

11-19-2009

Council on Academic Affairs Minutes, Nov 19, 2009

Eastern Kentucky University

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COUNCIL ON ACADEMIC AFFAIRS MINUTES
November 19, 2009

Members Present: Onda Bennett, Rich Boyle, Bob Brubaker, Tina Davis, Linda Fossen, Michael Foster, Verna Freer, Linda Frost, Luke Morgan, Kim Naugle, Jaleh Rezaie, Benton Shirey, Anne Shordike, Janna Vice, Deborah Whitehouse

Members Absent: Steve Byrn, Ed Davis*, DaJuane Harris*, E.J. Keeley, Sandra Moore, Sherwood Thompson*, Mixon Ware*
*indicates prior notification

Non-Members Present: Sheila Adkins, Connie Callahan, Vigs Chandra, Dennis Field, Dawn Jackson, Jeff Kilgore, Robert Mitchell, Luke Morgan, Derrick Morton, Julie Patterson, Bob Rogow, Norman Spain, Deneia Thomas, Linda Turner

Dr. Janna Vice called the Council on Academic Affairs to order at 1:00 p.m. on November 19, 2009.

Approval of the Minutes – October 15, 2009

The minutes were approved as distributed.

ACTION ITEM

University Programs

Approved The Writing Intensive Course Requirement for International Students

CURRICULUM ITEMS

Arts and Sciences
Effective Date

Psychology

New Programs

Approved Psy.D. in Clinical Psychology

Fall 2011

Approved B.S. Animal Studies

Fall 2010

New Courses

Approved ANS 200 Introduction to Animal Studies

Fall 2010

Approved ANS 310 Animals in Literature

Fall 2010

Approved ANS 320 Animals in History

Fall 2010

Approved LAS 306 Animals and the Law

Fall 2010

Approved ANS 400 Senior Seminar:_____

Fall 2010

Approved ANS 497 Topics in Animal Studies:_____

Fall 2010

		<u>Education</u>
		<u>Effective Date</u>
	<u>Counseling and Educational Psychology</u>	
	New Program	
Approved	Doctor of Education (Ed.D.) Counselor Education and Supervision	Fall 2010
		<u>Honors Program</u>
		<u>Effective Date</u>
Approved	Program Revision Honors Program – <i>establish required courses for the program to be included in the program description/Catalog Text</i>	2010-11
	Hybrid Courses	
Withdrawn	HON 304S Special Topics	
Withdrawn	HON 312S Special Topics	
		<u>Justice and Safety</u>
		<u>Effective Date</u>
	<u>Criminal Justice and Police Studies</u>	
	Editorial Revision	
Approved	Police Studies B.S. – <i>edit the major requirements hours from 42 to 48 hours; it is not correct in the current Catalog</i>	Fall 2009
	<u>Safety, Security and Emergency Management</u>	
	New Certificate	
Approved	Certificate in Intelligence Studies (Undergraduate) – <i>establish an Undergraduate, University-level certificate</i>	Spring 2010
		<u>Health Sciences</u>
		<u>Effective Date</u>
	<u>Baccalaureate and Graduate Nursing</u>	
	Course Revision	
Approved	NSC 486 Public Health Nursing – <i>add prerequisites</i>	Fall 2010
	<u>Family and Consumer Science</u>	
	Hybrid Course	
Approved	FCS 400W Ethics and Advocacy in Family and Consumer Sciences	Spring 2010
	<u>Health Promotion and Administration</u>	
	Course Revisions	
Approved	MAS 200 Medical Terminology I – <i>revise prefix to HSA 200</i>	Fall 2010
Approved	MAS 201 Medical Terminology II – <i>revise prefix to HAS 201</i>	Fall 2010
	New Certificate	
Approved*	Post-Baccalaureate Health Information Management (HIM) Certificate <i>*Certificate approved by CAA contingent upon receipt of grant.</i>	
	New Courses	
Approved	HSA 325 Healthcare Delivery Systems – <i>new foundational course for certificate program</i>	Summer 2010
Approved	HSA 420 Fundamentals of Health Information Management – <i>create course for new certificate program</i>	Summer 2010
Approved	HSA 425 Fundamentals of Healthcare Law – <i>create course for new certificate program</i>	Summer 2010
Approved	HSA 430 Healthcare Coding and Reimbursement – <i>create course for new certificate program</i>	Summer 2010
Approved	HSA 435 Healthcare Info Systems and Tech. – <i>create course for new certificate program</i>	Summer 2010
Approved	HSA 440 Healthcare Quality and PL – <i>create course for new certificate program</i>	Summer 2010
Approved	HSA 445 Fundamentals of Healthcare Informatics Research – <i>create course for new certificate program</i>	Summer 2010
Withdrawn	HSA 450 Healthcare Information Systems Development – <i>create course for new certificate program</i>	
Approved		

CAA Approved 12/17/09

HSA 455 Health Information Management and Leadership – *create course for new certificate program* Summer 2010

Occupational Therapy

Program Revision

Approved Occupational Science – *revise and clarify progression and retention in the program* Spring 2010

Education
Effective Date

Counseling and Educational Psychology

New Courses

Approved	COU 900 Advanced Counseling Theories	Fall 2010
Approved	COU 901 Advanced Group Counseling	Fall 2010
Approved	COU 902 College Teaching	Fall 2010
Approved	COU 903 Advanced Multicultural Counseling	Fall 2010
Approved	COU 904 Advanced Interventions	Fall 2010
Approved	COU 905 Advanced Family Counseling	Fall 2010
Approved	COU 906 Counseling: Advanced Supervision	Fall 2010
Approved	COU 907 Counseling: Advanced Practicum	Fall 2010
Approved	COU 908 Counseling: Advanced Internship	Fall 2010
Approved	COU 909 Dissertation Research	Fall 2010
Approved	COU 910 Program Evaluation	Fall 2010

Special Education

Program Revision

Approved Moderate to Severe Disabilities Graduate Certificate Fall 2010
Remove NSC 700 from MSD Program and provide an option for students because the content is similar in SED 718 and OTS 715. Delete SED 240.

Program Suspensions

Approved Director of Special Education Alternate Certification Fall 2010
Approved Special Education Learning and Behavior Disorders MAED Alternative Certification Fall 2010

Arts and Sciences
Effective Date

Anthropology, Sociology, & Social Work

New Course

Approved SOC 300 Sociology of Humans and Animals Fall 2010

Computer Science

Course Revisions

Approved CSC 185 Introduction to Computer Concepts – *Reduce CSC 185 prerequisites to only exclude students needing developmental math.* Summer 2010
Approved CSC 190 Object-Oriented Programming I – *Add CSC 185 and remove CSC140 as prerequisites.* Summer 2010
Approved CSC 191 Object-Oriented Programming II – *Remove CSC 185 as prerequisite to CSC 191.* Summer 2010
Approved CSC 195 Introduction to Discrete Structures – *Remove CSC 185 as prerequisite to CSC 195.* Summer 2010
Approved CSC 313 Introduction to Database Systems – *Add CSC310 as a prerequisite.* Summer 2010
Approved CSC 491 Console Game Design – *Change prerequisite from CSC 310 to CSC 316 with senior standing.* Summer 2010

New Course

Approved CSC 101 Introduction to Online Learning Spring 2010
Approved

CAA Approved 12/17/09

Approved	CSC 250 Intro to Interactive Games & Apps	Spring 2010
Approved	CSC 315 3D Modeling	Spring 2010
Approved	CSC 316 3D Game Engine Design	Spring 2010
Program Revision		
Approved	Minor in Computer Science – <i>Update minor with current course offerings.</i>	Fall 2010
Approved	Minor in Interactive Media – <i>Update minor with current course offerings.</i>	Fall 2010
Approved	Computer Science: Computer Security (B.S.) – <i>Change option title to better reflect course offerings.</i>	Fall 2010
Approved	Computer Science: Interactive Multimedia (B.S.) – <i>Change option title to better reflect course offerings.</i>	Fall 2010

Department of Economics

Program Revision		<u>Effective Date</u>
Approved	Economics B.A. – <i>Add “<u>or its equivalent</u>” next to ECO 220 under Economics Core in current Catalog.</i>	Fall 2009

Department of English and Theatre

New Courses		
Approved	ENG 210W Enjoying Literature: Writing Intensive	Spring 2010
Approved	ENG 212W World Literature II: Writing Intensive	Spring 2010
Program Revision		
Approved	English B.A.: Technical Writing Emphasis – <i>remove GCM 212 from the Supporting Course Requirements for the Technical Writing Emphasis of the English major.</i>	Fall 2010

Department of Psychology

Course Revisions		
Approved	PSY 300 Social Psychology – <i>(1) To remove this course from Block VB, VC, and VII(SBS) of the General Education options; (2) To revise course description to more accurately reflect current course content.</i>	Fall 2010
Approved	PSY 300W Social Psychology: Writing Intensive – <i>(1) To remove this course from Block VB, VC, PSYC and VII(SBS) of the General Education options; (2) To revise the course description to more accurately reflect course content; (3) To add prerequisite that was missing from catalog description.</i>	Fall 2010

Business and Technology
Effective Date

Management, Marketing and Administrative Communication

Program Revision		
Approved	Marketing B.B.A./PGM Option – <i>remove MGT 320, 330 and OHO 362G as requirement; Lower hours required to graduate</i>	Spring 2010

Technology (Industrial Technology)

Course Revisions		
Approved	Change the prefix INT to AEM for the following courses, and add <i>Catalog</i> text “formerly INT...;” change any prerequisites with INT prefixes to AEM prefixes:	Summer 2010
	INT 192 Descriptive Geometry	
	INT 195 Computer Aided Drafting	
	INT 200 Introduction to Industrial Distribution	
	INT 201 Metallic Material Processes	
	INT 238 Industrial Materials	
	INT 301 Non-Metallic Material Processes	
	INT 310 Computer Communications in Industry	
	INT 320 Warehousing and Material Handling	
	INT 330 Dimensional Metrology	
	INT 332 Process Control and Auditing	
	INT 336 Reliability and Sampling	

INT 349 A-N Cooperative Study: Industrial Technology
 INT 352 Automated Technology Devices
 INT 371 Hydraulics and Pneumatics
 INT 382 Advanced Material Processing
 INT 383 CAD/CAM Integration
 INT 390 Advanced Computer Aided Design
 INT 392 Computer Aided Machine Drawing
 INT 397 Advanced Machine Drawing
 INT 400 Distribution Operations Management
 INT 406 Manufacturing Planning Systems

Effective Date

INT 408 Human Resource Development
 INT 499 Manufacturing Senior Project

New Course

Approved AEM 338 Engineered Materials Testing Fall 2010

Course Revisions

Approved INT 202 Quality Control – *revise course title, prefix, and content* Fall 2010

Approved INT 242 Furniture and Cabinet Construction – *revise prefix to AEM and drop INT 142 as prerequisite* Fall 2010

Approved INT 308 Methods Efficiency Measurement – *revise prefix to AEM, revise course title, revise course description* Fall 2010

Program Revisions

Approved Industrial Technology B.S. – *revise program title, revise course prefixes INT to AEM within program, revise required courses within program core, drop credits from general electives, suspend the Industrial Distribution Option* Fall 2010

Technology (Computer Electronic Networking)

Courses Dropped

Approved EET 305 Linear Electronic Circuits Summer 2010

New Course

Approved NET 454 Wireless/WAN Security Summer 2010

Course Revisions

Approved EET 251 Electricity and Electrons – *update course description* Summer 2010

Approved EET 252 Digital Electronics – *revise course descriptions* Summer 2010

Approved EET 253 Microprocessor Systems – *revise course title, term offerings, revise prerequisites, revise course descriptions* Summer 2010

Approved EET 257 Circuits and Electronic Devices – *revise course title, term offerings, and course description* Summer 2010

Approved EET 302 PC Troubleshooting and Construction – *revise course prefix to NET (Networking), revise description and add prerequisite* Summer 2010

Approved EET 303 LANs and PC Communications – *revise prefix to NET(Networking), revise term offerings, add prerequisite* Summer 2010

Approved EET 343 Network Switches and Routers – *revise prefix to NET(Networking), revise term offerings, add prerequisite* Summer 2010

Approved EET 349 Applied Learning in CET/CEN – *revise prefix to NET(Networking), revise course title and term offerings* Summer 2010

Approved EET 349 A-N Cooperative Study: CET/CEN – *revise prefix to NET(Networking), revise course title and term offerings* Summer 2010

Approved EET 350 Industrial Electronics – *offer course in alternate semesters*

Approved EET 351 Programmable Logic Controllers – *add alternate prerequisite; offer course in alternate terms* Summer 2010

Approved EET 354 Microcomputer and Network Security – *revise prefix to NET(Networking), revise course title and term offerings, add prerequisite* Summer 2010

Approved EET 395 Special Topics in CET/CEN – *revise prefix to NET(Networking), revise course title and term offerings, delete list of special topics* Summer 2010

Approved EET 399 CET Capstone Project – *revise prefix to NET(Networking), revise course title and description* Summer 2010

CAA Approved 12/17/09

	EET 403 Advanced LANs and PC Communication – <i>revise prefix to NET(Networking), revise course title and term offerings, add additional prerequisite</i>	Summer 2010
Approved	EET 440 Fiber-Optics and Communications – <i>revise prefix to NET(Networking), revise course description and prerequisites</i>	Summer 2010
Approved	EET 452 Electrical Power and Drives – <i>revise course description and prerequisites, offer course in alternate terms</i>	Summer 2010
Approved	EET 499 CEN Capstone Project – <i>revise prefix to NET(Networking), revise course title and description</i>	Summer 2010

Program Revisions

Approved	Computer Electronic Networking B.S. – <i>decrease number of hours from 128 to 120 hours, Revise program title and CIP Code, revise courses within the program, reduce free elective hours to 5-6, reduce Major Requirement hours from 42 to 40.</i>	Fall 2010
Approved	Technology A.A.S. – <i>revise course prefixes and course requirements in the program, reduce total number of hours in the Computer Electronics option from 44 to 39-40</i>	Fall 2010

Discussion Items

1. CIP Code Changes, December 15, 2009, CPE Deadline
2. Withdrawal Process
3. Change of Major Process
4. Upper Division Hours Exceptions
5. New CAA Proposal Deadlines Calendar

The Council on Academic Affairs was adjourned at 4:16 p.m.



