School has indicated that undergraduate prerequisites are not appropriate for graduate courses. In addition, we typically waive this requirement for graduate students but since this is a 500/700 course, when the prerequisite was first initiated it was applied to both levels of the course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: The MPA administrative assistant will not have to spend time processing overrides into the class for graduate students.</p> <p>Operating Expenses Impact: none</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>	

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

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

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

New or Revised* Catalog Text

(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
 LAS 735 Municipal Law. (3) A. ~~Prerequisite: LAS 220 or director's approval.~~ Practical legal problems confronting municipal officials including: government and public official liability, ordinances, tax levies, bonding, zoning, soliciting, licensing, open meetings, personnel, cut-back management, elections, and other issues.

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

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using 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)*
LAS	735	Fall 2009	AS x ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS ___	GOVN
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture ___ Laboratory ___ Other ___		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		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.	LAS 220 or director's 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.)

Eastern Kentucky University
Department of Government
Syllabus for **LAS 735 Municipal Law, CRN _____**
3 credit hours
Semester and Year

James D. Chaney, J.D., M.B.A.
Counsel for Member Legal Services
Kentucky League of Cities
859-977-3719

JD.Chaney@eku.edu

Dept. of Government Phone: 859-622-5931

Contacting the instructor and making appointments: Students may reach the instructor at the EKU email address above. You may leave a message for me at the Department of Government or you may reach me by calling the KLC phone number. Generally, the instructor will respond on the same day. Meetings may be scheduled by appointment. In addition, the instructor will be available at least 15 minutes prior to the start of each class meeting and will be available after all regular class meetings for discussions with students.

Catalogue Course Description

LAS 735, Municipal law. Practical legal problems confronting municipal officials including: government and public official liability, ordinances, tax levies, bonding, zoning, soliciting, licensing, open meetings, personnel, cutback management, elections, and other issues.

The course is designed for students with interest in the administration of city government and will emphasize many of the common issues handled by elected city officials as well as city administrators and city managers in the operation of city government. The course will cover laws impacting municipalities with focus on Kentucky municipal law.

Text:

City Officials Legal Handbook, 2007 edition, Kentucky League of Cities.

Student Learning Outcomes:

- 1) Evaluate the role of municipal governments in the United States and Kentucky.
- 2) Analyze the form, structure, powers, limitations, and required procedures of city governments in Kentucky.
- 3) Apply municipal law to current problems facing city governments in the United States and Kentucky.

Evaluation Methods:

Midterm Exam	25%
Comprehensive Final Exam	45%
Research paper	20%
Participation	10%

Student Progress:

The instructor will use the grading center in Blackboard to keep students apprised of their performance.

Attendance Policy:

While attendance is not mandatory, students should be cautious about missing class since participation represents a significant portion of the final grade.

Last Date to Drop the Course: ____**Disability Statement**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by 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 Statement

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

Official E-mail: An official ECU 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 ECU e-mail address.

Course Requirements

Attendance and Participation - 10% of the student's final grade will be based on class participation and in-class assignments. Students should always be prepared for class and expect to add to class discussion. While attendance is not mandatory, students should be cautious about missing class since participation represents a significant portion of the final grade.

Midterm Exam - June 4, 2008. The midterm exam will cover class sessions and reading material assigned through the June 2 class meeting. The exam will likely consist of a combination of multiple choice questions and short essay questions. Part of the June 2 class meeting will be dedicated for questions and discussion of the midterm exam.

Research Paper – The student will determine the topic of his or her research paper. The paper may be on any topic involving municipal law or the operation of municipal government. For example, topics may include, telecommunications regulation, smoking ban ordinances, the changing/unchanging nature of home rule or an examination of how home rule varies from state to state, unfunded mandates to city governments, pension issues, tax issues, methods of maximizing citizen participation in public meetings, the role of city governments in immigration, education, or transportation, or the impact of federal and state environmental regulations on city governments. It may be state specific or may be a national perspective.

Students should submit their paper topic to the instructor in writing at the June 2 class meeting. Papers are due and must be presented before the class at the June 23 class meeting. Each presentation should last between 10 and 20 minutes and students should be prepared to answer questions from classmates and the instructor.

The paper should be in typewritten format using 12 point font, double spaced on 8.5 X 11 paper with one inch margins. The length of the paper shall be no greater than 20 pages and no less than 10 pages, excluding a list of works cited. The student's final grade on the research paper will be based on the paper's quality of content and on the presentation.

Final Exam - June 25, 2008. The final exam will be comprehensive and will cover all class sessions and any reading assignments included on the syllabus or posted on blackboard. Part of the June 23 class meeting will be dedicated for questions and discussion of the final exam.

Course Outline:

May 19

- Overview of course requirements and syllabus
- Introductions

May 21

- The nature and function of cities
 - *COLH, Chapter 1*
 - *McQuillin Excerpts*
- Relationship between municipal government and the federal and state governments
 - *COLH, Chapter 3, pages 29-36*
 - *Lexington Fayette County Food and Beverage Association v. Lexington-Fayette Urban County Government (Lexington smoking ban case).*
 - *Sanitation District No. 1 of Shelby County v. Shelby County*

- *Kentucky Constitution Section 156b and KRS 82.082 (Home Rule Statute)*

May 28

- City incorporation
 - *COLH, Chapter 2, pages 13-14*
 - *Saylor v. Town of Wallins*
- Annexation and boundary changes
 - *COLH, Chapter 2, pages 15-28*
 - *Jewell v. City of Bardstown*
 - *City of Louisville v. Fiscal Court of Jefferson County*
 - *Louisville Shopping Center v. City of St. Matthews*
 - *City of Burnside v. Bryant*
- The structure and form of city government
 - *COLH, Chapter 3, pages 37-40*
 - *COLH, Chapter 4*
 - *KRS 83A.130, KRS 83A.140 and KRS 83A.150*
 - *Smith v. Falk*
 - *KY OAG 84-3*
 - *KY OAG 83-176*
 - *KY OAG 82-351*

June 2

- Appointed city officials and employees
 - *COLH, Chapter 6*
 - *COLH, Chapter 7*
 - *Caldwell County Fiscal Court v. Paris*
- Ethics of city officials and employees
 - *COLH, Chapter 8*
 - *Ethics Exercises*
- Midterm review

June 4

- Midterm Examination
- Meetings on paper topics

June 9

- City ordinances
 - *COLH, Chapter 10*
 - *Merritt v. City of Campbellsville*
 - *Helm v. Citizens to Protect the Prospect Area*

- City police powers
 - *COLH, Chapter 19*

June 11

- City finances and taxation
 - *COLH, Chapter 14*
 - *COLH, Chapter 15*
 - *COLH, Chapter 16*
 - *COLH, Chapter 17*
 - *COLH, Chapter 18*

June 16

- Sunshine in City Government (Open Meetings and Open Records Laws)
 - *COLH, Chapter 11*
 - *COLH, Chapter 13*

- Provision of City Services
 - *Johnson v. Reasor*

June 18

- Employment issues and city government
 - *COLH, Chapter 9*

- Governmental and city official liability
 - *42 U.S.C. § 1983*

June 23

- Research paper presentations
- Review for Final Exam

June 25

- Final Exam

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

Part I

Department Name	Government
College	Arts and Sciences
*Course Prefix & Number	POL 752
*Course Title (30 characters)	Modern Political Theory
*Program Title	
	(Major ____, Option ____, Minor ____, or Certificate ____,)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: _____

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To prevent students from receiving credit for both POL 752 and POL 552W or PHI 552W	
A. 2. Effective date: (Example: Fall 2001) 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.) POL 752 Modern Political Theory. (3) A. Cross-listed as PHI 552. Examination of Western political thought from the Renaissance to the mid-twentieth century. <u>Credit will not be awarded to students who have credit for PHI 552, PHI 552W, POL 552W, or PHI 752.</u>

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.)

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

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	752	Fall 2009	AS <input checked="" type="checkbox"/> JS BT _____ EM ED _____ PC HS _____	GOVN
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	FR _____
			SO _____	SO _____
			JR _____	JR _____
			SR _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<p>FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

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. _____ POL 552, PHI 552, POL 552W, PHI 552W, PHI 752

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(**Use Validation Tables.)

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

Part I

Department Name	Government
College	Arts and Sciences
*Course Prefix & Number	POL 753
*Course Title (30 characters)	Contemporary Political Theory
*Program Title	
	(Major ____, Option ____, Minor ____, or Certificate ____,)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: _____

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

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

To prevent students from receiving credit for both POL 753 and POL 553W or PHI 553W

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

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 underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
 POL 753 Contemporary Political Theory. (3) A. Cross-listed as PHI 753. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553, PHI 553W, POL 553W, or PHI 753.

Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.

New or Revised* Program

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

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

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	753	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	GOVN
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	FR _____
			SO _____	SO _____
			JR _____	JR _____
			SR _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

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. _____ POL 553, PHI 553, POL 553W, PHI 553W, PHI 753

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(**Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Government</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>POL 552W</u> *Course Title (<u>30 characters</u>) <u>Modern Political Theory: W</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>2/19/2009</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 _____ Approved ____ Disapproved ____ WITHDRAWN General Education Committee* _____ Faculty Senate** _____ NA Teacher Education Committee* <u>NA</u> 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 POL 552 course that incorporates substantive writing assignments and is designated as a writing intensive 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:
 Courses with substantive writing requirements can now be identified with a W following the course number. This will allow courses to be easily identified by students and tracked for assessment purposes. This course meets the requirements set forth by the Thinking and Communicating Across the Curriculum Advisory Board.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

POL 552W Modern Political Theory. (3) A. Cross-listed as PHI 552W. Prerequisites: ENG 102, or ENG 105(B), or HON 102. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552, PHI 552W, or POL 552.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	552W	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"/>	GOVN
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>		Cip Code (first two digits only) 42	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR <input type="checkbox"/> JR <input type="checkbox"/> SO <input type="checkbox"/> SR <input type="checkbox"/>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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.	ENG 102 or ENG 105(B) or HON 102.
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	Credit not allowed with POL 552, PHI 552 or PHI 552W.
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)			

POL552W (cross-listed as PHI 552W)
Modern Political Theory
3 hours
Phone: 859-622-5931(POL)

Dr. Zeigler
TERM
Office : 113 McCreary

Sara.Zeigler@eku.edu
www.people.eku.edu/zeiglers

Messages may be left with the department secretary (McCreary 113). Email is the quickest and most effective way to contact me.

Course Objectives and Procedures:

The search for truth is more precious than its possession.
-Albert Einstein

All great truths begin as blasphemies.
-George Bernard Shaw

We will spend the semester struggling with the political questions that preoccupy modern political theorists, thus building a strong foundation in the key concepts and works of modern political thought. Through discussion and writing, students will acquire an understanding of the assigned texts, analyze the questions posed by the theorists and critically evaluate the answers provided. Active participation by students prepared to engage in rigorous (yet civil) discussions of the texts is a necessary component of the course. Students are encouraged to voice reactions and criticisms freely, regardless of whether their remarks coincide with the views of classmates, theorists, or the instructor.

POL 552W: Modern Political Theory. (3) A. Cross-listed as PHI 552. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552, PHI 552W or POL 552.

Drop Date: _____. You will receive written feedback on your first exam prior to this date.

The following required text is available in the bookstore or through online vendors..

Wootton, David (ed). 1996. Modern Political Thought: Readings from Machiavelli to Nietzsche. Indianapolis: Hackett Publishing.

Any additional readings will be distributed by the instructor or made available on the web page.

Students will be divided into four groups, A, B, C, and D. Each day, one group will be responsible for explaining and defending the text, while other class members pose questions and criticisms. Each class session will commence with a brief (5-10 minutes) overview of the key arguments made in the assigned reading. Members of the group assigned to explain the text will

provide the overview. Group members may divide the assignment among themselves for purposes of presentation or may alternate presentation responsibilities. Duties should be divided evenly among group members and members are strongly encouraged to discuss the texts and the overview outside of class.

On Fridays, class sessions will be conducted online. The group responsible for the presentation that day will be responsible for posing discussion questions in the forum on Blackboard. Each group member must pose at least one GOOD question no later than 10am on Friday. A “good” question is one that requires the respondent to identify the most important points of the day’s reading, to evaluate the quality of the theorist’s argument supporting the claims and (where possible), to distinguish the concepts in the reading from other works we have read during the semester. While a question may ask the respondents to provide some factual information about the reading, it should focus on the concepts – discussion postings should go beyond summarizing the readings. Each class member must respond to at least two discussion questions, posting responses online. The threaded discussions will begin on Friday – students will have until Monday at 10:10am (class time) to post responses. Participation in online discussions will be graded. Responses must meet a 200-word minimum per response.

University 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.

Grading Scale: All students should read the “Philosophy of Grading” document posted in Blackboard under “course documents.”

A= at least 90% of total points possible

B= at least 80% of total points possible

C=at least 70% of total points possible

D=at least 60% of total points possible

Course Requirements:

1. 2 two-hour online examinations. (40 points each, 80 total). Students will receive written feedback from the instructor on each exam question. Students will be given the opportunity to rewrite the first exam for grade replacement.
2. One final examination. (60 points)
3. Participation in class discussions, as described above. (30 points)
4. Participation in online discussions. There are 13 sessions. Each session is worth five points, for a total of 60 points. You may skip one without penalty. Choose wisely

5. One 8-10 page paper, to be submitted through Safe Assignments in Blackboard 60 points. Each student will make an initial submission and the instructor will provide detailed written feedback and a tentative grade. Each student will revise the paper based upon the feedback and will receive a final grade. Papers will be evaluated for content and for clarity of written communication. For this assignment, you must send an electronic copy to me at mary.doe@eku.edu by (time/date). (1) The document must be in Microsoft WORD; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing." 60 points

All exams will be in essay format and will be open-book, open-note. The take-home exam and the paper must be typewritten. Should you have questions regarding proper citation of sources, consult the instructor or refer to the guidelines provided under "Course Documents" in Blackboard.

Note on Evaluation of Written Work: I will evaluate each examination and paper based upon four major criteria, which will be equally weighted.

1. **Argument and Methods:** Each essay should offer a clearly defined thesis that is directly responsive to the prompt (for exams) or that explains the topic to be addressed in the paper. For a paper, the writer should define the process by which she or he will address the thesis topic. This component requires you to evaluate the theorists' work, assessing the validity of the assumptions made and critiquing the arguments made based on those assumptions.
2. **Support:** Each essay should provide support for the claims articulated in the argument. In other courses, you may provide support through empirical means, such as survey data. In theoretical essays, you will provide support by offering sound reasoning, by applying your claims to either current or historical political problems and by rebutting obvious counterarguments.
3. **Competence or Knowledge:** Each essay should demonstrate an understanding of the theoretical works under discussion. You should be able to demonstrate an understanding of the content of the theorist's work and how the principles outlined differ from the works of other theorists. You should also be able to articulate the political implications of the works.
4. **Communication:** Even if your argument is brilliant, no one will appreciate it unless you can communicate it effectively. For this reason, it is essential that you demonstrate your substantive knowledge in clearly organized, lucid and succinct essays. Once you begin to read the assignments for this class, you will understand how frustrating it can be to decipher disorganized and verbose essays. Lucid, well-organized writing is essential to effective communication and will be considered in evaluating written work. Writing will be assessed using the "Written Communication Rubric," available under "Course Documents" in Blackboard.

Policies, Procedures, Admonitions and Advice:

1. **Attendance Policy:** The course is designed as a conference and the success of that format depends upon the presence of well-prepared conferees. Students who neglect to attend class demonstrate contempt for their classmates, the instructor and themselves. This will not be tolerated. More than eight unexcused absences may result in automatic failure of the course. Because I regard failure to fulfill responsibilities to one's group as a particularly egregious dereliction of duty, each unexcused absence on a day when your group is "on" will count as two absences. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), documentable illness (yours or your child's) and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. Students who fail to attend class regularly should also expect such negligence to be reflected in their participation grades.
2. **Preparation:** Students who have not read the assigned texts are not welcome in class.
3. **Make-up Examinations:** As examinations will be available online for a period extending over several days, makeup examinations are given only under extraordinary circumstances.
4. **Late Papers:** A five-point per day penalty may be imposed on late papers. The take-home final may not be submitted after the deadline, except in emergencies (as defined by the instructor). If it is necessary for a student to submit a final exam after the deadline, the student may receive an Incomplete so that the submission of other students' grades will not be delayed.