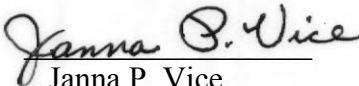
EASTERN KENTUCKY UNIVERSITY

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Provost's Office
Associate Provost
Academic and Faculty Affairs

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Richmond, Kentucky 40475-3163
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TO: Members of the Council on Academic Affairs

FROM: 
Janna P. Vice
Interim University Provost

DATE: November 12, 2009

RE: Meeting—Council on Academic Affairs

Please remember to bring your copy of the Animal Studies new program proposal introduced and distributed in the October CAA meeting. This item will be presented for vote by the Council. To save on resources, we are not reprinting the Animal Studies materials for the CAA packet this month.

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

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

COUNCIL ON ACADEMIC AFFAIRS AGENDA

November 19, 2009

1. Call to Order
2. Approval of the Minutes – October 15, 2009

Action Items

1. The Writing Intensive Course Requirement for International Students

University Programs

Curriculum Items

Arts and Sciences

Psychology

New Programs

Psy.D. in Clinical Psychology
B.S. Animal Studies

Education

Counseling and Educational Psychology

New Program

Doctor of Education (Ed.D.) Counselor Education and Supervision

Page

COE Packet, 2

Honors Program

Program Revision

Honors Program – *establish required courses for the program to be included in the program description/Catalog Text*

Hybrid Courses

HON 304S Special Topics
HON 312S Special Topics

Justice and Safety

Criminal Justice and Police Studies

Editorial Revision

Police Studies B.S. – *edit the major requirements hours from 42 to 48 hours; it is not correct in the current Catalog*

Safety, Security and Emergency Management

New Program*

Certificate in Intelligence Studies (Undergraduate) – *establish an Undergraduate, University-level certificate*

**The New Program proposal will be distributed for information and preliminary discussion only. It will return to the CAA as an actionable item in the December meeting.*

Health Sciences

Baccalaureate and Graduate Nursing

Course Revision

NSC 486 Public Health Nursing – *add prerequisites*

Page

CHS 1

Family and Consumer Science

Hybrid Course

FCS 400W Ethics and Advocacy in Family and Consumer Sciences CHS 3

Health Promotion and Administration

Course Revisions

MAS 200 Medical Terminology I – *revise prefix to HSA 200* CHS 11

MAS 201 Medical Terminology II – *revise prefix to HAS 201* CHS 13

New Program

*Post-Baccalaureate Health Information Management (HIM) Certificate CHS 15

**The New Program proposal will be distributed for information and preliminary discussion only. It will return to the CAA as an actionable item in the December meeting.*

New Courses

HSA 325 Healthcare Delivery Systems – *new foundational course for certificate program* CHS 19

HSA 420 Fundamentals of Health Information Management – *create course for new certificate program* CHS 23

HSA 425 Fundamentals of Healthcare Law – *create course for new certificate program* CHS 27

HSA 430 Healthcare Coding and Reimbursement – *create course for new certificate program* CHS 31

HSA 435 Healthcare Info Systems and Tech. – *create course for new certificate program* CHS 35

HSA 440 Healthcare Quality and PL – *create course for new certificate program* CHS 39

HSA 445 Fundamentals of Healthcare Informatics Research – *create course for new certificate program* CHS 43

HSA 450 Healthcare Information Systems Development – *create course for new certificate program* CHS 47

HSA 455 Health Information Management and Leadership – *create course for new certificate program* CHS 51

Occupational Therapy

Program Revision

Occupational Science – *revise and clarify progression and retention in the program* CHS 55

Education

Counseling and Educational Psychology

New Courses

COU 900 Advanced Counseling Theories 42

COU 901 Advanced Group Counseling 48

COU 902 College Teaching 54

COU 903 Advanced Multicultural Counseling 61

COU 904 Advanced Interventions 67

COU 905 Advanced Family Counseling 73

COU 906 Counseling: Advanced Supervision 79

COU 907 Counseling: Advanced Practicum 85

COU 908 Counseling: Advanced Internship 90

COU 909 Dissertation Research 96

COU 910 Program Evaluation 99

Special Education

Program Revision

Moderate to Severe Disabilities Graduate Certificate 105

Remove NSC 700 from MSD Program and provide an option for students because the content is similar in SED 718 and OTS 715. Delete SED 240.

Program Suspensions

Director of Special Education Alternate Certification 107

Special Education Learning and Behavior Disorders MAED Alternative Certification 109

Arts and Sciences
Anthropology, Sociology, & Social Work

	<u>Page</u>
New Course	
SOC 300 Sociology of Animal-Human Relations	ANSW 1

Computer Science

	<u>Page</u>
Course Revision	
CSC 185 Introduction to Computer Concepts – <i>Reduce CSC 185 prerequisites to only exclude students needing developmental math.</i>	COSC 1
CSC 190 Object-Oriented Programming I – <i>Add CSC 185 and remove CSC140 as prerequisites.</i>	COSC 5
CSC 191 Object-Oriented Programming II – <i>Remove CSC 185 as prerequisite to CSC 191.</i>	COSC 9
CSC 195 Introduction to Discrete Structures – <i>Remove CSC 185 as prerequisite to CSC 195.</i>	COSC 12
CSC 313 Introduction to Database Systems – <i>Add CSC310 as a prerequisite.</i>	COSC 15
CSC 491 Console Game Design – <i>Change prerequisite from CSC 310 to CSC 316 with senior standing.</i>	COSC 19

New Course

CSC 101 Introduction to Online Learning	COSC 24
CSC 250 Intro to Interactive Games & Apps	COSC 27
CSC 315 3D Modeling	COSC 32
CSC 316 3D Game Engine Design	COSC 39

Program Revision

Minor in Computer Science – <i>Update minor with current course offerings.</i>	COSC 44
Minor in Interactive Media – <i>Update minor with current course offerings.</i>	COSC 46
Computer Science: Computer Security (B.S.) – <i>Change option title to better reflect course offerings.</i>	COSC 48
Computer Science: Interactive Multimedia (B.S.) – <i>Change option title to better reflect course offerings.</i>	COSC 52

Department of Economics

Program Revision

Economics B.A. – <i>Add “or its equivalent” next to ECO 220 under Economics Core in current Catalog.</i>	ECON 1
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Department of English and Theatre

New Course

ENG 210W Enjoying Literature: Writing Intensive	ENTH 1
ENG 212W World Literature II: Writing Intensive	ENTH 10

Program Revision

English B.A.: Technical Writing Emphasis – <i>remove GCM 212 from the Supporting Course Requirements for the Technical Writing Emphasis of the English major.</i>	ENTH 22
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Department of Psychology

Course Revisions

PSY 300 Social Psychology – <i>(1) To remove this course from Block VB, VC, and VII(SBS) of the General Education options; (2) To revise course description to more accurately reflect current course content.</i>	PSYC 1
PSY 300W Social Psychology: Writing Intensive – <i>(1) To remove this course from Block VB, VC, PSYC and VII(SBS) of the General Education options; (2) To revise the course description to more accurately reflect course content; (3) To add prerequisite that was missing from catalog description.</i>	PSYC 8

Business and Technology

Management, Marketing and Administrative Communication

Program Revision

Marketing B.B.A./PGM Option – <i>remove MGT 320, 330 and OHO 362G as requirement</i>	<u>Page</u> MMAC 1
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Technology (Industrial Technology)

Course Revisions

Change the prefix INT to AEM for the following courses, and add *Catalog* text “formerly INT...:”

	<u>Page</u>
change any prerequisites with INT prefixes to AEM prefixes:	
INT 192 Descriptive Geometry	TECH 1
INT 195 Computer Aided Drafting	
INT 200 Introduction to Industrial Distribution	
INT 201 Metallic Material Processes	
INT 238 Industrial Materials	
INT 301 Non-Metallic Material Processes	
INT 310 Computer Communications in Industry	
INT 320 Warehousing and Material Handling	
INT 330 Dimensional Metrology	
INT 332 Process Control and Auditing	
INT 336 Reliability and Sampling	
INT 349 A-N Cooperative Study: Industrial Technology	
INT 352 Automated Technology Devices	TECH 2
INT 371 Hydraulics and Pneumatics	
INT 382 Advanced Material Processing	
INT 383 CAD/CAM Integration	
INT 390 Advanced Computer Aided Design	
INT 392 Computer Aided Machine Drawing	
INT 397 Advanced Machine Drawing	
INT 400 Distribution Operations Management	
INT 406 Manufacturing Planning Systems	
INT 408 Human Resource Development	
INT 499 Manufacturing Senior Project	
New Course	
AEM 338 Engineered Materials Testing	TECH 3
Course Revisions	
INT 202 Quality Control – <i>revise course title, prefix, and content</i>	TECH 11
INT 242 Furniture and Cabinet Construction – <i>revise prefix to AEM and drop INT 142 as prerequisite</i>	TECH 26
INT 308 Methods Efficiency Measurement – <i>revise prefix to AEM, revise course title, revise course Description</i>	TECH 29
Program Revisions	
Industrial Technology B.S. – <i>revise program title, revise course prefixes INT to AEM within program, revise required courses within program core, drop credits from general electives, suspend the Industrial Distribution Option</i>	TECH 39
<u>Technology (Computer Electronic Networking)</u>	
Courses Dropped	
EET 305 Linear Electronic Circuits	TECH 43
New Course	
NET 454 Wireless/WAN Security	TECH 45
Course Revisions	
EET 251 Electricity and Electrons – <i>update course description</i>	TECH 51
EET 252 Digital Electronics – <i>revise course descriptions</i>	TECH 54
EET 253 Microprocessor Systems – <i>revise course title, term offerings, revise prerequisites, revise course descriptions</i>	TECH 57
EET 257 Circuits and Electronic Devices – <i>revise course title, term offerings, and course description</i>	TECH 60
EET 302 PC Troubleshooting and Construction – <i>revise course prefix to NET (Networking), revise description and add prerequisite</i>	TECH 63
EET 303 LANs and PC Communications – <i>revise prefix to NET(Networking), revise term offerings, add prerequisite</i>	TECH 66
EET 343 Network Switches and Routers – <i>revise prefix to NET(Networking), revise term offerings, add prerequisite</i>	TECH 69
EET 349 Applied Learning in CET/CEN – <i>revise prefix to NET(Networking), revise course title and term offerings</i>	TECH 72
EET 349 A-N Cooperative Study: CET/CEN – <i>revise prefix to NET(Networking), revise course title</i>	TECH 75

<i>and term offerings</i>	
EET 350 Industrial Electronics – <i>offer course in alternate semesters</i>	TECH 78
EET 351 Programmable Logic Controllers – <i>add alternate prerequisite; offer course in alternate terms</i>	TECH 81
EET 354 Microcomputer and Network Security – <i>revise prefix to NET(Networking), revise course title and term offerings, add prerequisite</i>	TECH 84
EET 395 Special Topics in CET/CEN – <i>revise prefix to NET(Networking), revise course title and term offerings, delete list of special topics</i>	TECH 87
EET 399 CET Capstone Project – <i>revise prefix to NET(Networking), revise course title and description</i>	TECH 90
EET 403 Advanced LANs and PC Communication – <i>revise prefix to NET(Networking), revise course title and term offerings, add additional prerequisite</i>	TECH 93
EET 440 Fiber-Optics and Communications – <i>revise prefix to NET(Networking), revise course description and prerequisites</i>	TECH 96
EET 452 Electrical Power and Drives – <i>revise course description and prerequisites, offer course in alternate terms</i>	TECH 99
EET 499 CEN Capstone Project – <i>revise prefix to NET(Networking), revise course title and description</i>	TECH 102
Program Revisions	
Computer Electronic Networking B.S. – <i>decrease number of hours from 128 to 120 hours, revise program title and CIP Code, revise courses within the program, reduce free elective hours to 5-6, reduce Major Requirement hours from 42 to 40.</i>	TECH 105
Technology A.A.S. – <i>revise course prefixes and course requirements in the program, reduce total number of hours in the Computer Electronics option from 44 to 39-40</i>	TECH 108

Discussion Item

1. CIP Code Changes, December 15, 2009, CPE Deadline
2. Withdrawal Process
3. Change of Major Process
4. Upper Division Hours Exceptions
5. New CAA Proposal Deadlines Calendar

Information Items

Faculty Senate Update

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

Curriculum Proposals

Program Revision – Reducing Hours Required to Graduate

1. Social Work B.S.W. - *reduce hours required to graduate from 128 to 120*
2. Political Science B.A. – *reduce hours required to graduate from 128 to 120*

Program Revisions

3. MBA with Accounting Option – *revise Graduate Catalog language to allow student who complete the undergraduate accounting course requirements or their acceptable equivalents or receive the consent of the MBA Admissions Committee to pursue the MBA with Accounting Option*
4. Criminal Justice B.S. – *revise supporting course requirements; add the 3-hour requirement of COR; change the 12 hours back to 9 hours, selected from APS, COR, CRJ, FSE, or PLS.*
5. Chemistry B.S. – *reflect recent curriculum changes and course revisions within the program: Several course numbers were revised to indicate the lab courses in the program.*
6. Chemistry M.S. - *reflect recent curriculum changes and course revisions within the program: CHE 772 replaced by CHE 776*

Council on Postsecondary Education Update

The following item was approved by the CPE on October 19, 2009:

1. Transdisciplinary Autism Spectrum Disorder Certificate

To: Council on Academic Affairs

From: Onda Bennett Interim Dean, University Programs
Neil Wright, Director, International Education
Deborah Core, TCAC Coordinator

Subject: The Writing Intensive Course Requirement for International Students

Date: November 12, 2009

Question: EKU has students transferring from foreign institutions who have the equivalent of an earned Associates Degree. Are these students also waived from meeting the writing requirement?

Issue:

Transcripts from foreign institutions are evaluated by agencies such as Silny or WES and international students are given an equivalency for an Associate's degree. However:

1. Silny and WES evaluate content equivalency, however they do not assure proficiency in writing (or speaking) English. While we value and accept the students content knowledge as equivalent to an associate degree this does not assure that our international students can write adequately.
2. The associate's degree in a foreign language does not give the international student a substantive experience writing in English.
3. Our writing requirement is meant to assure that all students graduating from EKU are able to write at a satisfactory level in English.
4. We would be doing our international students a disservice by NOT requiring them to take a writing intensive course as they would not have adequate preparation in writing English to complete upper level courses or to be successful in an English speaking graduate program.
5. EKU's International Education program currently advises international students that they must take a W course.

Recommendation:

That the catalog text referring to degrees earned be clarified to read *“the waiver of the writing requirement applies only to institutions where the language of instruction is English.”*

**Proposal to Establish a Doctor of Psychology Degree
at Eastern Kentucky University**

Submitted by

Department of Psychology
Robert Brubaker, Chair

September, 2008 (revised September, 2009)

Proposal to Establish a Doctor of Psychology Degree (Psy.D.) at Eastern Kentucky University

Proposal Contents

• Program Overview-----	2
• The Psy.D. Degree-----	3
• Why a Psy.D. at ECU? -----	3
• The Psy.D. Program, Eastern’s Vision, and the CPE’s Key Indicators of Progress-----	4
• Distinctive Features of an ECU Psy.D. Program-----	5
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Checklist for Approval Process for Doctoral Degrees

Program Title: Doctor of Psychology Degree (Psy.D. in Clinical Psychology)

College/Department: Arts and Sciences/Psychology

PHASE 1

Departmental Showcase and Program Review

PHASE 2

Graduate Council

- Review Report from Departmental Showcase and Program Review
- Review Faculty Qualifications
- Review Scholarly Productivity, including Program's record and capacity for securing external funds
- Review Existing Support (e.g., Library Resources, Staffing)
- Review Proposed Admission Requirements
- Review Proposed Exit Requirements/Competencies

Action Taken: Graduate Council Approved

Date: 11/8/08

PHASE 3

Council on Academic Affairs

- Review Proposed Program's Curriculum
- Review External Reviewers' Report
- Review Graduate Council's Analysis
- Review Office of Institutional Effectiveness's Report

Action Taken: CAA Approved

Date: 11/19/09

PHASE 4

Financial Planning Council/ Strategic Planning Council

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

Action Taken: _____

Date: _____

PHASE 5

Faculty Senate

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

Action Taken: _____

Date: _____

Provost Council

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

Action Taken: _____

Date: _____

President

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

Action Taken: _____

Date: _____

Board of Regents

Review President's Recommendation for Proposed Program

Action Taken: _____

Date: _____

Council on Postsecondary Education

Review President's Recommendation for Proposed Program

Action Taken: _____

Date: _____

(SACS) Southern Association of Colleges and Schools

Review President's Recommendation for Proposed Program

Action Taken: _____

Date: _____

Program Implementation Date: _____

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Psy.D. in Clinical Psychology</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9/3/08	Graduate Council* 11/8/08
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		
College Curriculum Committee	10/13/08	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
General Education Committee*	NA	Faculty Senate** Pending
Teacher Education Committee*	NA	Board of Regents** Pending
		Council on Postsecondary Edu.*** Pending
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: Create a new applied doctoral degree program in Clinical Psychology</p> <p>A. 2. Effective date: Fall, 2011</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action: There is a national shortage of psychologists in rural communities including those in the EKU service region. The proposed program will prepare psychologists to practice in rural settings. There is only one other institution in Kentucky (Spaulding University in Louisville) offering the Doctor of Psychology degree (Psy.D.). The proposed program will increase the accessibility of doctoral-level professional psychology training.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: The new program will necessitate the replacement of a clinical psychology faculty member who entered the RTP program in 2008 and one new clinical psychology faculty position.</p> <p>Operating Expenses Impact: The Department requests a \$10,000 increase in its M&O budget to cover additional faculty development activities appropriate for a doctoral-level program and funding to support five additional graduate assistantships (\$52,500 total stipends plus waiver of out-of-state portion of tuition).</p> <p>Equipment/Physical Facility Needs: The current facilities are adequate.</p>	

Library Resources: The current library resources are adequate (including materials available electronically and through Interlibrary Loan).

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

DEPARTMENT OF PSYCHOLOGY

Dr. Robert Brubaker, Chair

Dr. Donald Beal, Coordinator, Clinical Psychology

Dr. Andrea Hale, Coordinator, School Psychology

Dr. Robert Mitchell, Coordinator, General Psychology

Dr. Jerry Palmer Jaime Henning, Coordinator, I/O Psychology

www.psychology.eku.edu

(859) 622-1105

I. GENERAL INFORMATION

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

MASTER OF SCIENCE, ~~and~~ SPECIALIST IN PSYCHOLOGY, and DOCTOR OF PSYCHOLOGY

II. ADMISSION REQUIREMENTS

Candidates must satisfy the following special requirements.

A minimum of five undergraduate courses in psychology: general psychology, statistics, and experimental psychology are required, as well as two other courses acceptable to the departmental admissions committee. An undergraduate course in industrial and organizational psychology or related course is required for the industrial and organizational psychology program. A minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours, is a Graduate School requirement. Satisfactory performance on the general sections of the Graduate Record Examination is required prior to admission. A minimum combined score of 1000 (V&Q) on the GRE is required for full consideration to all graduate programs in the Department of Psychology. Admission is competitive and limited to available space. Meeting the minimum requirements, therefore, does not guarantee admission. Candidates must arrange for submission of three letters of recommendation directly to the department, two related to the undergraduate major, with at least one from psychology faculty.

Applications should be received by March 15. Notification regarding admission normally will be made in April. Students applying later may be accepted as space is available

III. PROGRAM REQUIREMENTS

Clinical Psychology Doctoral Program

Requirements for the degree are a minimum of 121 graduate hours including 12 credit hours for a year-long internship, 30 credit hours for clinical practica, 58 credit hours of required courses, 9 credit hours for the doctoral research project, and 12 hours of elective graduate courses approved by the student's graduate advisor.

Core Courses.....	58 hours
PSY 715, 799, 820, 824, 925, 926, 827, 837, 840, 941, 846, 847, 950, 853, 857, 960, 862, 868, 971, 881	
Experiential Courses.....	42 hours
PSY 943, 999	
Electives.....	12 hours
Research.....	9 hours
PSY 990 (Doctoral Specialty Project)	
Total Requirements.....	121 hours

Clinical Master's Psychology Program

Requirements for the degree are a minimum of 60 graduate hours including six credit hours for the 16-week internship. Advanced practicum and internship placements should reflect the selected clinical emphasis.

Research Courses	9 hours
PSY 820, 846, and 862 (888 or 890 or approved elective).	
Theory Courses	16 18 hours
PSY 826 , 837, 840, 841, 847, 853, <u>926 and 941</u>	
Techniques Courses	19 18 hours
PSY 824, 825, 827, 850, 857, 860, 871 <u>925, 950, 960, and 971</u>	
Experiential Course	16 15 hours
PSY 843 (10 hours), 899, 943	
Total Requirements	60 hours

Clinical psychology students may elect to complete a program for "Providing Services to the Deaf/Hard of Hearing" in cooperation with the Department of Special Education. This is designed to meet the needs of individuals trained as clinical psychologists who seek to provide a range of psychological services, including assessment and psychotherapy, to deaf or hard of hearing children and adults. The program provides an introduction to deaf culture and the development of communication skills through the following course work cluster:

Prerequisite Courses**	15 hours
— SED 101, SED 102, SED 115, SED 201, SED 202	
— ** These courses or the equivalent of these courses	
..... demonstrated through proficiency in American Sign Language	
— and an equivalent orientation to deafness.	
Required Courses	9 hours
— SED 830, PSY 845, and an additional requirement that	
— three hours of PSY 843 must be earned in a practicum setting	
— serving deaf or hard of hearing clients.	

General Psychology

A total of 33 credit hours is required for candidates for the Master of Science in General Psychology. In addition to 18 credit hours of required courses, 9 credit hours of electives approved by the student's graduate advisor are required. A total of 6 credit hours of master's thesis is required (students enrolled in the Specialist in School Psychology may substitute 6 credit hours of electives approved by the coordinator of the School Psychology program). Students in the Psy.D. program will earn the Master of Science in General Psychology upon successful completion of 33 credit hours to include PSY 820, 837, 847, 853, and 862, plus 18 hours of approved PSY electives.

Psychological Foundations	18 hours
PSY 820, 837, 840, 847, 853, 862.	
Electives	9 hours
Thesis (or additional electives for School Psychology students).....	6 hours
Total Requirements	33 hours

Industrial and Organizational Psychology

A total of 49 credit hours is required of candidates for the Master of Science in Industrial and Organizational Psychology. In addition to 34 hours of required courses, 3 credit hours of either thesis, master's research project, or an approved elective and 6 credit hours of practica are required. Another 6 credit hours of electives are chosen after consultation with the program coordinator in light of the student's academic and professional goals.

Psychological Foundations	19 hours
PSY 790, 820, 826, 837, 862, 868, and 888 or 890 or approved elective.	
Industrial and Organizational Psychology Core	
.....	18 hours
PSY 844, 870, 872, 873, 874, 875.	
Practicum	6 hours
PSY 843.	
Electives**	6 hours
Total Requirements	49 hours

**Courses from other disciplines such as general business, economics, management, marketing, political science, health education, and loss prevention and safety may be suitable as electives. Electives must be approved by the program coordinator, the student's graduate committee, and the relevant department before the courses are taken.

School Psychology Program

The school psychology program is a three calendar year (71 semester hour) program leading to the Specialist in Psychology degree in school psychology. The third year is spent in internship. The Psy.S. degree qualifies the individual to seek Kentucky and National School Psychologist Certification and licensure through the State Board of Psychology.

Psychological Foundations 12 hours

PSY 837, 840, 847, 853.

Educational Foundations (1 from each group) 9 hours

(1) EAD 800, 828.

(2) ELE 871, EMG 806, EME 873, ESE 774.

(3) SED 800 or SED 810.

Assessment and Intervention 25 hours

PSY 824, 827, 843 (six hours), 846, 850, 857, 865, 881.

Professional Psychology 4 hours

PSY 826, 848.

Research, Evaluation, and Statistics..... 9 hours

PSY 820, 862, and 868 or 888 or 890.

Internship 12 hours

PSY 898.

Total Requirements 71 hours

IV. EXIT REQUIREMENTS

Comprehensive Examination — Candidates for all degrees ~~the degree~~ will take written and oral examinations in the area of study in which they seek the master's, ~~or specialist degree~~ or doctoral degree.