5. Academic Integrity:

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku. Questions regarding the policy may be directed to the Office of Academic Integrity. Students have an affirmative obligation to review and comply with all standards articulated on the EKU Academic Integrity website, in addition to the course specific standards outlined below.

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

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

- Claiming as your own work a paper written by another person
- Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas

- Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
- Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases
- Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved
- Using any external source (notes, books, other students, etc) for assistance during an exam, unless given permission to do so by the professor

If a student is found to have committed any of the above offenses, s/he will receive a failing grade on the assignment or in the course, depending upon the seriousness of the offense, in accordance with University policy. The offense will be referred to the Academic Integrity Office for investigation and imposition of sanctions.

Ignorance is no defense.

6. Use of Books and Notes during Examinations: All examinations are open-book, open-note. Guides such as “Cliff Notes” or “Encarta” (or anything in the genre) shall darken neither your door nor that of the classroom. Ever.

7. Extra credit: There is NO extra credit available in this class. Seek help when you need it (I really will help you) and take advantage of the opportunities to revise your work.

Student Learning Objectives and Assessment Methods:

Political Science Student Learning Objectives:

Critical Thinking: Students will become more discerning critical thinkers and observers of political events, personalities, messages and processes by applying theories and methodologies of political science and through effective oral and written communication. (departmentally approved objective)

Substantive Knowledge: Students will acquire political literacy and will demonstrate understanding of the institutional processes and values that underpin political behavior and events.

Course Objectives:

Written Communication: Students will write essays and papers that collect and organize information and that differentiate among approaches to political problems. Students will develop and improve their writing skills by revising their work.

Critical Thinking: Students will demonstrate an understanding of major contemporary political thinkers by analyzing the underlying principles, comparing and evaluating specific works and applying the concepts to contemporary political dilemmas.

Substantive Knowledge: In their written work (paper, examinations and discussion postings), students will analyze the key concepts of different theoretical works and differentiate among foundational assumptions.

TENTATIVE SCHEDULE

In an actual syllabus, class meeting days would be listed, with each topic assigned to a particular day. The number of sessions varies depending upon holidays.

- ❑ Introduction, review of syllabus and requirements
- ❑ Machiavelli, Discourses, pp. 59-81. (A)
- ❑ **ONLINE:** Machiavelli, Discourses, continued, pp. 81-91 (B)
- ❑ Introduction to section, Calvin, pp. 93-121(C).
- ❑ Hobbes pp. 121-132. (D)
- ❑ **ONLINE:** Hobbes, pp. 132-158.(A)
- ❑ Labor Day
- ❑ Hobbes, pp. 159-172. (B)
- ❑ **ONLINE:** Hobbes, pp.173-187 (C).
- ❑ Hobbes, pp. 187-204. (D)
- ❑ Hobbes, pp.204-222 (A)
- ❑ **ONLINE:** Hobbes, pp. 222-248 (B).
- ❑ **First Examination**
- ❑ Locke, pp.303-316. (C)
- ❑ **ONLINE** Locke, pp.316-334. (D)
- ❑ Locke, pp. 334-349. (A)
- ❑ Locke, pp. 349-363. (B)
- ❑ **ONLINE** Locke, pp. 363-386.
- ❑ Hume, pp. 387-396. (C).
- ❑ Rousseau, 397-415 (D)
- ❑ **ONLINE** Rousseau, pp. 415-448. (A)
- ❑ Rousseau, The Social Contract, pp.464-490. (B)
- ❑ **ONLINE** Rousseau, The Social Contract, pp.490-514. (C)
- ❑ Rousseau, The Social Contract, pp.514-534 (D)
- ❑ Burke, pp. 551-572 (A).
- ❑ **ONLINE** Kant, pp. 573-577(B)
- ❑ Bentham, 579-588. (C)
- ❑ **ONLINE** Bentham, 589-604 (D) **Last day to drop class.**
- ❑ Mill, pp. 605-636(A). **Paper outline due in class.**
- ❑ Mill, 636-648(B)
- ❑ **ONLINE**, Mill, 648-672(C)
- ❑ Mill, 672-701 (D)
- ❑ Mill, 701-719. (A)

- ❑ **Papers due. No new reading**
- ❑ Mill, 719-733. (B)
- ❑ Marx, 735-741, 790-797 (C).
- ❑ **ONLINE** Marx, 826-846 (D)
- ❑ **Second examination.**
- ❑ Marx, pp. 865-873 (A)
- ❑ Nietzsche, pp;. 895-906(B)
- ❑ **ONLINE** Nietzsche, pp. 906-924(C).
- ❑ Anarchism, Emma Goldman (web reading)
- ❑ Review, distribution of passwords for final, administration of Political Science field exam

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name: <u>Government</u> College: <u>Arts and Sciences</u> *Course Prefix & Number: <u>POL 553W</u> *Course Title (30 characters): <u>Contemporary Political Theory: W</u> *Program Title: _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date: <u>2/19/2009</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 _____ Approved ____ Disapproved ____ WITHDRAWN General Education Committee* _____ Faculty Senate** _____ NA Teacher Education Committee* <u>NA</u> 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 POL 553 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 ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

POL 553W Contemporary Political Theory. (3) A. Cross-listed as PHI 553W. Prerequisites: ENG 102, or ENG 105(B), or HON 102. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553, PHI 553W or POL 553.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	553W	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"/>	GOVN
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>		Cip Code (first two digits only) 42	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR <input type="checkbox"/> JR <input type="checkbox"/> SO <input type="checkbox"/> SR <input type="checkbox"/>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ENG 102 or ENG 105(B) or HON 102.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	Credit not allowed with POL 553, PHI 553 or PHI 553W.
Course Prefix and No.	
Course Prefix and No.	

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

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

POL 553W (cross-listed PHI553W)
Contemporary Political Theory
3 hours
859-622-5931 (office)

Dr. Zeigler
Term
Office: McCreary 113
Sara.Zeigler@eku.edu
people.eku.edu/zeiglers

Course Objectives and Procedures:

We will spend the semester struggling with the dominant questions addressed by the subfield of normative of political theory, thus building a strong foundation in the key concepts and works of contemporary political theory. Through discussion and writing, students will acquire an understanding of the assigned texts, analyze the questions posed by the theorists and critically evaluate the answers provided. Active participation by students prepared to engage in rigorous (yet civil) discussions of the texts is a necessary component of the course. Students are encouraged to voice reactions and criticisms freely, regardless of whether their remarks coincide with the views of classmates, theorists, or the instructor.

Catalog Copy: POL 553W: Contemporary Political Theory. (3) A. Cross-listed as PHI 553W. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553, PHI 553W or POL 553.

Drop Date: _____. You will receive written feedback on your first exam prior to this date.

The following required texts are available in the bookstore.

Arendt, Hannah. The Origins of Totalitarianism
Goodin, Robert and Pettit, Philip (eds.) Contemporary Political Philosophy: An Anthology, Second Edition
Rawls, John. A Theory of Justice
Walzer, Michael. Just and Unjust Wars

Any additional readings will be distributed by the instructor or made available on the web page.

Students will be divided into four groups, A, B, C, and D. Each day, one group will be responsible for explaining and defending the text, while other class members pose questions and criticisms. Each class session will commence with a brief (5-10 minutes) overview of the key arguments made in the assigned reading. Members of the group assigned to explain the text will provide the overview. Group members may divide the assignment among themselves for purposes of presentation or may alternate presentation responsibilities. Duties should be divided evenly among group members and members are strongly encouraged to discuss the texts and the overview outside of class.

On Fridays, class sessions will be conducted online. The group responsible for the presentation that day will be responsible for posing discussion questions in the forum on Blackboard. Each group member must pose at least one GOOD question no later than 10am on Friday. A “good”

question is one that requires the respondent to identify the most important points of the day's reading, to evaluate the quality of the theorist's argument supporting the claims and (where possible), to distinguish the concepts in the reading from other works we have read during the semester. While a question may ask the respondents to provide some factual information about the reading, it should focus on the concepts – discussion postings should go beyond summarizing the readings. Each class member must respond to at least two discussion questions, posting responses online. The threaded discussions will begin on Friday – students will have until Monday at 10:10am (class time) to post responses. Participation in online discussions will be graded. Responses must meet a 200-word minimum per response.

University 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.

Grading Scale: All students should read the “Philosophy of Grading” document posted in Blackboard under “course documents.”

A= at least 90% of total points possible

B= at least 80% of total points possible

C=at least 70% of total points possible

D=at least 60% of total points possible

Course Requirements:

1. 2 two-hour online examinations. (40 points each, 80 total). Students will receive written feedback from the instructor on each exam question. Students will be given the opportunity to rewrite the first exam for grade replacement.
2. One final examination. (60 points)
3. Participation in class discussions, as described above. (30 points)
4. Participation in online discussions. There are 13 sessions. Each session is worth five points, for a total of 60 points. You may skip one without penalty. Choose wisely
5. One 8-10 page paper, to be submitted through Safe Assignments in Blackboard 60 points. Each student will make an initial submission and the instructor will provide detailed written feedback and a tentative grade. Each student will revise the paper based upon the feedback and will receive a final grade. Papers will be evaluated for content and for clarity of written communication. For this assignment, you must send an electronic copy to me at Sara.Zeigler@eku.edu by (time/date). (1) The document must be in Microsoft WORD; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very

rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.” 60 points

All exams will be in essay format and will be open-book, open-note. The take-home exam and the paper must be typewritten. Should you have questions regarding proper citation of sources, consult the instructor or refer to the guidelines provided under “Course Documents” in Blackboard.

Note on Evaluation of Written Work: I will evaluate each examination and paper based upon four major criteria, which will be equally weighted.

1. **Argument and Methods:** Each essay should offer a clearly defined thesis that is directly responsive to the prompt (for exams) or that explains the topic to be addressed in the paper. For a paper, the writer should define the process by which she or he will address the thesis topic. This component requires you to evaluate the theorists’ work, assessing the validity of the assumptions made and critiquing the arguments made based on those assumptions.

2. **Support:** Each essay should provide support for the claims articulated in the argument. In other courses, you may provide support through empirical means, such as survey data. In theoretical essays, you will provide support by offering sound reasoning, by applying your claims to either current or historical political problems and by rebutting obvious counterarguments.

3. **Competence or Knowledge:** Each essay should demonstrate an understanding of the theoretical works under discussion. You should be able to demonstrate an understanding of the content of the theorist’s work and how the principles outlined differ from the works of other theorists. You should also be able to articulate the political implications of the works.

4. **Communication:** Even if your argument is brilliant, no one will appreciate it unless you can communicate it effectively. For this reason, it is essential that you demonstrate your substantive knowledge in clearly organized, lucid and succinct essays. Once you begin to read the assignments for this class, you will understand how frustrating it can be to decipher disorganized and verbose essays. Lucid, well-organized writing is essential to effective communication and will be considered in evaluating written work. Writing will be assessed using the “Written Communication Rubric,” available under “Course Documents” in Blackboard.

Policies, Procedures, Admonitions and Advice:

1. **Attendance Policy:** The course is designed as a conference and the success of that format depends upon the presence of well-prepared conferees. Students who neglect to attend class demonstrate contempt for their classmates, the instructor and themselves. This will not be tolerated. More than eight unexcused absences may result in automatic failure of the course. Because I regard failure to fulfill responsibilities to one's group as a particularly egregious

dereliction of duty, each unexcused absence on a day when your group is "on" will count as two absences. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), documentable illness (yours or your child's) and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. Students who fail to attend class regularly should also expect such negligence to be reflected in their participation grades.

2. Preparation: Students who have not read the assigned texts are not welcome in class.

3. Make-up Examinations: As examinations will be available online for a period extending over several days, makeup examinations are given only under extraordinary circumstances.

4. Late Papers: A five-point per day penalty may be imposed on late papers. The take-home final may not be submitted after the deadline, except in emergencies (as defined by the instructor). If it is necessary for a student to submit a final exam after the deadline, the student may receive an Incomplete so that the submission of other students' grades will not be delayed.

5. 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 have an affirmative obligation to review and comply with all standards articulated on the ECU Academic Integrity website, in addition to the course specific standards outlined below.

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

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

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

If a student is found to have committed any of the above offenses, s/he will receive a failing grade on the assignment or in the course, depending upon the seriousness of the offense, in accordance with University policy. The offense will be referred to the Academic Integrity Office for investigation and imposition of sanctions.

Ignorance is no defense.

6. Use of Books and Notes during Examinations: All examinations are open-book, open-note. Guides such as “Cliff Notes” or “Encarta” (or anything in the genre) shall darken neither your door nor that of the classroom. Ever.

7. Extra credit: There is NO extra credit available in this class. Seek help when you need it (I really will help you) and take advantage of the opportunities to revise your work.

Student Learning Objectives and Assessment Methods:

Political Science Student Learning Objectives:

Critical Thinking: Students will become more discerning critical thinkers and observers of political events, personalities, messages and processes by applying theories and methodologies of political science and through effective oral and written communication. (departmentally approved objective)

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Substantive Knowledge: In their written work (paper, examinations and discussion postings), students will analyze the key concepts of different theoretical works and differentiate among foundational assumptions.

TENTATIVE SCHEDULE

In an actual syllabus, class meeting days would be listed, with each topic assigned to a particular day. The number of sessions varies depending upon holidays.

- ❑ Introduction, review of syllabus and requirements
- ❑ Arendt, Book II, Chapter 5 (A)
- ❑ Arendt, II, 6 (B). **Online.**
- ❑ Arendt, II, 9 (C).
- ❑ Arendt, III, 10 (D). **Online**
- ❑ Arendt, III, 11 (A).
- ❑ Arendt, III, 12 (B).
- ❑ Arendt, III, 13 (C). **Online**
- ❑ **First examination.**
- ❑ Rawls, Part I, sections 1-6 (D).
- ❑ Rawls, I, 10-13 (A). **Online**
- ❑ Rawls, I, 14-17 (B).
- ❑ Rawls, I, 18-23 (C).
- ❑ Rawls, I, 24-25 (D). **Online**
- ❑ Rawls, I, 26-30 (A).
- ❑ Rawls, II, sections 31-37 (B).
- ❑ Rawls, II, 38-40 (C). **Online**
- ❑ Nozick, pp. 201-212 in Contemporary Political Philosophy (D).
- ❑ Nozick, pp. 212-228 in Contemporary Political Philosophy (A)
- ❑ Hart, pp.281-288 in Contemporary Political Philosophy (B). **Online**
- ❑ Dworkin, pp. 289-301 in Contemporary Political Philosophy (C).
- ❑ Shue, pp. 302-316 in Contemporary Political Philosophy (D).
- ❑ Thomson, p. 317-326 in Contemporary Political Philosophy (A). **Online**
- ❑ **Second in-class examination.**
- ❑ Young, pp. 248-263 (B).
- ❑ Waldron, pp. 264-278 in Contemporary Political Philosophy (C). **Online**
- ❑ Walzer, Part I (D)
- ❑ Walzer, Part II (A)
- ❑ Walzer, Part III (B) **Online**
- ❑ Walzer, Part IV (C).
- ❑ Walzer, Part V (D). **Online**
- ❑ Foucault, pp. 541-548 in Contemporary Political Philosophy (A).
- ❑ Wasserstrom, pp. 549-574 in Contemporary Political Philosophy(B). **Online**
- ❑ Okin, pp. 575-590 in Contemporary Political Philosophy (C)
- ❑ Fraser and Gordon, pp. 591-606 in Contemporary Political Philosophy (D).
- ❑ Sen, pp. 473-483 in Contemporary Political Philosophy(A). **Online**
- ❑ **Papers Due, no new reading.**
- ❑ Minow, pp. 501-521 in Contemporary Political Philosophy (B).
- ❑ Arneson, pp. 522-537 in Contemporary Political Philosophy (C).

- Dahl, pp. 107-125 in Contemporary Political Philosophy (D). **Online**
- Sunstein, pp. 126-143 in Contemporary Political Philosophy (A/B).
- Elster, pp. 144-158 in Contemporary Political Philosophy (C/D).
- **Administration of Survey instrument, distribution of passwords for final exam.**
Attendance mandatory.

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

Proposal Approved by:	<u>Date</u>	
Departmental Committee	04/03/09	Graduate Council* <u>Date</u> 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 <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/21/09
General Education Committee*	N/A	Faculty Senate** 9/14/09
Teacher Education Committee*	N/A	Board of Regents** 9/19/09
		Council on Postsecondary Edu.*** N/A

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

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

A. 1. Specific action requested: To decrease the total number of hours required for a Bachelor of Arts degree in Paralegal Science from 128 to 120.