Internship — Students in both the clinical psychology and the school psychology programs must perform satisfactorily in PSY 899, ~~or~~ PSY 898 or PSY 990 in partial fulfillment of requirements for the degree.

Program Overview

The Department of Psychology proposes developing a Doctor of Psychology (Psy.D.) degree in Clinical Psychology. The Psy.D. is an applied doctoral degree designed to prepare clinical practitioners.

Key features of the proposed program include:

- 121 credit-hours of course work in the theory and practice of psychology, extensive practicum experience, and a year-long clinical internship
- Emphasis on providing high-quality training to psychologists planning to work in rural mental health agencies
- Opportunities for specialized training in mental health administration, school-based mental health, and working with traditionally underserved populations including adults and children with developmental disabilities and individuals who are deaf or hard of hearing, particularly those living in rural communities
- A high quality curriculum that meets the accreditation standards of the American Psychological Association
- Supports the Psychology Department's goal of better preparing our undergraduates for graduate education by providing opportunities for applied psychology experience
- Offers an affordable and accessible opportunity for Kentucky students to pursue doctoral education
- Supports Eastern's commitment to regional stewardship by allowing an expansion of mental health services available to the community
- Responds to a need for doctoral-level psychologists in Eastern's service region and in other rural communities
- Requires minimal additional funding by taking advantage of existing university and community resources

- Contributes to ECU's vision of achieving national distinction and addresses the priorities for postsecondary education in Kentucky set forth by the CPE

Proposal to Establish a Doctor of Psychology Degree (Psy.D.) at Eastern Kentucky University

The Psy.D. Degree

The Doctor of Psychology degree (Psy.D.) is an applied doctoral degree designed to prepare clinical psychology practitioners. It is based on a training model for professional psychologists emphasizing clinical practice. The rationale for establishing the Psy.D. degree in the late 1960s was that "Psychological knowledge...had matured enough to warrant creation of explicitly professional programs along the lines of professional programs in medicine, dentistry, and law." Thus, the model was established to complement, rather than compete with, the Ph.D. degree. Growth of Psy.D. programs has been rapid; there are currently over 90 Psy.D. programs in the U.S. (65 in clinical psychology), and as of 1994 Psy.D. programs enrolled three times as many students as did Ph.D. programs (Mayne, Norcross, & Sayette, 1994). See Appendix A for a table comparing the key features of Psy.D. and Ph.D. programs and a set of Frequently Asked Questions about Psy.D. programs.

All 50 states license practitioners holding either the Ph.D. or Psy.D. degrees and the major accrediting body for clinical psychology programs, the American Psychological Association (APA), accredits both types of programs. APA's guidelines for accreditation are, in fact, the same for both degrees.

The Psy.D. Program: Consistency with Eastern's Mission, Vision, and the CPE's Key Indicators of Progress

The proposed program is consistent with ECU's mission to provide high-quality instruction, scholarship, and service, and with our commitment to regional stewardship. Appendix C includes a detailed environmental scan and needs assessment for the proposed program.

According to the American Psychological Association, there is a shortage of clinical psychologists (especially those trained at the doctoral level) in the rural areas of the U.S. With our history of preparing students to provide behavioral health care services in these traditionally underserved regions, including rural Kentucky, ECU is in an excellent position to help fill this need. Specific strengths and opportunities associated with a Psy.D. program at ECU are noted below

The ECU Psychology Department has a long history of providing quality graduate education. All four of our graduate programs are viable, well-established programs and both the Clinical Psychology M.S. and School Psychology Psy.S. degree programs are nationally accredited (there is no accrediting body for I/O or General Psychology programs). Nearly all of the curricular and other training elements necessary to support a doctoral program are already in place, including:

- a well-established network of practicum placements
- a thriving and well-respected training clinic (the ECU Psychology Clinic)
- a research infrastructure adequate for the needs of an applied program
- opportunities for training in two high-demand specialty areas not available at other state institutions: developmental disabilities and deafness/mental health
- resources to develop a program emphasis on rural mental health which is well-suited to the needs of ECU's service region
- resources to provide training in mental health administration
- resources to provide training in school-based mental health services and in how to support and work effectively with school psychologists
- a readily available pool of doctoral level practitioners to serve as adjunct faculty teaching advanced specialty seminars and supervising clinical practicum placements)
- three APA-accredited doctoral clinical internship sites in Kentucky (including a consortium in rural Eastern Kentucky)

The ECU service area does not have a doctoral program in clinical psychology (and the only Psy.D. program in the state is at Spalding University in Louisville). Many psychology graduate students come from central and eastern Kentucky, and many of those stay in the area, finding employment upon graduation. Approximately 60-70% of the graduates from our clinical psychology M.S. program go on to pursue doctoral training (primarily the Psy.D.) at other institutions, often in other states.

The presence of doctoral students in graduate assistantship positions will stimulate and support ECU's faculty research programs and provide additional opportunities for involving ECU's undergraduates in research.

Having doctoral students in the ECU Psychology Clinic will allow expansion of mental health services to the community and provide additional opportunities for undergraduate clinical psychology co-op placements.

A Clinical Psychology Psy.D. program will make a significant contribution to ECU's vision of achieving national distinction and our efforts to address the priorities for postsecondary education in Kentucky set forth in the 2005-2010 Campus Action Plan (Five Questions – One Mission: Better Lives for Kentucky's People). Specifically, the proposed program speaks to three of the five key indicators for progress included in that plan:

- **Is Kentucky postsecondary education affordable for its citizens?**

Currently, the only Kentucky institution offering the Clinical Psy.D. is Spaulding University, a private institution in Louisville. The tuition at Spaulding is significantly higher than the tuition at Eastern.

- **Do more Kentuckians have certificates and degrees?**

Since Spaulding is the only university in Kentucky offering the Psy.D. in Clinical Psychology, a limited number of degrees are awarded each year. A Psy.D. program at ECU would increase the number of Kentuckians who could earn doctoral degrees.

- **Are Kentucky's people, communities, and economy benefiting?**

Graduates of the Psy.D. program will help meet the critical need for trained mental health professionals in Kentucky. The specialization in rural mental health will prepare graduates to work in the areas experiencing the greatest need for mental health services (particularly the counties in ECU's service region). In addition, the program will increase the number of qualified doctoral-level supervisors required by Kentucky law to oversee the practice of master's-level psychologists. The scarcity of doctoral-level supervisors has been a significant problem for rural mental health agencies for many years. The program will also enable us to offer expanded services to the community, at minimal cost, through the ECU Psychology Clinic

Distinctive Features of an ECU Psy.D. Program

Specializations/concentrations

The Psy.D. in Clinical Psychology will train students as generalists in the practice of clinical psychology yet offer options for an emphasis (or even multiple emphases) in disabilities (particularly autism and other developmental disabilities and hearing loss), school-based mental health, rural behavioral health, and mental health administration. There are only ten doctoral programs in the U.S. offering specialized training in serving persons with disabilities (none in Kentucky, West Virginia, Indiana, or Illinois). The only nearby universities offering an emphasis in rural mental are the Clinical Psychology Ph.D. programs at University of Kentucky and East Tennessee State University and the Psy.D. programs at Wright State University in Dayton, Ohio, and Marshall University in Huntington, West Virginia. According to the US Department of Health and Human Services, there is a chronic and severe shortage of psychologists and other behavioral healthcare providers in rural U.S. counties.

This range of training opportunities would attract students with interests relevant to many faculty in ECU's Psychology Department faculty, and would allow us to take advantage of existing resources (e.g., faculty expertise, existing courses,, the ECU Center on Deafness, proximity to rural mental health agencies).

These concentrations would be accomplished through a combination of formal course work (electives selected from existing psychology courses and other departments), practicum and internship placements, and the doctoral research

project. Examples of existing potential electives in psychology include History and Systems, Seminar in Mental Health and Deafness, selected school psychology courses (for students interested in school-based mental health or children in general), selected Industrial/Organizational courses (for students interested in mental health administration), and directed studies in students' areas of interest. There would also be some opportunities for faculty to develop special interest courses that would serve as electives for students in any of our graduate programs.

Integration of undergraduates

The Psy.D. program will be structured in such a way as to integrate undergraduates to a significant extent. Involving undergraduates in clinical activities will help us make the most efficient use of faculty resources and help prepare ECU undergraduates for graduate-level training. Vertical clinical teams headed by a faculty mentor and including advanced and beginning graduate students and advanced undergraduates. The teams would provide supervision for students at all levels working in the ECU Psychology Clinic and in selected field placements. Work on the clinic team could serve as a laboratory experience for selected undergraduate courses (e.g., PSY 405 Interviewing). Advanced graduate students would gain experience in providing clinical supervision.

Program Structure

The program is based on the practitioner-scholar training model. This model, endorsed by the National Council of Schools of Professional Psychology (NCSPP), places an emphasis on training clinical psychology practitioners who are sophisticated consumers of research and who ground their practice in the empirical research literature. The program is designed to train students in each of the seven core competencies specified by the NCSPP:

- Relationship Competency
- Assessment Competency
- Intervention Competency
- Research and Evaluation Competency
- Consultation and Education Competency
- Management and Supervision Competency
- Diversity

The Psy.D. program would reflect an expansion and refocusing of the existing Clinical Psychology M.S. Program curriculum. The current clinical curriculum would be supplemented with courses already being offered by the Psychology Department for our other graduate programs, new doctoral-level courses, additional practicum and internship hours, and by electives offered by other ECU departments. The content and structure of the existing courses would be adjusted to reflect the rigor and standards of a doctoral-level program. Policies and procedures for student training and assessment already in place for the Clinical Psychology M.S. program would be adapted to meet the needs of the doctoral program.

Program Learning Objectives

Graduates of the Psy.D. program will demonstrate an ability to do each of the following:

- Conduct a comprehensive psychological assessment and use the results to diagnose children and adults
- Use assessment results and information in the professional literature to develop an effective, empirically supported intervention
- Use appropriate methodologies to determine the effectiveness of interventions
- Demonstrate knowledge of and ability to implement evidence-based interventions with children, adults, couples, families, and groups.
- Consult with other mental health, healthcare, and education professionals
- Provide supervision of master's level psychologists
- Practice in accordance with applicable laws, regulations, and professional standards
- Understand and apply psychological research to clinical practice
- Tailor assessment and treatment procedures to residents of rural communities and other targeted patient populations (e.g., individuals with developmental disabilities and those who are deaf or hard of hearing)

Curriculum

The program would require students to complete 121 credit hours. Students would be able to complete the work in five years, including a one-year full-time internship. They would earn the M.S. degree in General Psychology at the end of the second year. The program includes extensive practical experience (24 practicum credit-hours and 12 internship credit-hours).

The Psy.D. program would meet the accreditation standards set forth by the American Psychological Association and would qualify graduates for licensure as a Psychologist in Kentucky.

Appendix B contains a sample curriculum description for an ECU Clinical Psychology Psy.D. Program.

Student Assessment

Students' academic and professional development and their progress toward achieving competency in each of the seven NCSPP core areas would be assessed using a variety of methods at multiple points throughout the program. Formal evaluation methods would include:

- Annual Faculty Evaluation meetings during which course grades, practicum evaluations, students' self-evaluations, faculty observations, research supervisor evaluations, and portfolio materials will be reviewed;
- Qualifying Exam (completed at the end of the second year, prior to receiving the M.S. degree)

- Comprehensive Exam
- Clinical Portfolio (documenting progress toward demonstrating the seven competencies)

Students will be required to complete a Doctoral Specialty Project demonstrating competency in a specific clinical specialty area. The work will include a written report and a public presentation of the product. The precise nature of the project will be developed in consultation with (and approved by) the student's doctoral committee.

Accreditation

Accreditation by the American Psychological Association of the Psy.D. program is essential to its viability and success. A review of APA's accreditation standards indicates that the proposed Psy.D. program would be in an excellent position to receive accreditation. The proposed curriculum meets the current APA accreditation requirements. Appendix B contains a sample curriculum description for an ECU clinical psychology Psy.D. program.

Relationship to Other Kentucky Institutions and ECU Benchmarks

The University of Kentucky and the University of Louisville have APA accredited Ph.D. programs in clinical and in counseling psychology. Spalding University in Louisville offers a Psy.D. in clinical psychology.

Of ECU's 19 benchmark universities, seven offer APA accredited doctoral degree programs in clinical psychology. Eastern Michigan University, the University of Massachusetts-Boston, Sam Houston State University, UNC-Greensboro, and Wichita State offer the Ph.D. and Indiana State University offers the Psy.D. The Department of Counseling at Indiana State also offers a Ph.D. in counseling psychology.