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: Reducing the total graduation credits from 128 to 120: Widespread discussions have occurred across Eastern Kentucky University's campus regarding the need for students to be able to graduate with a basic undergraduate degree in 4 years by taking a full load (15 credits/semester). This action within the Paralegal Program would align us with many of our peers nationally who are seeking to achieve the same outcome. We are able to make this change while maintaining the integrity of our program. By reducing free electives to 22 hours, students will be able to achieve this goal.

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

Personnel Impact:
None

Operating Expenses Impact:
None

Equipment/Physical Facility Needs:
None

Library Resources:

None

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Departmental Degree Requirements

Major Requirements40 hours

LAS 210, 220, 300, 320, 325, 350, 385, 399, 410 and 12
hours from LAS 330, 340, 360, 370, 380, 460 or 490.

Supporting Course Requirements12 hours

ACC 201, ENG 300, POL 101, and three hours from POL
460, 463, or 464.

General Education Requirements45 hours

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

2008 - 2009 ECU UNDERGRADUATE CATALOG

COLLEGE OF ARTS AND SCIENCES

84

University Requirement1 hour

ASO 100.

Free Electives30 22 hours

Total Curriculum Requirements~~128~~ 120 hours

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.)

STA 320 Applied Statistics II. (3) II. Prerequisite: STA 215 or 270 or COR 400 or CRJ 400 or ECO 220 ~~or ECO 848~~ or EPY 842 or HEA 450 or PLS 400 or PSY 291 or QMB 200. ~~Cross-listed as ECO 320.~~ Review of estimation and hypothesis testing, simple and multiple regression, model building, analysis of variance, contingency tables, elementary experimental design, classical time series analysis, and use of statistical software ~~packages~~. Credit will not be awarded to students who have credit for ~~ECO 320 or~~ ECO 848 or EPY 843 or PSY 301 or QMB 300 or QMB 850 or STA 271 or STA 500.

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)*
STA	320	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
B	3		SO _____	SR _____
T	3			
V	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	STA 215 or 270 or COR 400 or CRJ 400 or ECO 220 or ECO 848 or EPY 842 or
Course Prefix and No.	HEA 450 or PLS 400 or PSY 291 or QMB 200.
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	Credit will not be awarded to students who have credit for ECO 320 or ECO
Course Prefix and No.	848 or EPY 843 or PSY 301 or QMB 300 or QMB 850 or STA 271 or STA 500.
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3) X	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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>Mathematics and Statistics</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>STA 500</u> *Course Title (30 characters) <u>Applied Statistical Inference</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>August 19, 2008</u>		Graduate Council* <u>NA</u> Council on Academic Affairs _____ Approved ____ Disapproved ____ <u>WITHDRAWN</u> Faculty Senate** <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>
Departmental Committee _____		Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>
College Curriculum Committee _____		
General Education Committee* _____		
Teacher Education Committee* _____		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be 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 the credit not allowed with ECO 320 since that course has changed, to remove the credit not allowed with STA 521 since that is inappropriate, and to clean up catalog language; 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 is a change to update course equivalencies based on course changes across campus.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact Operating Expenses Impact: No impact Equipment/Physical Facility Needs: No impact Library Resources: No impact	

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.)

STA 500 Applied Statistical Inference. (3) A. Designed for students in all areas. A general background in statistical methods including normal distributions, point and interval estimation, hypothesis testing, linear correlation and regression, analysis of variance, and use of statistical software ~~analysis packages~~. Credit will not be awarded to students who have credit for ~~ECO 320 or~~ ECO 848 or EPY 843 or PSY 301 or QMB 300 or QMB 850 or STA 271 or STA 320 ~~or STA 521~~.

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)*
STA	500	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
B	3		SO _____	SR _____
T	3			
V	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	Credit will not be awarded to students who have credit for ECO 320 or ECO 848 or
Course Prefix and No.	EPY 843 or PSY 301 or QMB 300 or QMB 850 or STA 271 or STA 320 or STA 521.
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Mathematics and Statistics Arts and Sciences STA 700 Applied Statistical Inference _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee August 19, 2008 Graduate Council* NA <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee _____ Approved ____ Disapproved ____ WITHDRAWN General Education Committee* _____ Faculty Senate** NA Teacher Education Committee* _____ Board of Regents** NA Council on Postsecondary Edu.*** NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To remove the credit not allowed with ECO 320 since that course has changed, to remove the credit not allowed with STA 521 since that is inappropriate, and to clean up catalog language;	
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 is a change to update course equivalencies based on course changes across campus.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact Operating Expenses Impact: No impact Equipment/Physical Facility Needs: No impact Library Resources: No impact	

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.)

STA 700 Applied Statistical Inference. (3) A. Designed for students in all areas. A general background in statistical methods including normal distributions, point and interval estimation, hypothesis testing, linear correlation and regression, analysis of variance, and use of statistical software ~~analysis packages~~. Credit will not be awarded to students who have credit for ~~ECO 320 or~~ ECO 848 or EPY 843 or PSY 301 or QMB 300 or QMB 850 or STA 271 or STA 320 ~~or STA 521~~.

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)*
STA	700	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
B	3		SO _____	SR _____
T	3			
V	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	Credit will not be awarded to students who have credit for ECO 320 or ECO 848 or
Course Prefix and No.	EPY 843 or PSY 301 or QMB 300 or <u>QMB 850 or</u> STA 271 or STA 320 or STA 521.
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Mathematics and Statistics</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>MAE 301</u> *Course Title (30 characters) <u>Math for Elem Teachers III</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 4-29-09	<u>Date</u> _____
		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	N/A	5/21/09
Teacher Education Committee*	4/28/2009	Faculty Senate**
		N/A
		Board of Regents**
		N/A
		Council on Postsecondary Edu.***
		N/A

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be 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 follow-up course to MAT 201 and MAT 202 for Elementary Teaching Majors. A. 2. Effective date: (Example: Fall 2001) Spring 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This course is part of a comprehensive initiative to strengthen the mathematical content and pedagogical knowledge of pre-service elementary teachers.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: This course can be taught by personnel in the Department of Mathematics and Statistics without overload implications. Operating Expenses Impact: Meets needs of College of Arts and Sciences and the College of Education. Equipment/Physical Facility Needs: N/A Library Resources: N/A	

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

MAE 301 Mathematics for Elementary Teachers III (3) A. Prerequisites: MAT 107, MAT 201, and MAT 202, with a C or better in each. Selected topics from Geometry, Algebra, Probability and Statistics, Problem Solving, and Technology will be studied in-depth. Both mathematics content and teaching pedagogy will be examined. Credit does not apply toward Middle Grades Mathematics Teaching degree content requirements.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MAE	301	Spring 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. N/A	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 27	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ 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 N/A		
		Internship N/A		
		Independent Study N/A		
		Practicum N/A		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	N/A
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	MAT 107 (C)
Course Prefix and No.	MAT 201 (C), MAT 202 (C)
Test Scores/Other	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

DEPARTMENT OF MATHEMATICS AND STATISTICS
MAE 301 Mathematics for Elementary Teachers III
Day/Date TBA
Spring 2010 Syllabus

Instructor: Dr. Robert Thomas
E-mail: robert.thomas@eku.edu
Office Hours: TBA

Course Website: Blackboard
Office: Wallace 302
Office Phone: 859-622-2964

Catalogue Description	<i>Prerequisites:</i> MAT 107, MAT 201 and MAT 202. Selected topics from Geometry, Algebra, Probability and Statistics, Problem Solving, and Technology will be studied in-depth. Both mathematics content and teaching pedagogy will be examined. (3 credit hours)
Required Text & Materials	Textbook: TBA Calculator: A scientific calculator with two-variable statistical functions. The instructor will use a TI-83 or TI-84. Compass, Protractor, Ruler, Selected Manipulatives
Student Learning Outcomes	<p>Upon successfully completing MAE 203, the student should be able (to):</p> <p>Geometry:</p> <ol style="list-style-type: none"> 1. Provide an in-depth background in plane Euclidean Geometry as preparation for teaching geometric concepts which are included in the elementary school mathematics curriculum 2. Develop proficiency in geometric problem solving and geometric applications including the use of geometric concepts which aid in understanding some topics in arithmetic <p>Algebra:</p> <ol style="list-style-type: none"> 3. To understand the basic concepts of Pre-Algebra, Algebra and the prerequisite knowledge required for students to be successful in the study of these subjects 4. To understand the teaching of the following topics: linear, quadratic, rational, radical, exponential, and logarithmic functions. (Graphing and applications will be emphasized) <p>Problem solving:</p> <ol style="list-style-type: none"> 5. Understand Polya's problem solving rubric with applications to elementary mathematics teaching and learning 6. Understand present day and historical applications of mathematics to problems in life, behavioral, and managerial sciences, as well as problems in mathematics <p>Probability and Statistics:</p> <ol style="list-style-type: none"> 7. Understand and integrate statistical knowledge to deepen the understanding of, and inform choices about, issues of personal and public importance, with a focus on education 8. Understand and correctly apply rules of probability <p>Technology:</p> <ol style="list-style-type: none"> 9. Understand the ways to properly use technology in the mathematics classroom 10. Through the use of technology, students will better understand several mathematical topics with a deeper understanding

Course Topics	<p><i>This course will cover and expand on the knowledge of the following topics:</i></p> <ul style="list-style-type: none"> - Geometric and Algebraic Problem Solving, Parallel Lines and Quadrilaterals - Geometric Shapes and Measurement, Perimeter, Area, Volume, Circles - Reasoning, Congruence, Similarity and Right Triangle Trigonometry - Coordinate and Transformation Geometry, Geometric Drawings and Constructions - Understanding and applying Polya's Problem Solving Rubric with modifications for young learners - Performing operations on functions - Finding the slope and equation of a line, the distance between two points - Graphing linear, quadratic, rational, radical, exponential, and logarithmic functions - Applying algebraic techniques to solve a variety of application problems - Evaluating software and websites for use in the mathematics classroom - Using research on the use of technology in the mathematics classroom to inform best teaching practices. - Analyzing and describing data sets using graphs and numerical summaries. - Applying rules of probability; Interpret output from a software analysis package - Computing and interpreting confidence intervals; Conducting tests of hypotheses and drawing relevant conclusions - Exploring trends, concepts, and issues involved in modern mathematics programs - Examining Research Findings
Withdrawal	<p>The last day to withdraw from this class is March 22, 2010.</p>
Late Work	<p>Late homework may be accepted at the discretion of the instructor with a possible penalty. Otherwise, late work can result in a zero grade.</p>
Homework & Course Expectations	<p>Homework assignments will be given to insure adequate understanding of the material being covered and should be completed before the next class period except when otherwise specified by the instructor. Exam questions will be based on homework assignments, class discussions, and other related course work. A <u>minimum</u> of two to three hours outside of class studying for each hour in class is expected for this course.</p>
Attendance Policy	<p>Each student must attend class regularly. Success in understanding mathematics is closely related to regular class attendance. Group work and use of manipulatives are important aspects of this course and may not be as meaningful outside of class. Absences in excess of 10% of the scheduled class meetings (either excused or unexcused) may result in a lower course grade. Students are responsible for all announcements made in class.</p>
Procedure for Class Absences	<p>If a student is absent on the day of an exam, the student is responsible for scheduling a time with the instructor to make up the exam within one week of the absence. Homework should be turned in prior to the next class. Failure to complete the tasks within the given time frame will result in a zero. Please make every effort to inform the instructor prior to class if you will be absent.</p>
Help Available	<p>The Mathematics and Statistics Tutoring Center is located in Wallace 342, (859) 622-6508 V/TTY. This service includes tutoring, computer assisted instruction, videotape instruction, and instructional materials and is provided free of charge by the Department of Mathematics and Statistics. The staff will assist with homework completion, improving study skills, decreasing mathematics anxiety, and test preparation. Students are encouraged to take advantage of this facility. Current hours, locations, and phone numbers for the tutoring facilities on campus are found at http://www.advising.eku.edu/tutoring/hours/.</p>

Services for Individuals with Disabilities	<p>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.</p>
Academic Honesty and Responsibility	<ol style="list-style-type: none"> 1. Anyone violating the usual standards for academic honesty, for example, anyone attempting to obtain or exchange information regarding any quiz or test, or anyone using a fraudulent excuse to qualify for a make-up, may receive a course grade of 'F'. 2. Anyone behaving in a disruptive manner or refusing to follow the usual standards for academic behavior may be barred from attending class and may receive a course grade of 'F'. <p>Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.</p>
Department Policies	<ul style="list-style-type: none"> - During class, cell phones and pagers must be turned off or set to a silent mode. - During resource-limited activities, such as in-class exams, students may not use the calculator function of a wireless communication device such as a cell phone or PDA. - Any student enrolling in a multiple section course for which s/he has already received a grade of "D", "F", or "W" from the instructor who is teaching the section may change to a section taught by a different instructor by seeing the Chair of the Department of Mathematics and Statistics. This change must be completed by the end of the drop/add period.

**On-Line
Component of
MAE 301**

This course will be web-enhanced.

You will be required to use Blackboard as a portion of this class. In order to do this, you must activate your student email account.

By the end of the first week you must have logged into Blackboard and

1. entered your username for receiving email
2. made your email address visible on the class roster.
3. Answer the discussion question.
4. Respond to each of the other student responses.

If you have not used Blackboard previously, please see the instructions sheet.

Students are expected to check their e-mail at least every other day.

(Once a day is recommended)

When you use email, you **MUST** include your name in the body of the email and the course you are taking. Some people have usernames that seem to have little connection with the person sending the email. If, during the semester, you change your username, you **MUST** also change it within Blackboard

The computer keeps track of student use of Blackboard; the instructor has access to how much use you made of this online component.

All notification of grades will be done via the returned work and via Blackboard.

Grading Policy

The final course grade will be based on the points earned throughout the semester as follows:

	Possible Points	Grading Scale
Homework & Selected Tasks	100 points	A → 90 – 100% (720–800 points)
Course Projects	100 points	B → 80 – 89% (640–719 points)
Presentations	100 points	C → 70 – 79% (560–639 points)
Exams (100 points each)	300 points	D → 60 – 69% (480–559 points)
Final Exam	200 points	F → 0 – 59% (0–479 points)
Total Points	800 points	

Note: Midterm grades will be available through the EKUDirect system.

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.)

MAE 305 Problem Solving and Technology. (3) A. Prerequisite: MAT 201. Pre/Corequisite: MAT 202.
Problem solving including the use of iteration, recursion, and conditional statements. Graphing calculators and other technology appropriate in the mathematics classroom will be addressed.

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)*	
MAE	305	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
3	Lecture _____	Laboratory _____	Other _____		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
1	3	N	FR _____	JR _____	
B	3		SO _____	SR _____	
T	3				
V	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY		
W	3				
					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.	MAT 201
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.	MAT 202 is a prerequisite with concurrency.
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 Mathematics and Statistics
Spring 2010
MAE 305 Problem Solving and Technology
Dr. Margaret A. Yoder CRN 23281

Please feel free to contact me any time. You may do this in several ways:

Come to my office: **Wallace 306**

M 8:15 – 8:45, 1:15 – 2:45

T 8:15 – 9:15, 11:00 – 12:30, 1:45 – 2:45

W 8:15 – 8:45, 10:10 – 11:10, 1:15 – 2:45

R 8:15 – 9:15, 11:00 – 11:30

F 8:15 – 8:45

Other hours are available by appointment.

Call me: 622 – 1618 (Voice mail is available)

e-mail me: margaret.yoder@eku.edu

Course Meetings: TR, 9:30 am – 10:45 am. On inclement weather days, we will meet from 11:10 am – 12:10 pm.

COURSE CONTENTS

Prerequisite: MAT 201 **Pre or Corequisite:** MAT 202

Course Description: Problem solving including the use of iteration, recursion, and conditional statements. Graphing calculators and other technology appropriate in the mathematics classroom will be addressed.(3 credit hours)

Student Learning Outcomes: This course will enable students to use technology more effectively in the mathematics classroom. In addition, through the use of technology, students will explore several mathematical topics and deepen their understanding.

Specifically, students completing this course will be able to

1. Solve mathematical problems using technology.
2. Discuss ways to properly use technology in the mathematics classroom and dangers of using technology in the mathematics classroom.
3. Use research on the use of technology in the mathematics classroom to inform their teaching practices.
4. Create artifacts for use in the mathematics classroom with technology.
5. Describe ways to use technology to aid in classroom management.
6. Evaluate web sites for use in the mathematics classroom.
7. Evaluate software for use in the mathematics classroom.
8. Write programs using iteration, recursion, and conditional statements.

Required Materials:

- TI graphing calculator. A TI-73 is recommended. A TI-83 or a TI-84 is acceptable.
- Graph-Link (to connect the graphing calculator to a computer)

ON-LINE COMPONENT OF MAE 305

- You will be required to use Blackboard. If you have not used Blackboard previously, please see me for instructions. The computer keeps track of student use of Blackboard; the instructor has access to this.
- Students are expected to check their e-mail at least twice a week. When you use email, you MUST include your name in the body or subject of the email. If, during the semester, you change your email, you MUST also change it within Blackboard.

ATTENDANCE

Attendance is extremely important. Some class activities are extremely difficult to make up.

What to do when unavoidably absent:

- If at all possible, inform me prior to missing class. (email or voice mail messages on the day of class are sufficient.)
- If you have missed a class, you are expected to check the Assignments section of Blackboard. You are expected to complete these assignments and you will not receive extended time. You are also expected to check the Lectures section of Blackboard for any notes or other information that was distributed in class.
- If you missed a class activity, check the Lectures section of Blackboard for any worksheet or other necessary directions. You must complete the work by the next class meeting. For some class activities, making up the work is not possible, although with a valid excuse, you can be given an alternate activity, which will most likely be more difficult than the original activity.
- If you miss an exam, you will not be allowed to make it up unless you notified me **prior** to missing the test with a valid excuse. Notification by email or voice mail is sufficient. Makeup exams are at least as difficult as the original exam.
- Unexcused absences affect your participation grade as shown in the grading rubric below.

GRADING

Earning credit:

- The participation grade is 100 points. All assignments will be rated as unacceptable, acceptable, acceptable but late, or excellent and on time. A substantial assignment that is acceptable will carry suggestions for improvement and may be resubmitted. Assignments rated as unacceptable will carry suggestions for improvement and must be resubmitted. At the end of the semester, a student who still has not completed all assignments will receive 0 for participation, a student who has turned in more than 3 assignments late will receive between 70 and 79 points (scaled according to the number of excellent assignments) and other students will receive between 80 and 100 points (scaled according to the number of excellent assignments). Each unexcused absence lowers the participation grade by 5 points after it is calculated as describe above.
- The midterm exam is worth 100 points and will be held during class on March 5.
- The comprehensive final exam is worth 100 points and is May 7, 8:00 am – 10:00 am.

Midterm Grades:

The midterm grade will be the average of the midterm exam grade and the participation grade as of March 7. Midterm Grades will be posted on EKUDirect by March 7, and the last day to withdraw from this course is March 20.

Course Grade:	A	B	C	D
Minimum Requirement:	270 points	240 points	210 points	180 points

POLICIES**Academic Integrity**

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Disability Accommodation

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building, Room 361, by email at disserv@eku.edu, or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Department Policies

- During class, cell phones and pagers must be turned off or set to a silent mode.
- Any student enrolling in a multiple section course for which s/he has already received a grade of "D," "F," or "W" from the instructor who is teaching the section may change to a section taught by a different instructor by seeing the Chair of the Department of Mathematics and Statistics. This change must be completed by the end of the drop/add period.

Behavior

- Anyone violating the usual standards for academic honesty, for example, anyone attempting to obtain or exchange information regarding any quiz or test, or anyone using a fraudulent excuse to qualify for a make-up, may receive a course grade of "F." Cheating includes buying, selling, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations it includes receiving information from other students or other students' exams and referring to unauthorized notes or other written information in any form including electronic (e.g., information stored in graphing calculators).
- Anyone behaving in a disruptive manner or refusing to follow the usual standards for academic behavior may receive a course grade of "F" and may be barred from attending class.

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Mathematics and Statistics</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MAE 480</u> *Course Title (30 characters) <u>Math Ed Seminar: _____</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>4/7/2009</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 _____ Approved <input checked="" type="checkbox"/> Disapproved _____ <u>5/21/09</u> General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>4/28/2009</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 create a special topics course for topics that are suitable for education majors. 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: We want to reserve the existing MAT 480 Seminar for topics which will fulfill an elective in the mathematics degree and create a new course, MAE 480 for topics which would appeal to elementary and middle school majors with math emphasis.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact Operating Expenses Impact: No impact Equipment/Physical Facility Needs: No impact Library Resources: No impact	

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.)

MAE 480 Math Ed Seminar: _____ . (1 - 3) A. Prerequisite: departmental approval. Advanced undergraduate topics in mathematics education. May be retaken to a maximum of nine hours, provided the topics are different.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~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)*
MAE	480	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 9	
1 - 3	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)	
1	1 - 3	N, A	FR _____ JR _____	
B	1 - 3		SO _____ SR _____	
T	1 - 3			
V	1 - 3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
W	1 - 3			
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	<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)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

EASTERN KENTUCKY UNIVERSITY
Department of Mathematics and Statistics
Spring 2010

MAE 480 Math. Ed. Seminar: Technology
Dr. Margaret A. Yoder CRN 23281

Please feel free to contact me any time. You may do this in several ways:

Come to my office: **Wallace 306**

M 8:15 – 8:45, 1:15 – 2:45

T 8:15 – 9:15, 11:00 – 12:30, 1:45 – 2:45

W 8:15 – 8:45, 10:10 – 11:10, 1:15 – 2:45

R 8:15 – 9:15, 11:00 – 11:30

F 8:15 – 8:45

Other hours are available by appointment.

Call me: 622 – 1618 (Voice mail is available)

e-mail me: margaret.yoder@eku.edu

Course Meetings: TR, 9:30 am – 10:45 am. On inclement weather days, we will meet from 11:10 am – 12:10 pm.

COURSE CONTENTS

Catalog Description: MAE 480 Math Ed Seminar: _____ . (1 - 3) A. Prerequisite: departmental approval. Advanced undergraduate topics in mathematics education. May be retaken to a maximum of nine hours, provided the topics are different.

Course Description: **This semester the topic is technology.** This course will enable students to use technology more effectively in the mathematics classroom. In addition, through the use of technology, students will explore several mathematical topics and deepen their understanding.

Student Learning Outcomes: This course will enable students to use technology more effectively in the mathematics classroom. In addition, through the use of technology, students will explore several mathematical topics and deepen their understanding.

Specifically, students completing this course will be able to

1. Use spreadsheets to calculate grades, including weighting, dropping low scores, and averages.
2. Discuss ways to properly use technology in the mathematics classroom and dangers of using technology in the mathematics classroom.
3. Use research on the use of technology in the mathematics classroom to inform their teaching practices.
4. Create artifacts for use in the mathematics classroom with technology.
5. Use conditional formatting in a spreadsheet to give instant feedback to students.
6. Evaluate web sites for use in the mathematics classroom.
7. Evaluate software for use in the mathematics classroom.
8. Use PowerPoint to create flashcard type activities

Required Materials:

- TI graphing calculator. A TI-73 is recommended. A TI-83 or a TI-84 is acceptable.
- Graph-Link (to connect the graphing calculator to a computer)

ON-LINE COMPONENT OF MAE 480

- You will be required to use Blackboard. If you have not used Blackboard previously, please see me for instructions. The computer keeps track of student use of Blackboard; the instructor has access to this.
- Students are expected to check their e-mail at least twice a week. When you use email, you **MUST** include your name in the body or subject of the email. If, during the semester, you change your email, you **MUST** also change it within Blackboard.

ATTENDANCE

Attendance is extremely important. Some class activities are extremely difficult to make up.

What to do when unavoidably absent:

- If at all possible, inform me prior to missing class. (email or voice mail messages on the day of class are sufficient.)
- If you have missed a class, you are expected to check the Assignments section of Blackboard. You are expected to complete these assignments and you will not receive extended time. You are also expected to check the Lectures section of Blackboard for any notes or other information that was distributed in class.
- If you missed a class activity, check the Lectures section of Blackboard for any worksheet or other necessary directions. You must complete the work by the next class meeting. For some class activities, making up the work is not possible, although with a valid excuse, you can be given an alternate activity, which will most likely be more difficult than the original activity.
- If you miss an exam, you will not be allowed to make it up unless you notified me **prior** to missing the test with a valid excuse. Notification by email or voice mail is sufficient. Makeup exams are at least as difficult as the original exam.
- Unexcused absences affect your participation grade as shown in the grading rubric below.

GRADING

Earning credit:

- The participation grade is 100 points. All assignments will be rated as unacceptable, acceptable, acceptable but late, or excellent and on time. A substantial assignment that is acceptable will carry suggestions for improvement and may be resubmitted. Assignments rated as unacceptable will carry suggestions for improvement and must be resubmitted. At the end of the semester, a student who still has not completed all assignments will receive 0 for participation, a student who has turned in more than 3 assignments late will receive between 70 and 79 points (scaled according to the number of excellent assignments) and other students will receive between 80 and 100 points (scaled according to the number of excellent assignments). Each unexcused absence lowers the participation grade by 5 points after it is calculated as describe above.
- The midterm exam is worth 100 points and will be held during class on March 5.
- The comprehensive final exam is worth 100 points and is May 7, 8:00 am – 10:00 am.

Midterm Grades:

The midterm grade will be the average of the midterm exam grade and the participation grade as of March 7. Midterm Grades will be posted on EKUDirect by March 7, and the last day to withdraw from this course is March 20.

Course Grade:	A	B	C	D
Minimum Requirement:	270 points	240 points	210 points	180 points

POLICIES**Academic Integrity**

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Disability Accommodation

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building, Room 361, by email at disserv@eku.edu, or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Department Policies

- During class, cell phones and pagers must be turned off or set to a silent mode.
- Any student enrolling in a multiple section course for which s/he has already received a grade of "D," "F," or "W" from the instructor who is teaching the section may change to a section taught by a different instructor by seeing the Chair of the Department of Mathematics and Statistics. This change must be completed by the end of the drop/add period.

Behavior

- Anyone violating the usual standards for academic honesty, for example, anyone attempting to obtain or exchange information regarding any quiz or test, or anyone using a fraudulent excuse to qualify for a make-up, may receive a course grade of "F." Cheating includes buying, selling, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations it includes receiving information from other students or other students' exams and referring to unauthorized notes or other written information in any form including electronic (e.g., information stored in graphing calculators).
- Anyone behaving in a disruptive manner or refusing to follow the usual standards for academic behavior may receive a course grade of "F" and may be barred from attending class.

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 383</u> *Course Title <u>(30 characters)</u> <u>Orchestration</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	04/10/09	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee		Council on Academic Affairs 5/21/09
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____ NA
Teacher Education Committee*	NA	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a prerequisite for this course A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: There is no prerequisite in the catalog for this course. It was intended as a junior level course for students that have had courses in music theory.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

MUS 383 Orchestration (3) I, II. Prerequisite: MUS 182. Survey of ranges, timbres, and characteristics of orchestral instruments. Scoring for choirs and full orchestra.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strikethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	383	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"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0-1	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			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>MUS 182</u>
Course Prefix and No.	

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 425</u> *Course Title <u>(30 characters)</u> <u>Concert Choir</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																																				
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td></td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td></td> <td style="text-align: center;">5/21/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>			<u>Date</u>	Departmental Committee	9/12/08	Graduate Council*		NA	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs			College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved _____		5/21/09	General Education Committee*	NA	Faculty Senate**		NA	Teacher Education Committee*	NA	Board of Regents**		NA			Council on Postsecondary Edu.***		NA
	<u>Date</u>			<u>Date</u>																																	
Departmental Committee	9/12/08	Graduate Council*		NA																																	
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs																																			
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved _____		5/21/09																																	
General Education Committee*	NA	Faculty Senate**		NA																																	
Teacher Education Committee*	NA	Board of Regents**		NA																																	
		Council on Postsecondary Edu.***		NA																																	
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																																					

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a 0 credit option for this course A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Students are required to participate in large ensembles as part of our accreditation with NASM and part of the music scholarship requirements. The additional 1 credit will sometimes cause students to go over their allowed credits. The 0 credit option allows students to take the course and have it appear on their transcript without adding hours.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

MUS 425 Concert Choir (0-1) I, II. Prerequisite: MUS 225. Rehearsal and performances of choral literature. Course may be retaken.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strikethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	425	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"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0-1	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N (1 credit)	FR _____	JR _____
		P (0 credit)	SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 426</u> *Course Title <u>(30 characters)</u> <u>University Singers</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																																				
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/12/08</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td></td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td></td> <td style="text-align: center;">5/21/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>			<u>Date</u>	Departmental Committee	9/12/08	Graduate Council*		NA	<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs			College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved _____		5/21/09	General Education Committee*	NA	Faculty Senate**		NA	Teacher Education Committee*	NA	Board of Regents**		NA			Council on Postsecondary Edu.***		NA
	<u>Date</u>			<u>Date</u>																																	
Departmental Committee	9/12/08	Graduate Council*		NA																																	
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs																																			
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved _____		5/21/09																																	
General Education Committee*	NA	Faculty Senate**		NA																																	
Teacher Education Committee*	NA	Board of Regents**		NA																																	
		Council on Postsecondary Edu.***		NA																																	
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																																					

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a 0 credit option for this course A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Students are required to participate in large ensembles as part of our accreditation with NASM and part of the music scholarship requirements. The additional 1 credit will sometimes cause students to go over their allowed credits. The 0 credit option allows students to take the course and have it appear on their transcript without adding hours.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

MUS 426 University Singers (0-1) I, II. Prerequisite: MUS 226. Rehearsal and performances of music for vocal ensemble. Concerts given both on and off campus. By audition only. May be retaken.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strikethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	426	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"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0-1	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N (1 credit)	FR _____	JR _____
		P (0 credit)	SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

Test Scores _____

Minimum GPA (when a course grouping or student cumulative GPA is required) _____

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 480</u> *Course Title <u>(30 characters)</u> <u>Form and Analysis</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	04/10/09	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee		Council on Academic Affairs <u>5/21/09</u>
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*	NA	Faculty Senate** <u>NA</u>
		Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a prerequisite for this course A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: There is no music course prerequisite in the catalog for this course. It was intended as a junior or senior level course for students that have had courses in music theory.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

MUS 480 Form and Analysis (3) I, II. Prerequisites: MUS 281 and junior standing in music. In-depth study of the materials of form from the motive through large structures.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	480	Fall 2009	AS X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0-1	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			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>Prerequisites: MUS 281</u> and junior standing in music
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 (TCAC, "S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Philosophy and Religion <hr/> College Arts & Sciences <hr/> *Course Prefix & Number PHI 552 <hr/> *Course Title (30 characters) Modern Political Theory <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	March 19, 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		Approved Disapproved	WITHDRAWN
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change catalog language to ensure that students cannot receive credit for the W and non-W versions of the same 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: To ensure that students cannot receive credit for the W and non-W versions of the same 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:	

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

PHI 552 Modern Political Theory. (3) A. Cross-listed as POL 552. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for POL 552, POL 552W or PHI 552W.

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)*
PHI	552	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"/>	PHRE
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 38	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	Credit not allowed with POL 552, POL 552W or PHI 552W.
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3) X
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

PHI 552 (cross-listed as POL 552)
Modern Political Theory
3 hours
Phone: 859-622-5931(POL)
859-264-1146(home)
Sara.Zeigler@eku.edu
www.people.eku.edu/zeiglers

Dr. . Zeigler
Fall 2007
Office : 113 McCreary

Messages may be left with the department secretary (McCreary 113) or on my machine at home. I do not mind being called at home, but please limit such calls to reasonable hours. I check e-mail daily.

Course Objectives and Procedures:

The search for truth is more precious than its possession.
-Albert Einstein

All great truths begin as blasphemies.
-George Bernard Shaw

We will spend the semester struggling with the political questions that preoccupy modern political theorists, thus building a strong foundation in the key concepts and works of modern political thought. Through discussion and writing, students will acquire an understanding of the assigned texts, analyze the questions posed by the theorists and critically evaluate the answers provided. Active participation by students prepared to engage in rigorous (yet civil) discussions of the texts is a necessary component of the course. Students are encouraged to voice reactions and criticisms freely, regardless of whether their remarks coincide with the views of classmates, theorists, or the instructor.