Resources and Budget

Efficient use of existing resources will allow us to offer the Psy.D. program with minimal additional cost to the university. Existing library resources are more than adequate as are the clinical training resources (e.g., the ECU Psychology Clinic and local practicum placements). The M.S. Clinical Psychology degree program will no longer be offered as a terminal degree. Psy.D. students will earn the M.S. Clinical Psychology degree upon successfully completing the required 60 hours of course work. A number of existing courses that support the M.S. program will be revised from 800-level to 900-level to suit the needs of the doctoral curriculum, only one new course will be required. One new tenure-track faculty position will be requested. This position will be filled by a candidate with training and experience in rural mental health care and the department would request approval to replace a member of the clinical psychology faculty who recently entered the Retirement Transition Program. We will also request an increase of \$5,000 in the department's M&O budget to support additional demands on faculty to engage in professional development appropriate for doctoral program faculty

and to support costs associated with recruiting doctoral students. In order to be competitive with other professional doctoral training programs, we will request five additional graduate assistantships (and request a change in the Graduate School policy limiting students to two years of assistantship support). There are also costs over the next five years associated with having the program accredited by the American Psychological Association.

Faculty

- One new tenure-track Assistant Professor position (approximate salary: \$55,000/9 months)

Department Operating Budget

- Increase operating budget \$5,000

Accreditation Fees

- Initial: \$7,000 (includes application fee and site visit expenses)
- Ongoing: annual accreditation fee: \$2,500

Graduate Student Support

- \$78,000 increase in Graduate Assistantship funds to support 10 Psy.D. students with full-time stipends

Institutions with resources similar to ECU currently offer the Clinical Psychology Psy.D. For example, Indiana State University, of Eastern's benchmarks, has offered the degree since the early 1980s. Appendix E compares ISU and their Psy.D. program on several key dimensions.

Faculty Qualifications (Clinical Expertise and Scholarship Productivity)

The Psychology Department has 21 tenured or tenure-track faculty all of whom hold an earned Ph.D. in Psychology. Seven, in the applied areas of clinical, counseling, or school psychology) will have primary responsibility for clinical training and supervision. The 14 remaining faculty will be involved in the program through psychological foundation courses and/or elective courses. All of the Psychology Department faculty hold either Full or Associate Graduate Faculty status at ECU. The new tenure-track position requested in the current proposal will add an eighth faculty member with a specialty in clinical psychology and rural mental health care.

All of the applied (clinical, counseling, and school psychology) faculty are licensed to practice by the State Board of Psychology in Kentucky. They are actively involved in the delivery and supervision of psychological services in either clinical or school settings. Members of the clinical psychology faculty have extensive experience training and supervising doctoral students. Dr. Wygant

served as Director of Supervision for the Ohio Psychology Internship (an APA-accredited doctoral internship) and supervised both pre- and post-doctoral students at Summit Psychological Associates. Dr. Beal was a member of the faculty at Miami University and taught and supervised in their APA-accredited Clinical Psychology Ph.D. program. He also supervised psychology doctoral interns and psychiatry interns as a member of the staff at the University of Cincinnati College of Medicine. Dr. Bundy has trained and supervised psychology doctoral students from the University of Kentucky and both she and Dr. Brubaker have served as post-doctoral supervisors (approved by the Kentucky Board of Psychology). Drs. Beal, Botts, Bundy, and Brubaker have all been heavily involved in training and supervising master's-level clinical psychologists at ECU for between 10 and 25 years. Members of the clinical and school psychology faculty have presented 72 continuing education professional workshops during the past 5 years.

Psychology Department faculty are productive scholars. Although the Psy.D. program is not designed to train researchers, it is important for the faculty to stay current on both the basic and applied research literature. Over the past 5 years Psychology faculty have authored 84 peer-reviewed professional publications and made 283 presentations at professional meetings. Many of the faculty serve as peer-reviewers for professional journals, Drs. Bundy, Florell, Hale, Mitchell, and Wiggant serve as members of editorial boards or guest editors, Dr. Beal is the Associate Editor of *La Revista Mexicana de Psicología* and Dr. Brubaker is the Editor-in-Chief of the *Journal of Psychological Practice*.

Challenges

The major concern the Psychology Department faculty expressed initially about implementing a Psy.D. degree program was the potential negative impact on the quality of our undergraduate program. The increased demands on faculty time associated with a doctoral program could result in less time devoted to our undergraduate students. These concerns will be minimized by the program elements designed to integrate advanced undergraduates into the graduate program (e.g, the clinical vertical teams). Faculty members will be able to combine supervision of graduate and undergraduate clinical and research work. In addition, advanced doctoral students will be able to assume some of the undergraduate supervision responsibilities as part of their professional development.

A second concern is the limited availability of graduate assistantships. It would be difficult to attract qualified students to the program with the current level of assistantship funding (and without a tuition waiver). We have requested additional support to address this concern.

Appendix A

Comparison of Psy.D and Ph.D. Programs (from the Rutgers University website)

<u>Characteristics</u>	<u>Psy.D.</u>	<u>Ph.D.</u>
1. Training	Practice & research oriented	Research oriented
2. Coursework	Application & practice oriented	Research & application oriented
3. Research	Applied/consumer	Basic and Applied
4. Department Culture	Practice - oriented	Research oriented
5. Skills	Diagnostic assessment, psychotherapeutic, program planning and evaluation, applied research	Diagnostic assessment, Psychotherapeutic, basic clinical research
6. Training Goals	Practitioner-researcher	Scientist - practitioner
7. Mentors	Research-based practitioners	Researchers
8. Career Settings	Community mental health centers, Organizations (profit & non-profit), school systems, clinics, hospitals, colleges/counselors, self-employment, university departments, consulting firms	Colleges & universities, research agencies, medical schools
9. Minority Emphasis	Practice & research related	Research related
10. Starting Salaries	\$50 - \$70k	\$50 - \$70k
11. Qualities for Admission	Human service interest and/or experience, interpersonal skills, intellectual abilities	Research interest and/or experience, interpersonal skills, intellectual abilities

Frequently Asked Questions about Psy.D. Programs (from the Indiana State University website)

How Does a Psy.D. differ from a Ph.D. ?

A Psy.D. is a doctorate in Professional Psychology whereas a Clinical Psychology Ph.D. is a doctorate degree in Philosophy, with a specialization in Clinical Psychology.

The primary difference between the two types of programs is that a Psy.D. program generally places greater emphasis on clinical training early in the program. In many cases a Ph.D. program will have greater emphasis on research involvement than a Psy.D. program. For example, in most Ph.D. programs in Clinical Psychology, a student would be expected to complete a Master's research project as well as a doctoral research project or dissertation. In most Psy.D. programs, students do only a doctoral level research project. The graduate student stipends are also sometimes greater in a Ph.D. program than a Psy.D. program, often due to greater amounts of faculty grant money in research-oriented Ph.D. programs.

The ISU Psy.D. program involves students in clinical course work and training starting in the first year of the program. We also encourage students to become involved in faculty research early in the program in preparation for developing a dissertation research project. Given that our program requires a dissertation, the emphasis on research at ISU's Psy.D. program is likely somewhat greater than in other Psy.D. programs.

What are the advantages of a Psy.D. over a Ph.D.?

Students entering a Psy.D. program often get more clinical training and experience and get this experience earlier in the program than many Ph.D. programs. Our students start their assessment and treatment courses in the first year of the program, begin seeing clients in the ISU Psychology clinic in the 2nd and 3rd years of the program, and complete a 9-12 month placement in the community during the 4th year of the program. Overall, our students generally accumulate in excess of 800 hours of clinical hours prior to Internship.

A second advantage of a Psy.D. program is the breadth, depth and focus in our clinical course work with required courses in areas such as: Clinical Health Psychology, Supervision Skills, Advanced Treatment and Assessment, Professional Clinical Psychology and Psychopharmacology. We also offer electives which provide more in-depth coverage of specific disorders and types of treatment such as Seminar in Personality Disorders, Seminar on Anxiety Disorders, Seminar on Schizophrenia, Cognitive and Constructivist Approaches to Treatment, and Empirically Supported Interventions with Children and Adolescents.

Myths associated with a Psy.D.

Myth #1: *"You can't teach or work in academia with a Psy.D."*

Although it is generally true that Psy.D.s are less competitive than Ph.D.s in securing academic positions, a large number of our Psy.D. graduates teach as adjunct professors at colleges and universities nationwide and several do hold full-time academic positions. In fact, the majority of our Psy.D students obtain 1-2 years of teaching experience as part of their assistantship during the program (students not teaching may be involved in research or working in the clinic).

Myth #2: *"It's harder for Psy.D. students to get Internship positions"*

This is quite definitely a myth, as all of our students in recent years have been placed in APA-accredited Internship sites such as V.A. medical centers, university medical centers, community mental health centers and consortiums. In addition, the majority of our students over the past several years have gotten offers at one of their top three Internship choices. Many Internship sites are looking for students with diverse clinical experience in both assessment and treatment. Our program has a strong reputation for producing students who are well trained in both assessment and treatment and have a great deal of clinical experience as well.

Myth #3: *"You aren't a real "doctor" with a Psy.D." (or) "People won't respect your clinical abilities as much as they would if you had a Ph.D. "*

First, there are a number of different doctoral degrees in Psychology including School, Clinical and Counseling Psychology. For much of the public, there is very little understanding or even awareness that not all "Psychologists" have the same training or background. Thus, for the majority of your clients, you will be considered a "doctor" in Psychology, just as any other doctoral-level provider in Psychology.

Although there is some lack of knowledge and understanding of Psy.D. versus Ph.D. among the public, there is a growing awareness and appreciation of the Psy.D. clinicians in health care settings. The majority of Psy.D. graduates are employed in clinical settings, thus your peers in health care settings are likely both to be familiar with the degree, and also to appreciate the clinical competence and experience that the degree implies.

Appendix B

Model Curriculum for Clinical Psychology Psy.D.

YEAR 1

Fall

PSY 824	Intellectual Assessment	3 hours
PSY 926	Professional Practice in Clinical Psychology	3 hours
PSY 941	Abnormal Behavior	3 hours
PSY 950	Psychotherapy and Behavior Change I	3 hours

Spring

PSY 925	Personality Assessment	3 hours
PSY 943	Practicum	3 hours
PSY 846	Behavioral Research Methods	3 hours
PSY799	History and Systems of Psychology	3 hours

Summer (1st 5 Weeks)

PSY 827	Proseminar in Assessment	1 hour
PSY 943	Practicum	3 hours

Summer (2nd 5 Weeks)

PSY 837	Social Psychology and Cultural Diversity	3 hours
---------	--	---------

YEAR 2

Fall

PSY 820	Statistics and Research Design	3 hours
PSY 943	Practicum	3 hours
PSY 853	Biological Bases of Behavior	3 hours
PSY 960	Psychotherapy and Behavior Change II: Advanced Techniques and Theories	3 hours

Spring

PSY 943	Practicum	3 hours
PSY 847	Topics in Individual Differences	3 hours
PSY 862	Statistics and Research Design II	3 hours
PSY 881	Advanced Children's Assessment	3 hours

Summer (1st 5 Weeks)

PSY 943	Practicum	3 hours
---------	-----------	---------

Summer (2nd 5 weeks)

PSY 971	Group and Family Therapy	3 hours
---------	--------------------------	---------

YEAR 3**Fall**

PSY 857	Interventions with Children and Families	3 hours
PSY 943	Practicum	3 hours
Elective		6 hours

Spring

PSY 943	Practicum	3 hours
PSY 868	Program Evaluation in Social and Beh. Science	3 hours
PSY 7XX	Multicultural Psychology	3 hours
	Elective	3 hours

Summer (1st 5 Weeks)

PSY 943	Practicum	3 hours
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Summer (2nd 5 weeks)

PSY 840	Cognitive Bases of Behavior	3 hours
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YEAR 4**Fall**

990	Doctoral Specialty Project	6 hours
943	Practicum	3 hours
	Electives/Independent Study	3 hours

Spring

990	Doctoral Specialization Project	3 hours
943	Practicum	3 hours
	Electives/Independent Study	3 hours

YEAR 5 (Fall and Spring)

999	Internship in Clinical Psychology	12 hours
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<u>TOTAL</u>	<u>121 hours</u>
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POTENTIAL ELECTIVES (Psychology)

PSY 848	Introduction to School Psychology
PSY 790	Tests and Measurements
PSY 844	Cognition in the Workplace
PSY 844	Industrial Psychology
PSY 777	The Autism Spectrum
PSY 845	Clinical Issues and the Deaf
PSY 887	Independent Work in Psychology
PSY 897	Special Topics in Psychology (Adjunct Clinician Instructors)

SAMPLE OF POTENTIAL ELECTIVES (other EKU departments)

COU 804	Counseling Diverse Populations
COU 844	Student Personnel Services in Higher Education
COU 847	Crisis and Abuse Counseling
COU 849	Addiction Disorders Counseling
COU 851	Counseling GLBT Clients
COU 852	The Counseling Process in Grief and Loss
COU 853	The Counseling Process in Clinical Sexuality
SED 718	Survey of Special Education in Early Childhood
SED 722	Language Disorders of Students with Disabilities
SED 775	Nature and Needs of Exceptional Children
SED 777	Dual Sensory Impairments and Communication
SED 778	Behavior Disorders
SED 779	Learning Disabilities
SED 781	Speech for the Deaf and Hard of Hearing
CDS 720	Augmentative and Alternative Communication Systems
CDS 771	Neural Bases of Communication
CDS 772	Speech and Hearing Science
CDS 861	Communication Disorders in Atypical Populations
HEA 790	Health Education Special Topics courses
HEA 791	Women's Health
HEA 792	Human Sexuality
HEA 793	Death and Grief
HEA 794	Drug Use and Dependency
HEA 795	Alcohol Abuse and Dependency
HEA 798	Health Promotion and Program Planning
PHE 822	Sociology of Sport
PHE 823	Sport and Exercise Psychology
OTS 720	Providing Health Services in Appalachia

Appendix C

Environmental Scan and Needs Assessment for Clinical Psy.D. Program

I. Internal

Related ECU Programs

- There are no doctoral programs in clinical psychology or related mental health fields at ECU. The Psychology Department offers a Master's of Science in Clinical Psychology and the Counseling and Educational Psychology Department offers a Master of Arts in Mental Health Counseling

ECU Student Demand

- Each year between eight and ten graduates of the M.S. Clinical Psychology program go on to doctoral programs (typically Psy.D. programs). Most have ties to Kentucky and would welcome the opportunity to earn a doctorate at ECU.
- Psychology is among the most popular majors at ECU (we typically have between 450-500 majors). A recent survey of our majors revealed that nearly 80% anticipate going on to graduate school. A number of these students either wish to pursue graduate work locally or are place bound and thus unable to leave the region.