Catalog Copy: POL 552: Modern Political Theory. (3) A. Cross-listed as PHI 552. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552, PHI 552W or POL 552W.

Drop Date: _____. You will receive written feedback on your first exam prior to this date.

The following required text is available in the bookstore or through online vendors..

Wootton, David (ed). 1996. Modern Political Thought: Readings from Machiavelli to Nietzsche. Indianapolis: Hackett Publishing.

Any additional readings will be distributed by the instructor or made available on the web page.

Students will be divided into four groups, A, B, C, and D. Each day, one group will be responsible for explaining and defending the text, while other class members pose questions and

criticisms. Each class session will commence with a brief (5-10 minutes) overview of the key arguments made in the assigned reading. This overview will be provided by members of the group assigned to explain the text. Group members may divide the assignment among themselves for purposes of presentation or may alternate presentation responsibilities. Duties should be divided evenly among group members and members are strongly encouraged to discuss the texts and the overview outside of class.

On Fridays, class sessions will be conducted online. The group responsible for the presentation that day will be responsible for posing discussion questions in the forum on Blackboard. Each group member must pose at least one GOOD question no later than 10am on Friday. Each class member must respond to at least two discussion questions, posting responses online. The threaded discussions will begin on Friday – students will have until Monday at 10:10am (class time) to post responses. Participation in online discussions will be graded. Responses must meet a 400-word minimum.

University 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.

Grading Scale: All students should read the “Philosophy of Grading” document posted in Blackboard under “course documents.”

A= at least 90% of total points possible

B= at least 80% of total points possible

C=at least 70% of total points possible

D=at least 60% of total points possible

Course Requirements:

1. 2 one-hour online examinations. (30 points each, 60 total)
2. One take-home final examination. (60 points)
3. Participation in class discussions, as described above. (30 points)
4. Participation in online discussions. There are 13 sessions. Each session is worth five points, for a total of 60 points. You may skip one without penalty. Choose wisely
5. Paper Outline: 10 points
6. One 8-10 page paper, to be submitted through Safe Assignments in Blackboard 40 points.

All exams will be in essay format and will be open-book, open-note. The take-home exam and the paper must be typewritten. Should you have questions regarding proper citation of sources, consult the instructor.

Lucid, well-organized writing is essential to effective communication and will be considered in evaluating written work.

Policies, Procedures, Admonitions and Advice:

1. **Attendance Policy:** The course is designed as a conference and the success of that format depends upon the presence of well-prepared conferees. Students who neglect to attend class demonstrate contempt for their classmates, the instructor and themselves. This will not be tolerated. More than eight unexcused absences may result in automatic failure of the course. Because I regard failure to fulfill responsibilities to one's group as a particularly egregious dereliction of duty, each unexcused absence on a day when your group is "on" will count as two absences. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), documentable illness (yours or your child's) and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. Students who fail to attend class regularly should also expect such negligence to be reflected in their participation grades.
2. **Preparation:** Students who have not read the assigned texts are not welcome in class.
3. **Make-up Examinations:** As examinations will be available online for a period extending over several days, makeup examinations are given only under extraordinary circumstances.
4. **Late Papers:** A five-point per day penalty may be imposed on late papers. The take-home final may not be submitted after the deadline, except in emergencies (as defined by the instructor). If it is necessary for a student to submit a final exam after the deadline, the student may receive an Incomplete so that the submission of other students' grades will not be delayed.

5. **Academic Integrity:**

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku. Questions regarding the policy may be directed to the Office of Academic Integrity. Students have an affirmative obligation to review and comply with all standards articulated on the EKU Academic Integrity website, in addition to the course specific standards outlined below.

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty is not tolerated and incidents of it will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

For the purposes of this course, academic dishonesty includes, but is not limited to, the following offenses:

- Claiming as your own work a paper written by another person
- Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas
- Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
- Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases
- Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved
- Using any external source (notes, books, other students, etc) for assistance during an exam, unless given permission to do so by the professor

If a student is found to have committed any of the above offenses, s/he will receive a failing grade on the assignment or in the course, depending upon the seriousness of the offense, in accordance with University policy. The offense will be referred to the Academic Integrity Office for investigation and imposition of sanctions.

Ignorance is no defense.

6. Use of Books and Notes during Examinations: All examinations are open-book, open-note. Guides such as "Cliff Notes" or "Encarta" (or anything in the genre) shall darken neither your door nor that of the classroom. Ever.

7. Extra credit: There is NO extra credit available in this class. Seek help when you need it (I really will help you) and get it right the first time!

Student Learning Objectives and Assessment Methods:

Political Science Student Learning Objectives:

Critical Thinking: Students will become more discerning critical thinkers and observers of political events, personalities, messages and processes by applying theories and methodologies of political science and through effective oral and written communication.

Substantive Knowledge: Students will acquire political literacy and will demonstrate understanding of the institutional processes and values that underpin political behavior and events.

Course Objectives:

Critical Thinking: Students will demonstrate an understanding of major contemporary political thinkers by analyzing the underlying principles, comparing and evaluating specific works and applying the concepts to contemporary political dilemmas.

Substantive Knowledge: In their written work (paper, examinations and discussion postings), students will analyze the key concepts of different theoretical works and differentiate among foundational assumptions.

TENTATIVE SCHEDULE

Aug 20: Introduction, review of syllabus and requirements
Aug 22: Machiavelli, Discourses, pp. 59-81. (A)
Aug 24: **ONLINE:** Machiavelli, Discourses, continued, pp. 81-91 (B)
Aug 27: Introduction to section, Calvin, pp. 93-121(C).
Aug 29: Hobbes pp. 121-132. (D)
Aug 31: **ONLINE:** Hobbes, pp. 132-158.(A)
Sept. 3: Labor Day
Sept. 5: Hobbes, pp. 159-172. (B)
Sept 7: **ONLINE:** Hobbes, pp.173-187 (C).
Sept 10: Hobbes, pp. 187-204. (D)
Sept 12: Hobbes, pp.204-222 (A)
Sept 14: **ONLINE:** Hobbes, pp. 222-248 (B).
Sept 17: **First Examination**
Sept. 19: Locke, pp.303-316. (C)
Sept. 21: **ONLINE** Locke, pp.316-334. (D)
Sept 24: Locke, pp. 334-349. (A)
Sept 26: Locke, pp. 349-363. (B)
Sept 28: **ONLINE** Locke, pp. 363-386.
Oct 1: Hume, pp. 387-396. (C).
Oct 3: Rousseau, 397-415 (D)
Oct 5: **ONLINE** Rousseau, pp. 415-448. (A)
Oct. 8: Fall Break
Oct 10: Rousseau, The Social Contract, pp.464-490. (B)
Oct 12: **ONLINE** Rousseau, The Social Contract, pp.490-514. (C)
Oct 15: Rousseau, The Social Contract, pp.514-534 (D)
Oct 17: Burke, pp. 551-572 (A).
Oct. 19:**ONLINE** Kant, pp. 573-577(B)
Oct. 22: Reading Day
Oct 24: : Bentham, 579-588. (C)
Oct. 26: **ONLINE** Bentham, 589-604 (D) **Last day to drop class.**
Oct 29: Mill, pp. 605-636(A). **Paper outline due in class.**
Oct 31: Mill, 636-648(B)
Nov 2: **ONLINE,** Mill, 648-672(C)
Nov 5 :Mill, 672-701 (D)

Nov 7: Mill, 701-719. (A)
Nov. 9: **Papers due. No new reading**
Nov.12 : Mill, 719-733. (B)
Nov. 14: Marx, 735-741, 790-797 (C).
Nov.16 : **ONLINE** Marx, 826-846 (D)
Nov. 19: **Second examination.**
Nov 21: Thanksgiving holiday
Nov 23: Thanksgiving holiday
Nov. 26: Marx, pp. 865-873 (A)
Nov 28: Nietzsche, pp;. 895-906(B)
Nov. 30: **ONLINE** Nietzsche, pp. 906-924(C).
Dec 3: Nietzsche, 924-946 (D).
Dec.5: Anarchism, Emma Goldman (web reading)
Dec 7: Review, distribution of take-home final exam (come to class).

The take-home final examination is due at the scheduled exam time for this class in the instructor's office or box. Students may, of course, return exams earlier than the deadline. The take-home exam is not intended to be a research paper - students should rely on course materials, discussions and their own intellectual abilities to respond to questions. Exams must be typed or word-processed.

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course (TCAC, "S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Philosophy and Religion <hr/> College Arts & Sciences <hr/> *Course Prefix & Number PHI 553 <hr/> *Course Title (30 characters) Contemporary Political Theory <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> March 19, 2009	<u>Date</u> NA
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Departmental Committee		Graduate Council* NA
College Curriculum Committee		Council on Academic Affairs Approved _____ Disapproved _____ WITHDRAWN
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change catalog language to ensure that students cannot receive credit for the W and non-W versions of the same 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: To ensure that students cannot receive credit for the W and non-W versions of the same 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:

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

PHI 553 Contemporary Political Theory. (3) A. Cross-listed as POL 553. Examination of Western political theory from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for POL 553, POL 553W or PHI 553W.

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)*
PHI	553	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"/>	PHRE
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 38	
			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.	Credit not allowed with POL 553, POL 553W or PHI 553W.
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3) X
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

PHI 553 (cross-listed as POL 553)
Contemporary Political Theory
3 hours
859-622-5931 (office)

Dr. Zeigler
Fall 2008
Office: McCreary 113
Sara.Zeigler@eku.edu
people.eku.edu/zeiglers

Course Objectives and Procedures:

We will spend the semester struggling with the dominant questions addressed by the subfield of normative of political theory, thus building a strong foundation in the key concepts and works of contemporary political theory. Through discussion and writing, students will acquire an understanding of the assigned texts, analyze the questions posed by the theorists and critically evaluate the answers provided. Active participation by students prepared to engage in rigorous (yet civil) discussions of the texts is a necessary component of the course. Students are encouraged to voice reactions and criticisms freely, regardless of whether their remarks coincide with the views of classmates, theorists, or the instructor.

Catalog Copy: POL 553: Contemporary Political Theory. (3) A. Cross-listed as PHI 553. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553, PHI 553W or POL 553W.

Drop Date: _____. You will receive written feedback on your first exam prior to this date.

The following required texts are available in the bookstore.

Arendt, Hannah. *The Origins of Totalitarianism*
Goodin, Robert and Pettit, Philip (eds.) *Contemporary Political Philosophy: An Anthology*,
Second Edition
Rawls, John. *A Theory of Justice*
Walzer, Michael. *Just and Unjust Wars*

Any additional readings will be distributed by the instructor or made available on the web page.

Students will be divided into four groups, A, B, C, and D. Each day, one group will be responsible for explaining and defending the text, while other class members pose questions and criticisms. Each class session will commence with a brief (5-10 minutes) overview of the key arguments made in the assigned reading. This overview will be provided by members of the group assigned to explain the text. Group members may divide the assignment among themselves for purposes of presentation or may alternate presentation responsibilities. Duties should be divided evenly among group members and members are strongly encouraged to discuss the texts and the overview outside of class.

On Fridays, class sessions will be conducted online. The group responsible for the presentation that day will be responsible for posing discussion questions in the forum on Blackboard. Each group member must pose at least one GOOD question no later than 10:10am on Friday. Each class member must respond to at least two discussion questions, posting responses online. The threaded discussions will begin on Friday – students will have until Monday at 10:10 (class time)

to post responses. Participation in online discussions will be graded. Responses must meet a 200-word minimum per response, for a total of at least 400 words.

University 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.

Grading Scale:

A= at least 90% of total points possible

B= at least 80% of total points possible

C=at least 70% of total points possible

D=at least 60% of total points possible

Course Requirements:

1. 2 one-hour in-class examinations. (30 points each, 60 total)
2. One take-home final examination. (60 points)
3. Participation in class discussions, as described above. (30 points)
4. Participation in online discussions: Each session is worth five points, for a total of 60 points. There are 14 online discussions, so you may miss two sets of postings without penalty. Choose wisely.
5. One 8-10 page paper. 50 points.

All exams will be in essay format and will be open-book, open-note and will be conducted on Blackboard. The take-home exam and the paper must be typewritten. The paper must be submitted using Safe Assignments in Blackboard. Should you have questions regarding proper citation of sources, consult the instructor.

Lucid, well-organized writing is essential to effective communication and will be considered in evaluating written work.

Policies, Procedures, Admonitions and Advice:

1. Attendance Policy: The course is designed as a conference and the success of that format depends upon the presence of well-prepared conferees. Students who neglect to attend class demonstrate contempt for their classmates, the instructor and themselves. This will not be tolerated. More than eight unexcused absences may result in automatic failure of the course. Because I regard failure to fulfill responsibilities to one's group as a particularly egregious dereliction of duty, each unexcused absence on a day when your group is "on" will count as two absences. For the purposes of this course, "excused absences" include verifiable medical

or family emergencies, university approved activities (accompanied by a university excuse), documentable illness (yours or your child's) and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. Students who fail to attend class regularly should also expect such negligence to be reflected in their participation grades.

2. Preparation: Students who have not read the assigned texts are not welcome in class.

3. Make-up Examinations: Students who have an excused absence during the examination window will be permitted to take a make-up exam, to be scheduled by agreement of the student and instructor. The make-up exam may differ from the exam given to the class at the scheduled examination time. If the original exam was administered on Blackboard, the excuse must cover the entire period during which the exam was available for completion.

4. Late Papers: A five-point per day penalty may be imposed on late papers. The take-home final may not be submitted after the deadline, except in emergencies (as defined by the instructor).

5. 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. Students have an affirmative obligation to review and comply with all standards articulated on the EKU Academic Integrity website, in addition to the course specific standards outlined below.

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty is not tolerated and incidents of it will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

For the purposes of this course, academic dishonesty includes, but is not limited to, the following offenses:

- Claiming as your own work a paper written by another person
- Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas
- Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
- Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases

- Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved
- Using any external source (notes, books, other students, etc) for assistance during an exam, unless given permission to do so by the professor

If a student is found to have committed any of the above offenses, s/he will receive a failing grade on the assignment or in the course, depending upon the seriousness of the offense, in accordance with University policy. The offense will be referred to the Academic Integrity Office for investigation and imposition of sanctions.

Ignorance is no defense.

6. Use of Books and Notes during Examinations: All examinations are open-book, open-note. Guides such as “Cliff Notes” or “Encarta” (or anything in the genre) shall darken neither your door nor that of the classroom. Ever.

7. Student Obligation to Stay Informed: The primary means of communication, outside of classtime, will be via Blackboard and email. Students should check their email and the Blackboard course page at least every other day.

Student Learning Objectives and Assessment Methods:

Political Science Student Learning Objectives:

Critical Thinking: Students will become more discerning critical thinkers and observers of political events, personalities, messages and processes by applying theories and methodologies of political science and through effective oral and written communication. (departmentally approved objective)

Substantive Knowledge: Students will acquire political literacy and will demonstrate understanding of the institutional processes and values that underpin political behavior and events.

Course Objectives:

Critical Thinking: Students will demonstrate an understanding of major contemporary political thinkers by analyzing the underlying principles, comparing and evaluating specific works and applying the concepts to contemporary political dilemmas.

Substantive Knowledge: In their written work (paper, examinations and discussion postings), students will analyze the key concepts of different theoretical works and differentiate among foundational assumptions.