Impact on the Undergraduate Psychology Degree Program

- The Psy.D. program is designed to integrate undergraduates to a significant extent. Involving undergraduates in clinical and research activities and, where feasible, in the formal course work (via a limited number of 500/700 level courses) will help the department make the most efficient use of faculty resources and help prepare ECU undergraduates for graduate-level training.

Eastern's Vision and Mission

- The emphasis on rural mental health, the opportunity to pursue training in working with underserved populations, and the focus on using the graduate program to enhance the undergraduate experience all support Eastern's vision of holding national

distinction as a leading, comprehensive university focused on students and learning.

- The Psy.D. program aligns with Eastern's goals to promote learning through high-quality programs and to enhance internal and external constituency engagement.

II. External

Student Demand

- There is a strong demand for doctoral level training in psychology. In 2006-07, there were 108 applicants to the Spalding Psy.D. program (17 full-time students were admitted). There were 177 applicants to the UK Clinical Ph.D. program (9 admitted) and 88 to the U of L program (7 admitted).

Demand for Graduates

- Employment for psychologists is expected to grow faster than average, particularly for those graduates in applied specialties who hold the doctoral degree. (Bureau of Labor Statistics, Occupational Outlook Handbook, 2008-2009 edition).
- According to the American Psychological Association, there is a shortage of clinical psychologists (especially those trained at the doctoral level) in the rural areas of the US. With our history of preparing students to provide behavioral health care services in these traditionally underserved regions, including rural Kentucky, EKU is in an excellent position to help fill this need.
- Community mental health centers in rural Kentucky communities report ongoing difficulty recruiting doctoral level psychologists.

The Psy.D. program addresses three of the CPE's Five Key Indicators of Progress for 2005 – 2010:

- Is Kentucky postsecondary education affordable for its citizens?
 - Currently, the only Kentucky institution offering the Clinical Psy.D. is Spalding University, a private institution in Louisville. The tuition at Spalding is significantly higher than the tuition at Eastern and enrollment is limited.

- Do more Kentuckians have certificates and degrees?
 - Since Spaulding is the only university in Kentucky offering the Psy.D. in Clinical Psychology, a limited number of degrees are awarded each year. The ECU program will provide additional opportunities for advanced degrees.

- Are Kentucky's people, communities, and economy benefiting?
 - Graduates of the Psy.D. program will help meet the critical need for trained mental health professionals in Kentucky.
 - The increased availability of affordable behavioral health services through the ECU Psychology Clinic reflects Eastern's commitment to regional stewardship

Related Programs at other Kentucky Institutions

- None of the state supported institutions offer the Psy.D. Clinical Psychology degree

- The University of Kentucky and the University of Louisville offer the Ph.D. in Clinical Psychology

- Spaulding University in Louisville offers a Clinical Psy.D. degree

Appendix D

Letters of Support

1. Cumberland River Comprehensive Care Center (Regional Mental Health and Mental Retardation Program in South Eastern Kentucky)
2. ECU Student Counseling Center
3. Adanta (Regional Mental Health and Mental Retardation Program in South Central Kentucky)
4. Pathways, Inc. (Regional Mental Health and Mental Retardation Program in North Eastern Kentucky)



Cumberland River Comprehensive Care Center

1203 American Greeting Road – PO Box 568 – Corbin, KY 40702

Phone: 606-528-7010 Fax: 606-528-5401

V/TDD 1-888-640-9335

Joint Commission Accredited

September 12, 2008

Dr. John Wade, Dean
College of Arts and Sciences
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

Dear Dr. Wade and others, whom it may concern,

As, Executive Director of Cumberland River Comprehensive Care Center, member of Kentucky Association of Regional Programs, and as a citizen of rural Kentucky, I am writing to express my support for the proposal to offer the Psy.D. in clinical psychology degree program. Cumberland River Comprehensive Care Center is one of 14 mental health centers in the state of Kentucky, serving 8 counties in southeastern Kentucky. As a mental health care provider, we have always struggled with recruitment and retention of health care practitioners to our rural area particularly doctoral-level psychologists.

This program would provide an innovative and sustainable rural training experience for students and prepare them for how to provide culturally sensitive services to the Appalachian population with mental health issues. Students would also have the opportunity for specialized training in developmental disabilities, mental health administration, school-based mental health services and deafness.

Our center is Joint Commission Accredited and we feel we provide quality services for the people of our region. It would be our desire to be involved with providing practicum and internship placements in our region. This program would enhance the work currently in place with a severely underserved population of rural adults and children.

With this opportunity to combine the ECU students and rural mental health practice, Kentucky will be in an excellent position to demonstrate interdisciplinary methods, an action research approach to training and service development which will certainly have a great impact on the lives of clients and their families.

Sincerely Yours,

Danny Jones
Executive Director

Serving the Eight Southeastern Kentucky Counties of
Bell, Clay, Harlan, Jackson, Knox, Laurel, Rockcastle, and Whitley



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Counseling Center

*Accredited by the International
Association of Counseling Services,
Inc.*

SSB, CPO 52
521 Lancaster Avenue
Richmond, Kentucky 40475-3152
(859) 622-1303
FAX: 859-622-1305
<http://www.counseling.eku.edu>

September 13, 2008

Dr. Rodney Piercey
Provost/Vice President
Coates 30A
Eastern Kentucky University
521 Lancaster Dr.
Richmond, KY 40475

Dear Dr. Piercey:

This letter is written in support of the proposal submitted by the Department of Psychology for a Doctor of Psychology degree offered through their department. I am both pleased and excited about the prospects of a Doctor of Psychology program within the Department of Psychology at EKU as there is a shortage of mental health providers on the national level. Also relevant to this prospect, the mental health field is one of the fastest growing fields according to recent projections of the U.S. Department of Labor.

Currently there is significant concern on the national level about the extreme demand for mental health services. There is a growing body of evidence showing that mental health needs in our country have reached epidemic proportions. This need is now seen as a public health issue. A recent University of Texas (2008) study reveals that 50% college students today have seriously considered suicide. Suicide hotlines are receiving more calls than ever before. A Doctor of Psychology program at EKU could pave the way to addressing the need and demand by training professionals in this field.

The Counseling Center at EKU has a long-standing cooperative relationship with the Department of Psychology. We have worked with the Psychology Department for over 30 years and rely heavily on their advanced trainees to provide services at our Counseling Center. The EKU Counseling Center is accredited by the International Association of Counseling Services and very selective about our selection process for professionals-in-training to provide services in our center. We have consistently found that the Department of Psychology has done an exceptional job at training their master's level students in psychology. Should the Doctor of Psychology degree be accepted, our center would indeed offer many training opportunities for these professionals-in-training. This cooperative endeavor would benefit the student, the department, the Counseling Center and the University.

Page 2
Piercey

Many of the students attending ECU who request counseling services are from rural Kentucky and have significant mental health needs upon arrival on our campus. Many of these students are receiving counseling services at ECU for the first time due to limited services provided in their rural communities. Their success at ECU could be greatly enhanced if they could receive services earlier in their lives and prior to attending ECU. Mental health services to these rural regions would address a great need exhibited in the state of Kentucky.

In summary, the Counseling Center fully supports the proposal for the Doctor of Psychology degree at ECU and would look forward to expanding our cooperative arrangement with the Department of Psychology for practicum and internship opportunities for the students in this program.

Sincerely,



Jen Colvin Walker, Ed.D.
Director
Licensed Psychologist



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FROM : ADANTA

FAX NO. : 6066771746

Sep. 11 2008 07:53AM P2

The Adanta Group
Behavioral Health Services259 Parkers Mill Rd.
Somerset, KY 42501
606-679-4782
606-678-5296 FAX
1-800-633-5599 TTY/Crisis

A D A N T A

September 10, 2008

Dr. John Wade, Dean
College of Arts and Sciences
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

Dear Dr. Wade,

Dr. Robert Brubaker has contacted us about the prospect of Eastern Kentucky University offering a Psy.D. in clinical psychology degree program. The purpose of this letter is to lend our support, as a Community Mental Health Center, for such an endeavor. The rural communities of the Lake Cumberland region would greatly benefit from having trained doctoral-level psychologist who would be willing to work (and provide supervision of master's level psychologist) in our rural setting. Our agency would be willing to provide practicum and internship placements for eligible students.

If we can be of further assistance in supporting this Doctorial Level Program please, feel free to contact me at 606-679-4782 ex. 208.

Sincerely

Cathy C. Epperson
Chief Executive Officer

Cc: Human Resources



PATHWAYS, INC.
 1212 BATH AVENUE
 P O BOX 790
 ASHLAND KY 41105-0790

606 324-1141
 800 562-8909

September 9, 2008

Mr. John Wade, Dean
 College of Arts and Sciences
 Eastern Kentucky University
 521 Lancaster Avenue
 Richmond, KY 40475

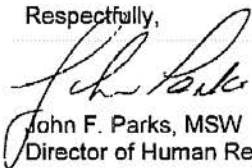
Dear Sir,

Pathways, Inc. is pleased to support the efforts of Eastern Kentucky University to develop the Psy.D clinical psychology degree. With the addition of this degree, it will strengthen the partnership formed between the University and the community mental health centers. We struggle recruiting doctoral level staff and I am particularly interested in the University promoting advanced degrees to residents from the rural areas.

I feel that the advanced degrees will specifically help the community mental health centers in our efforts toward Best Practice models of therapy and will certainly provide supervision for the MA level therapists.

We pledge our support and offer our assistance. Please let me know specifically what we can do to further this plan.

Respectfully,



John F. Parks, MSW
 Director of Human Resources

JFP/dw



www.pathways-ky.org



Appendix E.

Comparison of ECU and Indiana State University on Key Characteristics

	Indiana State University	ECU
Enrollment <ul style="list-style-type: none"> Total University Total Graduate Students Psy.D. Students Admitted Each Year 	10,487 2,071 8-10	16,031 (Fall, 2009) 2,222 8-10
Faculty <ul style="list-style-type: none"> Department Total Applied Number with Terminal Degree (Applied) 	13 7 7	21 8 (plus 1 new TT line) 8
Program Structure <ul style="list-style-type: none"> Meets APA accreditation standards Total Credit Hours Years to Complete 	Yes 97 4 plus internship year	Yes 121 4 plus internship year
Clinical Resources <ul style="list-style-type: none"> On-Site Training Clinic 	Yes	Yes
Admissions Requirements <ul style="list-style-type: none"> GRE Minimum Scores GPA Undergraduate Preparation 	500 V, 500 Q 3.0 24 PSY credit hours	500 V, 500 Q 3.0 12 PSY credit hours (UG PSY degree preferred)

Appendix F. Library Resources



EASTERN KENTUCKY UNIVERSITY
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EKU Libraries
Dean of Libraries

103 Library
(859) 622-1778

Memo

TO: Dr. Robert Brubaker, Department of Psychology
Dr. Janna Vice, Interim Provost and Associate Vice President for Academic Affairs

CC: Karen Neubauer, Executive Director of Budgeting
Dr. Jerry Pogatshnik, Dean of Graduate Studies

FROM: Carrie L. Cooper
Carrie Cooper, Dean of Libraries

DATE: September 24, 2009

RE: Clinical Psychology Doctorial Degree and Library Preparedness

The purpose of this letter is to address the Library's preparedness to support a doctoral degree in clinical psychology. Although the resources available to the clinical psychology program are strong today, the expense of these subscriptions is unsustainable without receiving inflation adjustments. The Library has consistently cut resources each year because subscription renewals are averaging 6-8% more than the year previous and our budget has been reduced.