TENTATIVE SCHEDULE

August 25: Introduction, review of syllabus and requirements
August 27: Arendt, Book II, Chapter 5 (A)
August 29: Arendt, II, 6 (B). **Online.**
September 3: Arendt, II, 9 (C).
September 5: Arendt, III, 10 (D). **Online**
September 8: Arendt, III, 11 (A).
Sept. 10: Arendt, III, 12 (B).
Sept. 12: Arendt, III, 13 (C). **Online**
Sept. 15: **First examination.**
Sept. 17: Rawls, Part I, sections 1-6 (D).
Sept. 19: Rawls, I, 10-13 (A). **Online**
Sept. 22: Rawls, I, 14-17 (B).
Sept. 24: Rawls, I, 18-23 (C).
Sept. 26: Rawls, I, 24-25 (D). **Online**
Sept. 29: Rawls, I, 26-30 (A).
Oct 1: Rawls, II, sections 31-37 (B).
Oct 3: Rawls, II, 38-40 (C). **Online**
Oct. 6: Nozick, pp. 201-212 in Contemporary Political Philosophy (D).
Oct 8: Nozick, pp. 212-228 in Contemporary Political Philosophy (A)
Oct. 10: Hart, pp.281-288 in Contemporary Political Philosophy (B). **Online**
Oct. 13: Dworkin, pp. 289-301 in Contemporary Political Philosophy (C).
Oct. 15: Shue, pp. 302-316 in Contemporary Political Philosophy (D).
Oct. 17: Thomson, p. 317-326 in Contemporary Political Philosophy (A). **Online**
October 20: **Second in-class examination.**
Oct. 22: Young, pp. 248-263 (B).
Oct. 24: Waldron, pp. 264-278 in Contemporary Political Philosophy (C). **Online**
Oct 27: Walzer, Part I (D)
Oct. 29: Walzer, Part II (A)
Oct 31: Walzer, Part III (B) **Online**
Nov. 3 : Fall Break
Nov. 5: Walzer, Part IV (C).
Nov. 7: Walzer, Part V (D). **Online**
Nov. 10: **Paper Work Day**
Nov. 12: Foucault, pp. 541-548 in Contemporary Political Philosophy (A).
Nov 14: Wasserstrom, pp. 549-574 in Contemporary Political Philosophy(B). **Online**
Nov. 17: Okin, pp. 575-590 in Contemporary Political Philosophy (C)
Nov. 19: Fraser and Gordon, pp. 591-606 in Contemporary Political Philosophy (D).
Nov 21: Sen, pp. 473-483 in Contemporary Political Philosophy(A). **Online**
Nov. 24: **Papers Due, no new reading, no class meeting.**
Nov 25-28: **Thanksgiving**
Dec 1: Minow, pp. 501-521 in Contemporary Political Philosophy (B).
Dec 3: Arneson, pp. 522-537 in Contemporary Political Philosophy (C).
Dec. 5: Dahl, pp. 107-125 in Contemporary Political Philosophy (D). **Online**

Dec. 8: Sunstein, pp. 126-143 in Contemporary Political Philosophy (A/B).

Dec. 10: Elster, pp. 144-158 in Contemporary Political Philosophy (C/D).

Dec. 12: **Administration of Survey instrument, distribution of passwords for final exam.**

Attendance mandatory.

Editorial Change - Curriculum Form
(Present only one curriculum editorial change per form)
(Complete only the section(s) applicable.)

Part I

Department Name	Philosophy and Religion
College	Arts and Sciences
*Course Prefix & Number	PHI 752
*Course Title (30 characters)	Modern Political Theory
*Program Title	
	(Major ____, Option ____, Minor ____, or Certificate ____,)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: _____

Completion of A is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

To prevent students from receiving credit for both PHI 752 and POL 552W or PHI 552W.

A. 2. Effective date: (Example: Fall 2001)

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 underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
 PHI 752 Modern Political Theory. (3) A. Cross-listed as POL 752. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552, POL 752, PHI 552W, or POL 552W.

Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.

New or Revised* Program

(*Use ~~strikeout~~ for deletions and underlines for additions.)

Part IV. Recording Data for a Revised Course (Record only **changed** course information.) ***Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	752	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHRE
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	FR _____
			SO _____	SO _____
			JR _____	JR _____
			SR _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. _____

Course Prefix and No. _____

Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No. _____

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. _____ POL 552, PHI 552, POL 552W, PHI 552W, POL 752

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

(**Use Validation Tables.)

Editorial Change - Curriculum Form
(Present only one curriculum editorial change per form)
(Complete only the section(s) applicable.)

Part I

Department Name	Philosophy and Religion
College	Arts and Sciences
*Course Prefix & Number	PHI 753
*Course Title (30 characters)	Contemporary Political Theory
*Program Title	
	(Major ____, Option ____, Minor ____, or Certificate ____)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: _____

Completion of A is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To prevent students from receiving credit for both POL 753 and POL 553W or PHI 553W
A. 2. Effective date: (Example: Fall 2001) 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.) PHI 753 Contemporary Political Theory. (3) A. Cross-listed as POL 753. Examination of Western political thought from the mid-twentieth century to the present. <u>Credit will not be awarded to students who have credit for PHI 553, PHI 553W, POL 553W, or POL 753.</u>

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.)

Part IV. Recording Data for a Revised Course (Record only **changed** course information.) ***Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	753	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHRE
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	
			SO _____	
			JR _____	
			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

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.	POL 553, PHI 553, POL 553W, PHI 553W, POL 753
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 Sara Zeigler
Department of Government
EKU CAMPUS

31 March 2009

Dear Sara:

I'm writing to let you know that the TCAC Advisory Board has approved your proposal for POL 552/553W as well as PHI 552/553W, with which it is crosslisted. We're very happy to be adding these courses to those available to students.

When you teach this course, please remember to include on your syllabus this statement (filling in your own information, of course):

“For assignment X, you must send an electronic copy to me at mary.doe@eku.edu by (time/date). (1) The document must be in Microsoft WORD; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.”

The assignment you ask to have submitted electronically should be the course's major writing assignment; you'll send it on to me (preferably, the whole class's papers on a CD), and it will be evaluated for assessment purposes. The particulars of the assessment process will be announced later.

Thanks again for your hard work in making POL 552/553W a reality. If there's anything I can do to help, please let me know.

Best regards,

Deborah Core

Director, TCAC

Professor of English

cc. Dr. O. Bennett

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 (TCAC, "S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Philosophy and Religion <hr/> College Arts & Sciences <hr/> *Course Prefix & Number PHI 552W <hr/> *Course Title (30 characters) Modern Political Theory: W <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> March 19, 2009	<u>Date</u> NA
	Graduate Council* NA	Council on Academic Affairs _____
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Approved _____ Disapproved _____ WITHDRAWN
	College Curriculum Committee _____	Faculty Senate** NA
	General Education Committee* NA	Board of Regents** NA
	Teacher Education Committee* NA	Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a PHI 552 course that incorporates substantive writing assignments and is designated as a writing intensive 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: Courses with substantive writing requirements can be identified with a W following the course number. This course meets the requirements set forth by the Thinking and Communicating Across the Curriculum Advisory Board.
	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.)

PHI 552W Modern Political Theory: Writing Intensive. (3) A. Prerequisite: ENG 102 or 105 (B) or HON 102. Cross-listed as POL 552W. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for POL 552, POL 552W or PHI 552.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	552W	Fall 2009	AS <input checked="" type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PHRE
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3.0	Lecture <u>3.0</u> Laboratory _____ Other _____	Cip Code (first two digits only) 38		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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 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 POL 552, POL 552W or PHI 552.</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) 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.)

PHI 552W (cross-listed as POL 552W)
Modern Political Theory
3 hours
Phone: 859-622-5931(POL)

Dr. Zeigler
TERM
Office : 113 McCreary

Sara.Zeigler@eku.edu
www.people.eku.edu/zeiglers

Messages may be left with the department secretary (McCreary 113). Email is the quickest and most effective way to contact me.

Course Objectives and Procedures:

The search for truth is more precious than its possession.
-Albert Einstein

All great truths begin as blasphemies.
-George Bernard Shaw

We will spend the semester struggling with the political questions that preoccupy modern political theorists, thus building a strong foundation in the key concepts and works of modern political thought. Through discussion and writing, students will acquire an understanding of the assigned texts, analyze the questions posed by the theorists and critically evaluate the answers provided. Active participation by students prepared to engage in rigorous (yet civil) discussions of the texts is a necessary component of the course. Students are encouraged to voice reactions and criticisms freely, regardless of whether their remarks coincide with the views of classmates, theorists, or the instructor.

POL 552W: Modern Political Theory. (3) A. Cross-listed as PHI 552. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552, PHI 552W or POL 552.

Drop Date: _____. You will receive written feedback on your first exam prior to this date.

The following required text is available in the bookstore or through online vendors..

Wootton, David (ed). 1996. Modern Political Thought: Readings from Machiavelli to Nietzsche. Indianapolis: Hackett Publishing.

Any additional readings will be distributed by the instructor or made available on the web page.

Students will be divided into four groups, A, B, C, and D. Each day, one group will be responsible for explaining and defending the text, while other class members pose questions and criticisms. Each class session will commence with a brief (5-10 minutes) overview of the key arguments made in the assigned reading. Members of the group assigned to explain the text will

provide the overview. Group members may divide the assignment among themselves for purposes of presentation or may alternate presentation responsibilities. Duties should be divided evenly among group members and members are strongly encouraged to discuss the texts and the overview outside of class.

On Fridays, class sessions will be conducted online. The group responsible for the presentation that day will be responsible for posing discussion questions in the forum on Blackboard. Each group member must pose at least one GOOD question no later than 10am on Friday. A “good” question is one that requires the respondent to identify the most important points of the day’s reading, to evaluate the quality of the theorist’s argument supporting the claims and (where possible), to distinguish the concepts in the reading from other works we have read during the semester. While a question may ask the respondents to provide some factual information about the reading, it should focus on the concepts – discussion postings should go beyond summarizing the readings. Each class member must respond to at least two discussion questions, posting responses online. The threaded discussions will begin on Friday – students will have until Monday at 10:10am (class time) to post responses. Participation in online discussions will be graded. Responses must meet a 200-word minimum per response.

University 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.

Grading Scale: All students should read the “Philosophy of Grading” document posted in Blackboard under “course documents.”

A= at least 90% of total points possible

B= at least 80% of total points possible

C=at least 70% of total points possible

D=at least 60% of total points possible

Course Requirements:

1. 2 two-hour online examinations. (40 points each, 80 total). Students will receive written feedback from the instructor on each exam question. Students will be given the opportunity to rewrite the first exam for grade replacement.
2. One final examination. (60 points)
3. Participation in class discussions, as described above. (30 points)
4. Participation in online discussions. There are 13 sessions. Each session is worth five points, for a total of 60 points. You may skip one without penalty. Choose wisely

5. One 8-10 page paper, to be submitted through Safe Assignments in Blackboard 60 points. Each student will make an initial submission and the instructor will provide detailed written feedback and a tentative grade. Each student will revise the paper based upon the feedback and will receive a final grade. Papers will be evaluated for content and for clarity of written communication. For this assignment, you must send an electronic copy to me at mary.doe@eku.edu by (time/date). (1) The document must be in Microsoft WORD; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing." 60 points

All exams will be in essay format and will be open-book, open-note. The take-home exam and the paper must be typewritten. Should you have questions regarding proper citation of sources, consult the instructor or refer to the guidelines provided under "Course Documents" in Blackboard.

Note on Evaluation of Written Work: I will evaluate each examination and paper based upon four major criteria, which will be equally weighted.

1. **Argument and Methods:** Each essay should offer a clearly defined thesis that is directly responsive to the prompt (for exams) or that explains the topic to be addressed in the paper. For a paper, the writer should define the process by which she or he will address the thesis topic. This component requires you to evaluate the theorists' work, assessing the validity of the assumptions made and critiquing the arguments made based on those assumptions.
2. **Support:** Each essay should provide support for the claims articulated in the argument. In other courses, you may provide support through empirical means, such as survey data. In theoretical essays, you will provide support by offering sound reasoning, by applying your claims to either current or historical political problems and by rebutting obvious counterarguments.
3. **Competence or Knowledge:** Each essay should demonstrate an understanding of the theoretical works under discussion. You should be able to demonstrate an understanding of the content of the theorist's work and how the principles outlined differ from the works of other theorists. You should also be able to articulate the political implications of the works.
4. **Communication:** Even if your argument is brilliant, no one will appreciate it unless you can communicate it effectively. For this reason, it is essential that you demonstrate your substantive knowledge in clearly organized, lucid and succinct essays. Once you begin to read the assignments for this class, you will understand how frustrating it can be to decipher disorganized and verbose essays. Lucid, well-organized writing is essential to effective communication and will be considered in evaluating written work. Writing will be assessed using the "Written Communication Rubric," available under "Course Documents" in Blackboard.

Policies, Procedures, Admonitions and Advice:

1. **Attendance Policy:** The course is designed as a conference and the success of that format depends upon the presence of well-prepared conferees. Students who neglect to attend class demonstrate contempt for their classmates, the instructor and themselves. This will not be tolerated. More than eight unexcused absences may result in automatic failure of the course. Because I regard failure to fulfill responsibilities to one's group as a particularly egregious dereliction of duty, each unexcused absence on a day when your group is "on" will count as two absences. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), documentable illness (yours or your child's) and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. Students who fail to attend class regularly should also expect such negligence to be reflected in their participation grades.
2. **Preparation:** Students who have not read the assigned texts are not welcome in class.
3. **Make-up Examinations:** As examinations will be available online for a period extending over several days, makeup examinations are given only under extraordinary circumstances.
4. **Late Papers:** A five-point per day penalty may be imposed on late papers. The take-home final may not be submitted after the deadline, except in emergencies (as defined by the instructor). If it is necessary for a student to submit a final exam after the deadline, the student may receive an Incomplete so that the submission of other students' grades will not be delayed.

5. Academic Integrity:

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku. Questions regarding the policy may be directed to the Office of Academic Integrity. Students have an affirmative obligation to review and comply with all standards articulated on the EKU Academic Integrity website, in addition to the course specific standards outlined below.

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty is not tolerated and incidents of it will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

For the purposes of this course, academic dishonesty includes, but is not limited to, the following offenses:

- Claiming as your own work a paper written by another person
- Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas

- Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
- Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases
- Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved
- Using any external source (notes, books, other students, etc) for assistance during an exam, unless given permission to do so by the professor

If a student is found to have committed any of the above offenses, s/he will receive a failing grade on the assignment or in the course, depending upon the seriousness of the offense, in accordance with University policy. The offense will be referred to the Academic Integrity Office for investigation and imposition of sanctions.

Ignorance is no defense.

6. Use of Books and Notes during Examinations: All examinations are open-book, open-note. Guides such as “Cliff Notes” or “Encarta” (or anything in the genre) shall darken neither your door nor that of the classroom. Ever.

7. Extra credit: There is NO extra credit available in this class. Seek help when you need it (I really will help you) and take advantage of the opportunities to revise your work.

Student Learning Objectives and Assessment Methods:

Political Science Student Learning Objectives:

Critical Thinking: Students will become more discerning critical thinkers and observers of political events, personalities, messages and processes by applying theories and methodologies of political science and through effective oral and written communication. (departmentally approved objective)

Substantive Knowledge: Students will acquire political literacy and will demonstrate understanding of the institutional processes and values that underpin political behavior and events.

Course Objectives:

Written Communication: Students will write essays and papers that collect and organize information and that differentiate among approaches to political problems. Students will develop and improve their writing skills by revising their work.

Critical Thinking: Students will demonstrate an understanding of major contemporary political thinkers by analyzing the underlying principles, comparing and evaluating specific works and applying the concepts to contemporary political dilemmas.

Substantive Knowledge: In their written work (paper, examinations and discussion postings), students will analyze the key concepts of different theoretical works and differentiate among foundational assumptions.

TENTATIVE SCHEDULE

In an actual syllabus, class meeting days would be listed, with each topic assigned to a particular day. The number of sessions varies depending upon holidays.