It is essential for approved doctoral programs to be supported with library resources. I am in favor of assigning each doctoral program a recurring line item budget for subscriptions, with annual adjustments for inflation, to ensure consistency for students and faculty within the program. Cancelling subscriptions that support doctoral programs is not an option and will jeopardize accreditations.

I have included a list of key psychology subscriptions, with the 09/10 cost for renewal:

- Psych Articles: \$19,820
- Mental Measurements: \$2,337
- Psychiatry Online: \$3,640
- Individual Print and Electronic Journal Subscriptions: \$32,000

Addressing these fees alone equates to about \$58,000. These resources are mission critical for a department offering a doctorate in clinical psychology.

It's also important to point out that The Kentucky Virtual Library (KYVL) provides a consistent core of subscriptions to all post secondary institutions, which is also at risk for being cut. Every cut at KYVL will result in our institution picking up the subscription at a much less competitive price. The list of resources above will grow if the state reduces its support of The Kentucky Virtual Library.



Appendix G. Graduate Council Review



EASTERN KENTUCKY UNIVERSITY

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Office of Associate Dean
Graduate Program and Research

SSB POB 68
310 Student Services Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3168
(859) 622-1742 • fax: (859) 622-2975
jalch.rezaie@eku.edu • www.eku.edu

September 28, 2009

Dear Dr. Vice:

This letter is to summarize the Graduate Council's review of the proposal by the Department of Psychology in the College of Arts and Sciences for the Doctor of Psychology degree (Psy.D.). The Graduate Council reviewed this proposal at their November 8, 2008 meeting by focusing on the proposed curriculum, faculty credentials and productivity, existing support, and the status of the current programs offered by the Department of Psychology.

The EKU Psychology Department has a long history of providing quality graduate education. All four of their graduate programs are viable, well-established programs and both the Clinical Psychology M.S. and School Psychology Psy.S. degree programs are nationally accredited (there is no accrediting body for I/O or General Psychology programs). The Psy.D. program would require students to complete 121 credit hours. Students would be able to complete the work in five years, including a one-year full-time internship. They would earn the M.S. degree in General Psychology at the end of the second year. The program includes extensive practical experience (24 practicum credit-hours and 12 internship credit-hours). The Psy.D. program's curriculum meets the accreditation standards set forth by the American Psychological Association and would qualify graduates for licensure as a Psychologist in Kentucky. The members of the Curriculum Subcommittee of the Graduate Council conducted a thorough review of the proposed curriculum and course syllabi to ensure compliance with the university standards regarding student learning outcomes and level of assessment.

The Psychology Department has 21 tenured or tenure-track faculty all of whom hold an earned Ph.D. in Psychology. Seven, in the applied areas of clinical, counseling, or school psychology, will have primary responsibility for clinical training and supervision. The 14 remaining faculty will be involved in the program through psychological foundation courses and/or elective courses. 100% of the faculty in the Psychology Department hold either Full or Associate Graduate Faculty status at EKU. The proposal is requesting one new tenure-track position with a specialty in clinical psychology and rural mental health care.



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Psychology Department's faculty are among the most productive scholars at ECU. Over the past 5 years they have authored 84 peer-reviewed professional publications and made 283 presentations at professional meetings. Many of the faculty serve as peer-reviewers for professional journals, Drs. Beal, Bundy, Hale, Mitchell, and Wygant serve as members of editorial boards or guest editors, and Dr. Brubaker is the Editor-in-Chief of the Journal of Psychological Practice.

Efficient use of existing resources allows the Department Psychology to offer the Psy.D. program with minimal additional cost to the university. They are planning to drop the M.S. Clinical Psychology degree as a separate program. However, the Psy.D. students will earn the M.S. General Psychology degree upon successfully completing the first two years of course work in the Psy.D. program. They have revised a number of existing courses that support the M.S. program from 800-level to 900-level to suit the needs of the doctoral curriculum, only one new course will be required. Existing library resources are more than adequate as are the clinical training resources (e.g., the ECU Psychology Clinic and local practicum placements).

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

Sincerely yours,

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



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Appendix H. Institutional Effectiveness Review



EASTERN KENTUCKY UNIVERSITY

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

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

September 10, 2009

Dear Provost Vice:

I have carefully reviewed the Assessment of Need which was prepared by the Psychology Department in the College of Arts and Sciences for the proposed Clinical Psychology Doctoral Degree (Psy.D.). I have reviewed the complete proposal and particularly the Environmental Scan and Needs Assessment. The proposal does an excellent job of establishing demand for the proposed program and provides a well-reasoned justification for the proposed program. The environmental scan and needs assessment documents a strong marketability for the degree, filling a critical need in Eastern's market area for graduates and practitioners, and strong career options nationally and regionally for graduates of the program.

The Psychology Department makes an excellent case that there is a long-term significant demand for this program, and that the program will create a positive sustained benefit to our service region and the Commonwealth, which are greatly in need of quality mental health care. The case for student demand is particularly compelling: *"There is a strong demand for doctoral level training in psychology. In 2006-07, there were 108 applicants to the Spalding Psy.D. program (17 full-time students were admitted). There were 177 applicants to the UK Clinical Ph.D. program (9 admitted) and 88 to the U of L program (7 admitted)."*

I give my full recommendation to the Assessment of Need and Environmental Scan for the proposed Clinical Psychology Doctoral Degree (Psy.D.) at Eastern. Please feel free to contact me if you wish more detail or further information.

Sincerely,

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



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College of Arts and Sciences
Department of Psychology
521 Lancaster Avenue
Richmond, KY 40475

Robert Brubaker, Ph.D.
Professor and Chair
859 622-1105
robert.brubaker@eku.edu

TO: Council on Academic Affairs

FROM: Robert Brubaker, Chair
Psychology Department

DATE: November 12, 2009

RE: Animal Studies Degree Program

Attached is a document containing Dr. Mitchell's responses to questions raised at the October Council on Academic Affairs meeting about the proposed Animal Studies degree program. I ask that this be placed on the agenda for the November 19, 2009 meeting of the Council.



Response to Comments, from the 15 October 2009 Meeting of the Council of Academic Affairs, concerning the Proposal to create an Animal Studies Major at EKU.

There were four salient points of concern mentioned at the CAA meeting for which we wish to provide responses. (We believe that other points of concern were answered satisfactorily at the CAA meeting.)

These points of concern are:

1. There will be few Animal Studies majors initially, such that the courses will (at least initially) have only a few students in them.
2. Although not requested in the proposal, the Animal Studies major will require hiring of new faculty to teach courses. (This concern is related to concern #2.)

Concerns 1 and 2 were linked by the following scenario:

Having few students in Animal Studies classes will have the consequence of taking faculty in Psychology away from teaching high-volume classes, which will require other Psychology faculty to pick up the slack, which will itself require hiring new faculty, whether adjunct or full time.

3. The introduction of a major in Animal Studies might be better replaced by an Option in Animal Studies, with the intention of eventually creating a major.
4. The name “Animal Studies” brings to mind “Animal Science,” or medical experiments modeling human disease with animals (lowercase “animal studies”). Thus, employers will be confused by this name, and will think that students have training in areas that they do not. Consequently, there should be a more discriminating name.

Our responses to these points of concern are as follows:

1. Although there may initially be few majors in Animal Studies (this is unknown), the courses in Animal Studies are not restricted to Animal Studies majors. Thus, we anticipate that courses about animals will be of interest to a number of students who will have decided to follow other majors. In addition, we believe that, with excellent publicity at Spotlight Day and other events, as well as perhaps newspaper coverage of the major, we will inspire enough interest to fill the classes in Animal Studies. We do not believe that there will be too few students enrolled in the classes. (We may later decide to propose the ANS 200 “Introduction to Animal Studies” as a General Education course, which will propel even more students into the class.)
2. There are six new courses being proposed in Animal Studies: at the moment, one (ANS 310) is to be taught (once every two years) by Paula Kopacz or Sarah Tsiang in the Department of English and Theater, one (LAS 306) is to be taught (once every two years) by Lynnette Noblitt in the Department of Government, and four are (at least initially) to

be taught by Robert Mitchell in the Department of Psychology. Thus, it would appear that the Animal Studies courses offer a difficult burden for the Psychology Department to accept, though of course the Psychology Department has already acknowledged and accepted this burden in proposing the Animal Studies major. There are several points to make in order to understand that the burden is not too much to bear.

- (a) Of the four courses to be (initially) taught by Robert Mitchell, one (ANS 200) will be taught once a year starting in Fall 2010, another (ANS 320) will be taught once a year starting in 2011, a third (ANS 497) will be taught once every two years starting in 2012, and a fourth (ANS 400) will be taught once a year starting in 2013. Thus, by 2013, Dr. Mitchell will (potentially) be teaching three to four courses per academic year that will replace his teaching of some courses in his current schedule. At present, Dr. Mitchell teaches two to three sections of PSY 310 each semester, as well as PSY 333, and the capstones PSY 400 and 579. (PSY 333 “Comparative Psychology” is a required course in the Animal Studies major, and also in one of three courses that satisfies the Cognition/Learning requirement in the Psychology major.)
- (b) Adam Lawson in the Psychology Department is happy to take over three sections of PSY 310 per year, if that should be required. He can continue to teach the two upper-division PSY courses he teaches, and will give up teaching PSY 200. In addition, both Drs. Lawson and Rosanne Lorden in the Psychology Department have expressed interest in teaching PSY 333. Other faculty members also teach the PSY 400 capstone course (which has a variable topic). Faculty members in the Psychology Department are, and have needed to be, remarkably flexible in their scheduling of classes to accommodate retirements, sabbaticals, and students needs.
- (c) With the intention of creating more time for faculty to teach new classes in their areas of interest, the Psychology Department has initiated a new PSY 200 class that has 100-150 students. Thus, the time taken away from Dr. Lawson’s teaching of PSY 200 is already taken care of, and should not require the addition of new adjunct faculty.
- (d) It is not clear that Dr. Mitchell will be teaching all of the new ANS courses. Dr. Lorden has expressed interest in teaching the ANS 200. Professors in Film Studies, English, and Humanities have discussed courses in their field that can satisfy the last “Arts and Humanities requirement” for the Animal Studies major (for this requirement, students select from ANS 310, ANS 497, or another arts/humanities course relevant to Animal Studies).
- (e) Dean Wade has been supportive of the proposed Animal Studies major, and has supported, when financially possible, hiring new faculty in the Psychology Department to cover faculty members who are retiring or leaving. If in future, enrollments warrant it, we will request an ANS faculty position.

Based on our responses to concerns 1 and 2, it should be clear that the scenario linking concerns 1 and 2, though plausible, is exceedingly unlikely to occur.

3. When the diverse faculty from multiple disciplines got together to discuss the idea of an Animal Studies program, a variety of possibilities were mentioned: developing a minor, an option, a concentration (apparently not offered at ECU), and a major. Some suggested testing the waters with a minor or option before devoting energy to the major. In the end, after much discussion, it was decided to focus on developing the major instead of the other possibilities. The reasons for this decision have to do with the interdisciplinary nature of the Animal Studies degree, the limitation of the non-major possibilities, and the number of new courses that needed to be created to fill out the arts and humanities aspects of the degree. To be truly interdisciplinary and a truly holistic experience of the field of Animal Studies, students will need to experience a diverse set of courses. However, to take courses in biology and anthropology that have any depth, students would be required to take 8 hours in biology (BIO 121 and 141) and 6 hours in anthropology (ANT 120 and 201) as preliminaries to take advanced courses in those fields. A minor or an option consists of 18-24 hours (usually), so that there would be few additional courses available for students to take. They would not have the hours to take any depth courses in BIO or ANT, as they would need the available 9-10 hours to take courses in arts, humanities, and applied areas. In addition, it is not clear that the university would be willing to develop, for just a minor, the additional courses needed in the arts and humanities to offer students the broad experience needed in these disciplines for Animal Studies. The suggestion of an Animal Studies option was also considered. But usually an option is a subdiscipline of an area of study, but it is not clear what Animal Studies, as an interdisciplinary field, would be a subdiscipline of. So, to offer students a true interdisciplinary experience, the faculty members chose the major as the best alternative. We chose not to pursue the minor or option approach either as an initial method of approach to developing the major or as an addition following the major.

4. The name “Animal Studies” is the name of the field currently in the humanities, but it is also the term used (with a variety of meanings) in medicine, psychology, and biology. Because the major is concerned not only with the human-animal interaction and relationship, but also with animals themselves, it is not appropriate to describe the degree as “Human-Animal Studies.” (Note that the degree in Agriculture is called “Animal Science,” not “Animal Studies,” so using Animal Studies as the name for our program should not confuse employers in that area.) In developing the Animal Studies program, faculty members devoted a great deal of attention to the issue of the name of the degree students would receive. We agree that there is the potential for some confusion, but also believe that this confusion can be eliminated by the student explaining the degree to any employer. However, we did come up with two potential revisions of the name for the degree (keeping the program name as Animal Studies). The two are “Interdisciplinary Animal Studies” or “Animal Studies (Interdisciplinary).” Of the two (both of which are cumbersome), we prefer “Animal Studies (Interdisciplinary),” as it focuses attention on the Animal Studies first, and explains that it is an interdisciplinary degree. However, plain old Animal Studies appears more elegant. We are open to the Council’s suggestions.