- ❑ Introduction, review of syllabus and requirements
- ❑ Machiavelli, Discourses, pp. 59-81. (A)
- ❑ **ONLINE:** Machiavelli, Discourses, continued, pp. 81-91 (B)
- ❑ Introduction to section, Calvin, pp. 93-121(C).
- ❑ Hobbes pp. 121-132. (D)
- ❑ **ONLINE:** Hobbes, pp. 132-158.(A)
- ❑ Labor Day
- ❑ Hobbes, pp. 159-172. (B)
- ❑ **ONLINE:** Hobbes, pp.173-187 (C).
- ❑ Hobbes, pp. 187-204. (D)
- ❑ Hobbes, pp.204-222 (A)
- ❑ **ONLINE:** Hobbes, pp. 222-248 (B).
- ❑ **First Examination**
- ❑ Locke, pp.303-316. (C)
- ❑ **ONLINE** Locke, pp.316-334. (D)
- ❑ Locke, pp. 334-349. (A)
- ❑ Locke, pp. 349-363. (B)
- ❑ **ONLINE** Locke, pp. 363-386.
- ❑ Hume, pp. 387-396. (C).
- ❑ Rousseau, 397-415 (D)
- ❑ **ONLINE** Rousseau, pp. 415-448. (A)
- ❑ Rousseau, The Social Contract, pp.464-490. (B)
- ❑ **ONLINE** Rousseau, The Social Contract, pp.490-514. (C)
- ❑ Rousseau, The Social Contract, pp.514-534 (D)
- ❑ Burke, pp. 551-572 (A).
- ❑ **ONLINE** Kant, pp. 573-577(B)
- ❑ Bentham, 579-588. (C)
- ❑ **ONLINE** Bentham, 589-604 (D) **Last day to drop class.**
- ❑ Mill, pp. 605-636(A). **Paper outline due in class.**
- ❑ Mill, 636-648(B)
- ❑ **ONLINE,** Mill, 648-672(C)
- ❑ Mill, 672-701 (D)
- ❑ Mill, 701-719. (A)

- ❑ **Papers due. No new reading**
- ❑ Mill, 719-733. (B)
- ❑ Marx, 735-741, 790-797 (C).
- ❑ **ONLINE** Marx, 826-846 (D)
- ❑ **Second examination.**
- ❑ Marx, pp. 865-873 (A)
- ❑ Nietzsche, pp;. 895-906(B)
- ❑ **ONLINE** Nietzsche, pp. 906-924(C).
- ❑ Anarchism, Emma Goldman (web reading)
- ❑ Review, distribution of passwords for final, administration of Political Science field exam

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course (TCAC, "S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Philosophy and Religion <hr/> College Arts & Sciences <hr/> *Course Prefix & Number PHI 553W <hr/> *Course Title (30 characters) Contemporary Political Theory: W <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	March 19, 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		Approved Disapproved	WITHDRAWN
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a PHI 553 course that incorporates substantive writing assignments and is designated as a writing intensive course.</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: Courses with substantive writing requirements can be identified with a W following the course number. This course meets the requirements set forth by the Thinking and Communicating Across the Curriculum Advisory Board.</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.)

PHI 553W Contemporary Political Theory: Writing Intensive. (3) A. Prerequisite: ENG 102 or 105 (B) or HON 102. Cross-listed as POL 553W. Examination of Western political theory from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for POL 553, POL 553W or PHI 553.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	553W	Fall 2009	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHRE
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3.0	Lecture <u>3.0</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 38	
1	3	N	Class Restriction, if any: (undergraduate only)	
			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 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 POL 553, POL 553W or PHI 553.</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) 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.)

PHI 553W (cross-listed POL 553W)
Contemporary Political Theory
3 hours
859-622-5931 (office)

Dr. Zeigler
Term
Office: McCreary 113
Sara.Zeigler@eku.edu
people.eku.edu/zeiglers

Course Objectives and Procedures:

We will spend the semester struggling with the dominant questions addressed by the subfield of normative of political theory, thus building a strong foundation in the key concepts and works of contemporary political theory. Through discussion and writing, students will acquire an understanding of the assigned texts, analyze the questions posed by the theorists and critically evaluate the answers provided. Active participation by students prepared to engage in rigorous (yet civil) discussions of the texts is a necessary component of the course. Students are encouraged to voice reactions and criticisms freely, regardless of whether their remarks coincide with the views of classmates, theorists, or the instructor.

Catalog Copy: POL 553W: Contemporary Political Theory. (3) A. Cross-listed as PHI 553W. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553, PHI 553W or POL 553.

Drop Date: _____. You will receive written feedback on your first exam prior to this date.

The following required texts are available in the bookstore.

Arendt, Hannah. The Origins of Totalitarianism
Goodin, Robert and Pettit, Philip (eds.) Contemporary Political Philosophy: An Anthology, Second Edition
Rawls, John. A Theory of Justice
Walzer, Michael. Just and Unjust Wars

Any additional readings will be distributed by the instructor or made available on the web page.

Students will be divided into four groups, A, B, C, and D. Each day, one group will be responsible for explaining and defending the text, while other class members pose questions and criticisms. Each class session will commence with a brief (5-10 minutes) overview of the key arguments made in the assigned reading. Members of the group assigned to explain the text will provide the overview. Group members may divide the assignment among themselves for purposes of presentation or may alternate presentation responsibilities. Duties should be divided evenly among group members and members are strongly encouraged to discuss the texts and the overview outside of class.

On Fridays, class sessions will be conducted online. The group responsible for the presentation that day will be responsible for posing discussion questions in the forum on Blackboard. Each group member must pose at least one GOOD question no later than 10am on Friday. A “good”

question is one that requires the respondent to identify the most important points of the day's reading, to evaluate the quality of the theorist's argument supporting the claims and (where possible), to distinguish the concepts in the reading from other works we have read during the semester. While a question may ask the respondents to provide some factual information about the reading, it should focus on the concepts – discussion postings should go beyond summarizing the readings. Each class member must respond to at least two discussion questions, posting responses online. The threaded discussions will begin on Friday – students will have until Monday at 10:10am (class time) to post responses. Participation in online discussions will be graded. Responses must meet a 200-word minimum per response.

University 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.

Grading Scale: All students should read the “Philosophy of Grading” document posted in Blackboard under “course documents.”

A= at least 90% of total points possible

B= at least 80% of total points possible

C=at least 70% of total points possible

D=at least 60% of total points possible

Course Requirements:

1. 2 two-hour online examinations. (40 points each, 80 total). Students will receive written feedback from the instructor on each exam question. Students will be given the opportunity to rewrite the first exam for grade replacement.
2. One final examination. (60 points)
3. Participation in class discussions, as described above. (30 points)
4. Participation in online discussions. There are 13 sessions. Each session is worth five points, for a total of 60 points. You may skip one without penalty. Choose wisely
5. One 8-10 page paper, to be submitted through Safe Assignments in Blackboard 60 points. Each student will make an initial submission and the instructor will provide detailed written feedback and a tentative grade. Each student will revise the paper based upon the feedback and will receive a final grade. Papers will be evaluated for content and for clarity of written communication. For this assignment, you must send an electronic copy to me at Sara.Zeigler@eku.edu by (time/date). (1) The document must be in Microsoft WORD; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very

rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.” 60 points

All exams will be in essay format and will be open-book, open-note. The take-home exam and the paper must be typewritten. Should you have questions regarding proper citation of sources, consult the instructor or refer to the guidelines provided under “Course Documents” in Blackboard.

Note on Evaluation of Written Work: I will evaluate each examination and paper based upon four major criteria, which will be equally weighted.

1. **Argument and Methods:** Each essay should offer a clearly defined thesis that is directly responsive to the prompt (for exams) or that explains the topic to be addressed in the paper. For a paper, the writer should define the process by which she or he will address the thesis topic. This component requires you to evaluate the theorists’ work, assessing the validity of the assumptions made and critiquing the arguments made based on those assumptions.

2. **Support:** Each essay should provide support for the claims articulated in the argument. In other courses, you may provide support through empirical means, such as survey data. In theoretical essays, you will provide support by offering sound reasoning, by applying your claims to either current or historical political problems and by rebutting obvious counterarguments.

3. **Competence or Knowledge:** Each essay should demonstrate an understanding of the theoretical works under discussion. You should be able to demonstrate an understanding of the content of the theorist’s work and how the principles outlined differ from the works of other theorists. You should also be able to articulate the political implications of the works.

4. **Communication:** Even if your argument is brilliant, no one will appreciate it unless you can communicate it effectively. For this reason, it is essential that you demonstrate your substantive knowledge in clearly organized, lucid and succinct essays. Once you begin to read the assignments for this class, you will understand how frustrating it can be to decipher disorganized and verbose essays. Lucid, well-organized writing is essential to effective communication and will be considered in evaluating written work. Writing will be assessed using the “Written Communication Rubric,” available under “Course Documents” in Blackboard.

Policies, Procedures, Admonitions and Advice:

1. **Attendance Policy:** The course is designed as a conference and the success of that format depends upon the presence of well-prepared conferees. Students who neglect to attend class demonstrate contempt for their classmates, the instructor and themselves. This will not be tolerated. More than eight unexcused absences may result in automatic failure of the course. Because I regard failure to fulfill responsibilities to one's group as a particularly egregious

dereliction of duty, each unexcused absence on a day when your group is "on" will count as two absences. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), documentable illness (yours or your child's) and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. Students who fail to attend class regularly should also expect such negligence to be reflected in their participation grades.

2. Preparation: Students who have not read the assigned texts are not welcome in class.

3. Make-up Examinations: As examinations will be available online for a period extending over several days, makeup examinations are given only under extraordinary circumstances.

4. Late Papers: A five-point per day penalty may be imposed on late papers. The take-home final may not be submitted after the deadline, except in emergencies (as defined by the instructor). If it is necessary for a student to submit a final exam after the deadline, the student may receive an Incomplete so that the submission of other students' grades will not be delayed.

5. 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 have an affirmative obligation to review and comply with all standards articulated on the ECU Academic Integrity website, in addition to the course specific standards outlined below.

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty is not tolerated and incidents of it will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

For the purposes of this course, academic dishonesty includes, but is not limited to, the following offenses:

- Claiming as your own work a paper written by another person
- Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas
- Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
- Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases

- Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved
- Using any external source (notes, books, other students, etc) for assistance during an exam, unless given permission to do so by the professor

If a student is found to have committed any of the above offenses, s/he will receive a failing grade on the assignment or in the course, depending upon the seriousness of the offense, in accordance with University policy. The offense will be referred to the Academic Integrity Office for investigation and imposition of sanctions.

Ignorance is no defense.

6. Use of Books and Notes during Examinations: All examinations are open-book, open-note. Guides such as “Cliff Notes” or “Encarta” (or anything in the genre) shall darken neither your door nor that of the classroom. Ever.

7. Extra credit: There is NO extra credit available in this class. Seek help when you need it (I really will help you) and take advantage of the opportunities to revise your work.

Student Learning Objectives and Assessment Methods:

Political Science Student Learning Objectives:

Critical Thinking: Students will become more discerning critical thinkers and observers of political events, personalities, messages and processes by applying theories and methodologies of political science and through effective oral and written communication. (departmentally approved objective)

Substantive Knowledge: Students will acquire political literacy and will demonstrate understanding of the institutional processes and values that underpin political behavior and events.

Course Objectives:

Written Communication: Students will write essays and papers that collect and organize information and that differentiate among approaches to political problems. Students will develop and improve their writing skills by revising their work.

Critical Thinking: Students will demonstrate an understanding of major contemporary political thinkers by analyzing the underlying principles, comparing and evaluating specific works and applying the concepts to contemporary political dilemmas.

Substantive Knowledge: In their written work (paper, examinations and discussion postings), students will analyze the key concepts of different theoretical works and differentiate among foundational assumptions.

TENTATIVE SCHEDULE

In an actual syllabus, class meeting days would be listed, with each topic assigned to a particular day. The number of sessions varies depending upon holidays.

- ❑ Introduction, review of syllabus and requirements
- ❑ Arendt, Book II, Chapter 5 (A)
- ❑ Arendt, II, 6 (B). **Online.**
- ❑ Arendt, II, 9 (C).
- ❑ Arendt, III, 10 (D). **Online**
- ❑ Arendt, III, 11 (A).
- ❑ Arendt, III, 12 (B).
- ❑ Arendt, III, 13 (C). **Online**
- ❑ **First examination.**
- ❑ Rawls, Part I, sections 1-6 (D).
- ❑ Rawls, I, 10-13 (A). **Online**
- ❑ Rawls, I, 14-17 (B).
- ❑ Rawls, I, 18-23 (C).
- ❑ Rawls, I, 24-25 (D). **Online**
- ❑ Rawls, I, 26-30 (A).
- ❑ Rawls, II, sections 31-37 (B).
- ❑ Rawls, II, 38-40 (C). **Online**
- ❑ Nozick, pp. 201-212 in Contemporary Political Philosophy (D).
- ❑ Nozick, pp. 212-228 in Contemporary Political Philosophy (A)
- ❑ Hart, pp.281-288 in Contemporary Political Philosophy (B). **Online**
- ❑ Dworkin, pp. 289-301 in Contemporary Political Philosophy (C).
- ❑ Shue, pp. 302-316 in Contemporary Political Philosophy (D).
- ❑ Thomson, p. 317-326 in Contemporary Political Philosophy (A). **Online**
- ❑ **Second in-class examination.**
- ❑ Young, pp. 248-263 (B).
- ❑ Waldron, pp. 264-278 in Contemporary Political Philosophy (C). **Online**
- ❑ Walzer, Part I (D)
- ❑ Walzer, Part II (A)
- ❑ Walzer, Part III (B) **Online**
- ❑ Walzer, Part IV (C).
- ❑ Walzer, Part V (D). **Online**
- ❑ Foucault, pp. 541-548 in Contemporary Political Philosophy (A).
- ❑ Wasserstrom, pp. 549-574 in Contemporary Political Philosophy(B). **Online**
- ❑ Okin, pp. 575-590 in Contemporary Political Philosophy (C)
- ❑ Fraser and Gordon, pp. 591-606 in Contemporary Political Philosophy (D).
- ❑ Sen, pp. 473-483 in Contemporary Political Philosophy(A). **Online**
- ❑ **Papers Due, no new reading.**
- ❑ Minow, pp. 501-521 in Contemporary Political Philosophy (B).
- ❑ Arneson, pp. 522-537 in Contemporary Political Philosophy (C).

- Dahl, pp. 107-125 in Contemporary Political Philosophy (D). **Online**
- Sunstein, pp. 126-143 in Contemporary Political Philosophy (A/B).
- Elster, pp. 144-158 in Contemporary Political Philosophy (C/D).
- **Administration of Survey instrument, distribution of passwords for final exam.**
Attendance mandatory.

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>Philosophy and Religion</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Bachelor of Arts in Philosophy</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	March 19, 2009	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	_____	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	NA	Faculty Senate** 9/14/09
Teacher Education Committee*	NA	Board of Regents** 9/19/09
		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 reduce the number of total curriculum requirements from 128 to 120 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 make the philosophy program more competitive with programs at comparable Universities.</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.)

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.)

Major Requirements.....36 hours

PHI 100, 110, 130, 300, 320, 330, 371, 499, and either 350 or 352; plus any additional nine hours in philosophy as approved by the department chair. Six hours of religion may be counted as part of the nine hours.

General Education Requirements.....48 hours

Standard General Education program. Refer to Section Four of this *Catalog* for details on the General Education and University Requirement.

University Requirement.....1 hour

ASO 100

Free Electives.....~~43~~35 hours

Total Curriculum Requirements.....~~128~~120 hours

Professor Garrett Yoder
Department of Physics and Astronomy
Moore 351
EKU CAMPUS

9 April 2009

Dear Garrett:

I'm writing to let you know that the TCAC Advisory Board has approved your proposal for PHY 300W. We're very happy to be adding this course to those available to students. You are all set to go in offering the course as soon as it clears the College and other levels of approval. As you know, you need to initiate that approval path through your department channels.

Please remember to include on your syllabus this statement (filling in your own information, of course):

“For assignment X, you must send an electronic copy to me at mary.doe@eku.edu by (time/date). (1) The document must be in Microsoft WORD; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.”

The assignment you ask to have submitted electronically should be the course's major writing assignment; you'll send it on to me (preferably, the whole class's papers on a CD), and it will be evaluated for assessment purposes. The particulars of the assessment process will be announced later this semester.

I also want to mention that you are eligible for a course reduction (or the equivalent payment) the first time you teach the W class. When the course is in the schedule book for a given semester, let me know and I will start the paperwork for your payment. You are also eligible to apply for funds to be used in faculty development activities that will help you teaching writing-intensive courses better. If you want to use these funds, let me know and I will walk you through the process. These funds need to be used within a year from the date on this letter.

Thanks again for your hard work in making PHY 300W reality. If there's anything I can do to help, please let me know.

Best regards,

Deborah Core
Director, TCAC
Professor of English

cc. Dr.Marco Ciocca
Dr. O. Bennett

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course (TCAC, "S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major , Option ; Minor ; or Certificate)	Physics and Astronomy Arts & Sciences PHY 300 Modern Physics I _____ _____ _____ _____ _____ _____ _____
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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> April 8, 2009	Graduate Council* Council on Academic Affairs Approved X Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	<u>Date</u> NA 5/21/09 NA NA 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: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change catalog description: Students cannot receive credit for both PHY 300 and PHY 300W.	
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: Avoid course credit for W and non-W versions of same 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.)

PHY 300 Modern Physics I. (3) I. Prerequisite: PHY 132 or 202; MAT 124 or 124H, MAT 261 or departmental approval. Physics of the 20th century. Topics include special relativity, quantum effects, wave theory, Bohr theory, structure of the hydrogen atom. Credit will not be awarded to students who have credit for PHY 300W.

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)*
PHY	300	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"/>	PHAS
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 PrerequisitesSee 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.	PHY 132 or 202;
Course Prefix and No.	MAT 124, 124H or MAT 261; or departmental approval.
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s):(credit not allowed with; or formerly:)

Course Prefix and No.	Credit not allowed with PHY 300W
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	<u>Physics and Astronomy</u>
<input type="checkbox"/> New Course (Parts II, IV)	College	<u>Arts & Sciences</u>
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	<u>PHY 300W</u>
<input checked="" type="checkbox"/> Hybrid Course (TCAC, "S," "W")	*Course Title (<u>30 characters</u>)	<u>Modern Physics I</u>
<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	<u>April 8, 2009</u>	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved <u>5/21/09</u>
General Education Committee*	<u>NA</u>	Faculty Senate** <u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
<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.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	To create a PHY 300 course that incorporates substantive writing assignments and is designated as a writing intensive 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: Courses with substantive writing requirements can be identified with a W following the course number. This course meets the requirements set forth by the Thinking and Communicating Across the Curriculum Advisory Board. This change needs to be perpetuated throughout the catalog for prerequisites and supporting courses.	
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact: None	
Operating Expenses Impact: None	
Equipment/Physical Facility Needs: None	
Library Resources: None	

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

PHY 300W Modern Physics I (3) I. Prerequisites: ENG 102 or ENG105(B), or HON 102; PHY 132 or 202; MAT 124, 124H or MAT 261 or departmental approval. Physics of the 20th century. Topics include special relativity, quantum effects, wave theory, Bohr theory, structure of the hydrogen atom. Credit will not be awarded to students who have credit for PHY 300.

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)*
PHY	300W	Fall 2009	AS X JS BT EM ED PC HS	PHAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs.	
3.0	Lecture <u>3.0</u> Laboratory Other		Cip Code (first two digits only) 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	
B	3	A	SO SR	
D	3			
E	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
K	3			
S	3			
T	3			
V	3			
W	3			
Y	3			

Co-Requisites and PrerequisitesSee definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	ENG 102 or ENG 105(B), or HON 102; PHY 132 or 201; MAT 124, 124H or 261; 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.	Credit not allowed with PHY 300
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

(CRN: 10569)

PHY 300W: Modern Physics I: Writing Intensive (3hrs)

(Fall 2009)

Meetings: MWF: 11:15a-12:05p at Moore Science 113

Instructor: Dr. Garrett Yoder
Office: Moore 345

Phone: 622-1527
email: gareth.yoder@eku.edu

Office Hours: During regular hours (8:30a-4:30p) I will make a determined effort to be in my office. You are welcome to stop by anytime and ask any questions you may have. I will post my own schedule on my office door. You may also talk to me in class and set up a time to meet.

Text: *Modern Physics, 3rd ed.*, by Thornton and Rex

Catalog Description: Prerequisites: ENG 102; PHY 132 or 202; MAT 124, 124H or MAT 261 or departmental approval. Physics of the 20th century. Topics include special relativity, quantum effects, wave theory, Bohr theory, structure of the hydrogen atom. Credit will not be awarded to students who have credit for PHY 300.

Student Learning Outcomes: Students will be able to:

- 1) Describe the important, revolutionary experiments that occurred in physics in the early 20th century.
- 2) Solve quantitative problems about the experiments and theories surrounding the revolutionary physics in the early 20th century.
- 3) Put the new physics ideas and experiments in proper historical context.
- 4) Compare “classical” ideas in physics (pre- 20th century) to the modern ones.
- 5) Apply scientific method to the new experiments and hypotheses that were generated in the early 20th century.

Grading: Your final grade will be based on homework, two short tests, two written reports, four unit summaries and a comprehensive final. They will be weighted as follows:

HW:	~200 points
Peer Reviews:	30 points
Unit Summaries:	120 points
Tests:	300 points
Reports:	200 points
<u>Final:</u>	<u>150 points</u>
Total:	~1000 points

Written Report: The written report is described, with the rubric used to grade the reports, in the attached sheet.

Exact Solutions: With each homework assignment one of the problems will be submitted in Exact Solution form. Exact Solutions are discussed on the attached sheet. Approximately one-half of the homework grade will be from Exact Solutions.

Unit Summaries: You will have four unit summaries during the semester. These are short papers that recap the most important ideas in each unit. You will submit a first draft and then a revision of the first two summaries. You may revise the last three to improve your grade.

Peer Review: You will need to write an anonymous review of the 1st draft of another student's written reports according to our written report rubric. We will do two peer reviews one for each 1st draft of the written reports. The peer reviews will be graded and given to the author to help write the final report. Each review is worth 15 points.

Tests: Tests will have an equal weight essay questions and problems. Each is worth a total of 150 points. The final is comprehensive and also worth 150 points.

Attendance Policy: Attendance will be taken every day. Missing more than 20% of the class periods will result in an automatic F.

W-Course Assessment: For the second written report, you must send an electronic copy to me at garett.yoder@eku.edu by (12/11/09). (1) The document must be in Microsoft WORD; (2) You must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.

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.

Disability Accommodation Statement

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Schedule:

Week	Dates	Topic	Summary schedule	Reports Schedule
1	8/24-8/28	Review/History of Classical Physics (Mechanics, E&M and Waves)		
2	8/31-9/3	Unit 1: Relativity		
3	9/7-9/11	(Labor Day) Unit 1: Relativity.		
4	9/14-9/18	Finish Unit 1; Begin Unit 2.		<i>Outline/Prospectus of Paper 1 due.</i>
5	9/21-9/25	Unit 2: Light as a particle.	<i>1st draft of Unit 1 summary due.</i>	
6	9/28-10/3	Unit 2: Light as a particle.	<i>2nd draft of Unit 2 summary due.</i>	
7	10/5-10/9	Finish Unit 2; Test 1		<i>1st draft of Paper 1 due.</i>
8	10/12-10/16	(Fall Break) Unit 3: Early models of atoms (mid-term grades are due F, 10/16.)	<i>1st draft Unit2 summary due.</i>	<i>Peer review due.</i>
9	10/19-10/23	Unit 3: Early models of atoms.	<i>2nd draft Unit2 summary due.</i>	
10	10/26-10/30	Finish Unit 3; Begin Unit 4. (Last day to Withdraw: F, Oct. 30 th)		<i>Final draft Paper 1 due.</i>
11	11/2-11/6	Unit 4: Matter Wavelength and Uncertainty Principle	<i>1st draft Unit 3 Summary due.</i>	
12	11/9-11/13	Unit 4: Matter Wavelength and Uncertainty Principle		<i>Outline/Prospectus of Paper 1 due.</i>
13	11/16-11/20	Finish Unit 4; Test 2		
14	11/23-11/27	(Thanksgiving) Unit 5: Schrodinger Equation		<i>1st draft of Paper 2 due.</i>
15	11/30-12/4	Unit 5: Schrodinger Equation	<i>1st draft Unit 4 Summary due.</i>	<i>Peer review of Paper 2 due.</i>
16	12/7-12/11	Unit 5: Schrodinger Equation		<i>Final draft of Paper 2 due.</i>
17	F, 12/19?	Final		

You will be expected to do a full analysis of the topic you have chosen, significantly beyond the development of the topic given in the text. A suggested outline would be something like this:

Introduction – What in general is your topic? Why is it important?

Experiment – What are the experiments done in this area? What is measured?

Theory – What theoretical apparatus is used to describe the situation? Does the theory accurately describe what is measured? Does the theory predict new testable measurements? What are these?

Numerical examples – Work some problems to further illustrate how the theory is used to solve problems/ predict measurements.

Conclusion - Restate major points of your analysis.

[Include *Plots/Pictures* if they will better illustrate your points.]

[Modern physics descriptions often differ from the classical description. If applicable *compare/contrast the modern ideas and the classical ones.*]

These are suggestions, if it doesn't seem to fit your topic or your organization of the analysis don't use it. Don't not include some idea/analysis because it doesn't fit in one of these categories. Creativity and original thinking are encouraged.

Use any resources available to you, including other profs., other students and other texts. Feel free, as well, to come to me and ask questions or gather ideas. Make sure these resources are cited appropriately in your report

The rubric I will use to grade these is attached. In general I'm looking for i) recognition of your audience, ii) reasonably thorough discussion of the topic and its relevant context, iii) organization of the report, appropriate use of scientific/physics vocabulary, iv) good use of sentence structure and v) last of all grammar, punctuation, etc.

I do not count pages or words, I look for whether the report is complete or not.

You write a prospectus/out of the report, a first draft and a final draft. The rough draft will be graded and returned to you at least one week before the final draft is due.

The overall grade for the paper will be:

10% Prospectus & Outline
30% First Draft
60% Final Draft
100% Overall

Both the first draft and rough draft will be graded according to the same rubric. The prospectus is several paragraphs explaining in broad terms what the paper is to be about and will include a rough outline of the paper.

The rubric by which the report will be evaluated is on the following page.

PHY 300W Scoring Guide for Written Reports and Summaries

Criteria	10 points	8-9 points	5-7 points	1-4 points
(1) Audience/Tone	<i>Precisely demonstrates recognition of audience and sets relevant tone. Engages an audience effectively.</i>	<i>Demonstrates recognition of audience and sets relevant tone most of the time.</i>	<i>Is inconsistent in recognition of audience and setting of relevant tone.</i>	<i>Fails to demonstrate recognition of audience and/or set relevant tone.</i>
(2) Organization: External (overall)	<i>Uses all relevant information from a variety of sources to treat topic thoroughly; to construct a complete, stand-alone, composition</i>	<i>Uses most relevant information, treats topic with reasonable thoroughness, is mostly complete.</i>	<i>Significant relevant information is missing; topic is addressed but composition does not stand-alone effectively as a complete composition.</i>	<i>Unsatisfactory treatment of the topic; needs substantially more information; is not complete.</i>
(3) Organization: Internal (Cohesive)	<i>Organization is clear and logical (parts make sense together; no contradictions). Organization is creative and engaging.</i>	<i>Organization is clear and logical (parts make sense together; no contradictions)</i>	<i>Organization is mostly clear and logical (most parts make sense together; may be some contradictions).</i>	<i>Organization is not clear and/or logical (parts do not make sense together and/or there are many contradictions).</i>
(4) Control of Written Language: Sentence Structure/ Syntax	<i>Writing is clear, accurate, and precise virtually all of the time. Elegant sentence structure; fluid integration of terms.</i>	<i>Writing is clear, accurate, and precise most of the time.</i>	<i>Writes is clear and accurate some of the time. May have some awkward sentences.</i>	<i>Writing is rarely clear and/or accurate. May have many awkward sentences.</i>
(5) Control of Written Language: Word Choice/ Vocabulary	<i>Uses accurate, relevant, and precise vocabulary virtually all of the time.</i>	<i>Uses accurate and relevant vocabulary most of the time.</i>	<i>Limited use of accurate and relevant vocabulary.</i>	<i>Rarely uses accurate and/or relevant vocabulary.</i>
Surface Features	<i>Nearly error free, accurate use of punctuation, grammar, capitalization, etc.</i>	<i>Accurately uses punctuation, grammar, capitalization, etc. with minor or minimal errors that do not interfere with clarity.</i>	<i>Major and/or frequent errors in use of punctuation, grammar, capitalization, etc. Errors sometimes interfere with clarity.</i>	<i>Major and/or frequent errors in use of punctuation, grammar, capitalization, etc. Errors often interfere with clarity.</i>

(1) “Audience/ tone” refers to (i) addressing the paper toward your peers, i.e., those who have similar backgrounds in (mathematics and physics) to your own. (Do not write the paper so that only an expert can understand it.) (ii) Using the active voice; (iii) Writing in a concise style (verbosity/length for the sake of length is not valuable.); (iv) Making statements that are supported by evidence; (v) Not being too “folksy” in your language.

(2) “Organization-External” refers to (i) the degree to which the paper covers the chosen topic (Is the paper a stand-alone composition that address all of the most relevant aspects of the topic? Does it require more information to be a good overall composition?)

(3) “Organization-Internal (Cohesion)” refers to (i) Writing an opening paragraph that appropriately introduces the topic of your proposal; (ii) Having topic sentences that “tie together” your paragraphs; (iii) Using language within paragraphs that allows the reader to easily understand which experiment/theory/analysis is being discussed; (iv) Using transition words to move the reader from one section to the next.

(4) “**Control of Written Language – *Sentence structure/Syntax***” as described; is language such that the paper is easy, comfortable to read, but still accurate/precise.

(5) “**Control of Written Language: *Word choice/Vocabulary***” refers to (i) Using physics terminology where appropriate; (ii) Using physics terminology accurately; (iii) Stating the concepts carefully, correctly.

(6) “**Surface features**” as described are not the fundamental criteria for evaluating a paper, but when are not correct are distracting to the audience and affect all other criteria.

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>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Bachelor of Science in Psychology</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>4/1/09</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved <input checked="" type="checkbox"/> Disapproved _____ <u>5/21/09</u> General Education Committee* <u>NA</u> Faculty Senate** <u>9/14/09</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>9/19/09</u> Council on Postsecondary Edu.*** _____ *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: Reduce the number of free electives required for the Psychology B.S. degree from 39 hours to 31 hours and reduce the total hours required for the degree from 128 to 120. 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 bring our degree requirements in line with those of other state institutions.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Major Requirements40 hours

PSY 200 (prerequisite for all other psychology courses), PSY 250 (prerequisite for PSY 291), PSY 291 (prerequisite for PSY 301), PSY 301, and at least 3 hours from each of the following groups:

- (1) Biological Bases of Behavior: PSY 311, 315, 315L
- (2) Cognition/Learning: PSY 313, 317, 317L, 333
- (3) Developmental: PSY 312, 314, 316
- (4) Social/Personality: PSY 300, 305, 308
- (5) Skills: PSY 319, 405, 406, 490, 590
- (6) Capstone: 400 or 401 or 579

In addition, the student must take nine hours of upper division psychology electives. At least three of these must be numbered 400 or above. (PSY 407 may not be used as an elective.) A minimum grade of “C” is required in all courses counted toward the major.

General Education Requirements48 hours

Standard General Education program. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement1 hour

GSO 100.

Free Electives~~39~~ 31 hours

Total Curriculum Requirements~~128~~ 120 hours

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**

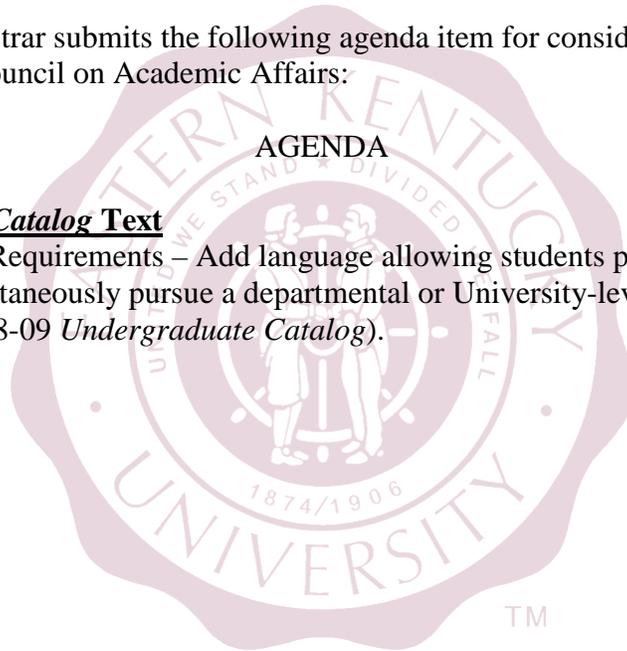
Date: May 2009

The Office of the Registrar submits the following agenda item for consideration at the May 21, 2009 meeting of the Council on Academic Affairs:

AGENDA

Editorial Revision to Catalog Text

Baccalaureate Degree Requirements – Add language allowing students pursuing a General Studies degree to simultaneously pursue a departmental or University-level certificate. (Page 59-60 of the 2008-09 *Undergraduate Catalog*).



SECTION FIVE - ACADEMIC DIVISIONS
2008 - 2009 ECU *UNDERGRADUATE CATALOG*
Pages 59-60

Baccalaureate Degrees

General Studies (B.A.)

CIP Code: 24.0102

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 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 pursuing a General Studies degree may simultaneously pursue a departmental or University-level certificate.
6. Students will be considered a member of the College in which they have their 18 hour major requirement.