We appreciate the supportive and thoughtful comments made by the CAA members, and believe that we have dealt with all the comments that were not dealt with satisfactorily at

the meeting. However, should there be other comments to which CAA members believe we need to respond, or should there be additional comments, we will be glad to offer our thoughts. Thank you again for providing so many insightful and engaging suggestions about the proposed Animal Studies major. It is a delight to work with such a supportive and challenging faculty.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Animal Studies</u> (Major <u>xx</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	08/28/2009	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>11/19/09</u>
General Education Committee*	NA	Approved <u>x</u> Disapproved _____ Faculty Senate** <u>11/30/09</u>
Teacher Education Committee*	NA	Board of Regents** <u>1/25/10</u> Council on Postsecondary Edu.*** _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a new major, "Animal Studies." A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Animal Studies is a new, stimulating, and challenging cross-disciplinary field of study, incorporating applied fields, science and humanities. At present, no university has an Animal Studies major, though others are seeking to develop one and several have minors. EKU has a diversity of existing courses well suited to this field of study, and has faculty in diverse departments who are experts in this field. The major itself provides students with a rich, in-depth liberal arts education with the possibility to develop their knowledge in applied fields, science, or arts and humanities. See attached justification for more reasons to create an Animal Studies major at EKU.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Existing faculty satisfy all needs for the program. Operating Expenses Impact: None. Existing department and college institutional support is satisfactory. Equipment/Physical Facility Needs: None. Existing facilities are adequate.	

Library Resources:

None necessary; some new journals and books may be requested.

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

DEPARTMENT OF PSYCHOLOGY

Chair

Dr. Robert Brubaker

(859) 622-1105

Cammack 127

Faculty

**D. Beal, T. Botts, R. Brubaker, M. Bundy, C. Clement,
J. Flanagan, D. Florell, J. Gore, A. Hale, J. Henning,
A. Lawson, R. Lorden, D. Mercer, R. Mitchell, T. Nowak, R.
Osbaldiston, J. Palmer, R. Perrine, ~~J. Robinson~~, S. Wilson, M.
Winslow, and D. Wygant.**

Baccalaureate Degrees

Psychology (B.S.)

CIP Code: 42.0101

(Psychology Program Information will be placed before ANS information. Current catalog page number for Psychology: 92-93)

ANIMAL STUDIES (B.S.)

CIP Code: 30.9999

Faculty

R. Brubaker (Psychology), B. Freed (Anthropology, Sociology, & Social Work), A. Lawson (Psychology), R. Lorden (Psychology), P. Kopacz (English), S. McSpirit (Anthropology, Sociology, & Social Work), R. Mitchell (Psychology), L. Newhart (Philosophy & Religion), L. Noblitt (Government), R. Perrine (Psychology), B. Pratt (Agriculture), N. Santangelo (Biology), S. Sumithran (Biology), and S. Tsiang (English)

Program Objectives

Animal Studies (ANS) is an interdisciplinary major that concentrates on nonhuman animals, their interactions and relationships with people, and the mutual influences humans and nonhuman animals have on each other's existence, evolution, and history. Students in Animal Studies receive training in sciences, humanities, and applied fields. Within their cross-disciplinary training, students will choose to emphasize at least one of these areas of study. Graduates of the program will gain knowledge of and be able to evaluate ideas about nonhuman animals, humans, and their mutual influences informatively from diverse perspectives. Upon completion of the ANS degree, graduates will be able to (1) analyze contexts and events concerning animals knowledgeably and from diverse points of view; (2) elucidate the motives and consequences for diverse human-animal interactions; (3) evaluate the impacts of human uses of and attitudes toward animals on individuals and communities, and on evolution and history; (4) integrate cross-disciplinary ideas into an awareness of divergent perspectives on animals and humans; and (5) use skills and expertise in understanding animals and humans to obtain employment.

Major Requirements 53-55 hours

ANS 200, and courses in the following groups:

(1) Arts & Humanities: ANS 320; PHI 390; SOC 300; ANS 310, 497, or three hours of a relevant arts or humanities course (12 hours).

(2) Science: ANT 306 or 371; BIO 141; BIO 316 or 550; PSY 333 (14 hours).

(3) Application: AGR 125; ANT 370; LAS 306 or BIO 380; three hours of a relevant applied learning or study abroad course (12 hours).

(4) Capstone: ANS 400 or PSY 401 or other relevant thesis option.

(5) Electives: an additional 9-11 hours in relevant courses, as approved by student's advisor or department head.

Supporting Course Requirements 10 hours

ANT 120, 201; BIO 121.

General Education Requirements 39 hours

Standard General Education program, excluding blocks IVA, VB, VII(NS). Refer to Section Four of this *Catalog* for details on the General Education and University requirements

University Requirement 1-3 hours

GSO 100 or GSD 101.

Free Electives 13-17 hours

Total Curriculum Requirements 120 hours

Proposed Major in Animal Studies (Expanded)

Major Requirements 53-55 hours

Introductory course (3 credits)

ANS 200 Introduction to Animal Studies (3)

Arts and Humanities requirements (12 credits)

ANS 320 Animals in History (3)

PHI 390 Animal Ethics (3)

SOC 300 Sociology of Animal-Human Relations (3)

Plus choose one of the following:

ANS 310 Animals in Literature (3)

ANS 497 Topics in Animal Studies: _____ (3)

Or a course relevant to animal studies from an arts and/or humanities perspective.

Science requirements (14 credits)

BIO 141 General Zoology (4)

PSY 333 Comparative Psychology (3)

Plus choose one of the following:

ANT 306 Human Evolution (3)

ANT 371 Primate Ecology and Sociality (3)

Plus choose one of the following:

BIO 316 Ecology (4) (*required for several upper-division BIO courses*)

BIO 550 Animal Behavior (4)

Applied requirements (12 credits)

AGR 125 Principles of Animal Science (3)

ANT 370 Primate Conservation (3)

Plus choose one of the following:

LAS 306 Animals and the Law (3)

BIO 380 Wildlife Law and Law Enforcement (3)

Plus choose one of the following:

One applied learning course (*e.g., AGR 349, BIO 349, ENG 349, HIS 349, JOU 349, PHI 349, PSY 349, PUB 349*), or

One study abroad course relevant to Animal Studies (3)

Electives (9-11 hours)

Choose several courses, devised with student's advisor, to develop student's knowledge in student's area of interest in Animal Studies

Capstone (3 credits)

Choose one of the following (or other relevant Senior Seminar or Thesis option):

ANS 400 Senior Seminar: _____.

PSY 401 Senior Thesis

Supporting Course Requirements 10 hours

Area IVA BIO 121, Principles of Biology (4)

Area VB ANT 120, Introduction to Cultural Anthropology (3)

Area VII(NS) ANT 201, Introduction to Physical Anthropology (3)

General Education Requirements 39 hours

Standard General Education program, excluding blocks IVA, VB, VII(NS).

University Requirement 1-3 hours

Choose one of the following

GSO 100 Academic Orientation (1)

GSD 101 Foundations for Learning (3)

Free Electives 13-17 hours

Total Curriculum Requirements 120 hours

Proposal to Establish an Interdisciplinary Animal Studies Major at ECU

Proposal Contents:

Justification (including Background and Why at ECU?)	2-7
Environmental Scan	8-10
Model Curriculum for Animal Studies Major	11

Appendices:

CVs of Faculty in Animal Studies

Letters of Support

Justification for Animal Studies major at EKU.

Background

Nonhuman animals are an omnipresent, yet often unattended to, part of human existence. We care for, hunt, slaughter, eat, travel miles to see, pet, watch, pass laws about, love, fear, and think about a variety of animals. We play with our dogs and cats, and eat someone else's cows and chickens. We learn many lessons in childhood about animals, and our first stories are replete with animals and their sometimes humanized lives. As adults we still use animals as metaphors and tropes (e.g., "lamb of God") to think about others, our selves, and human activities. (Think of Orwell's *Animal Farm*, or EKU President Whitlock's 2009 "state of the university" address to the faculty—e.g., "In any bacon and egg breakfast, the chicken is involved but the pig is committed.") We compare or contrast humans and animals linguistically to vilify or elevate humans. Humans have been viewed as animals, and animals as human, with the precise point of differentiation between the two at times obscure, at other times perfectly clear. (When the terribly disfigured "Elephant Man" in the David Lynch movie of the same name is finally cornered after being chased through the streets by a mass of people horrified by his appearance, he cries "I am not an animal. I am a human being.") How we act toward animals directly influences our lives and society: the introduction of slaughterhouses into an area dramatically increases crime, and people who commit even one act of animal abuse are more likely to commit other criminal offenses than matched individuals who don't abuse animals. Legislators and citizens institute laws against the inhumane treatment of animals and the extinction of species, and the American Humane Society celebrated its 130th anniversary in 2007. Veterinarians-in-training are being told to take a course in literature as part of their professional development to instill empathy toward animals and clients. Books of photographs of animals are hot commodities in bookshops. Animals are and have always been objects of human fascination and intrinsic to human existence: humans would not have evolved beyond a subsistence stage of survival without the domestication of animals, and major conquests of land in history would have been impossible without the horse. Animals are essential to us. We would not be who, what, and where we are today without them.¹

Given this background, it is not surprising that Animal Studies is a growing field in academia. It has grown from several directions. Biologists have always studied animals from an objective perspective, but Darwin's theory of evolution by means of natural selection forced a return to the psychological and anthropological study of animals, often as a way to understand the evolution of the human mind. Ethologists of the early 20th century pursued the study of animals in their natural state, including humans in their purview. The scientific study of the human relationship with animals came into focus from anthropology, psychology, ethology, sociobiology, environmentalism, and health medicine, and the journal *Anthrozoös* was instituted in 1987 to study this field; *Society & Animals* followed in 1993. Both journals have published broadly, including articles from sciences and humanities (though tending to focus more on social science). The ethical and moral dimensions of the human treatment of animals have also influenced the field, beginning with Peter Singer's 1975 *Animal liberation*, in which a utilitarian position on

the use and treatment of animals is proposed. Singer's book, as well as primate researchers' discussions of apes having a "theory of mind," re-invigorated a philosophical interest in animal mind that had largely disappeared following Aristotle and his influence. (Most responses to Darwin's arguments about animal mind were psychological or theological, rather than philosophical.) In 1984, sociobiologist E. O. Wilson proposed that the popular appeal of animals and nature is based on human nature with his biophilia hypothesis, arguing that this human fascination is genetically based. These ideas engendered numerous scientific studies about human-animal relations and interactions. Although scholars in the humanities have attended to animals in human history for centuries, it is Harriet Ritvo's history, *The animal estate: The English and other creatures in the Victorian age*, published in 1987, to which the recent upsurge of historical interest toward animals is often attributed. Ritvo showed how essential animals were not only to England's development, but also to how English people thought of and about themselves. Also influential was Donna Haraway's 1987 *Primate visions: Gender, race and nature in the world of modern science*, which examined the cultural presuppositions constraining the development of the science of primatology. Steven Baker's 1993 *Picturing the beast* focused attention on the omnipresent, but rarely theorized, representations of animals in art. Historians, philosophers, and art historians became aware of how conflicted and confused our relationships with and ideas about animals are, making animals in human history a ripe field for exploration. (As one author put it in the Wikipedia entry about Animal Studies, "Given the complexity of human-animal relations, one aspect of animal studies is to emphasize that animals are very like us, and yet not at all like us, in interesting ways.") Nigel Rothfels' *Representing animals* 2000 symposium and later edited volume further institutionalized Animal Studies in the humanities and incorporated literature, art, and culture studies. Two university presses, Columbia and Chicago (through Reaktion Books), now support series in Animal Studies. Within each domain (biology, philosophy, history, etc.), explorations about animals can become parochial, but the field of Animal Studies has expanded even further to incorporate all explorations of animals. That is why a major in Animal Studies makes use of knowledge and points of view from all these fields (and others). However much scholars focus on the human bonding with, uses of, relations with, attitudes toward, and representations of animals, most scholars agree that it is important to understand animals in their own right as well.

At the present time, Animal Studies has the two journals already mentioned, as well as one society (ISAZ: International Society for AnthroZoology) and its international annual conference. For the scientist, the Animal Behavior Society is another society that also sponsors an international annual conference. Both societies are extremely supportive of undergraduate involvement and presentation of research. Although several universities in Europe, Canada, and New Zealand, and a few in the US, have courses and specializations in Animal Studies, there is as yet no major in Animal Studies. (There are, of course, majors in Animal Science, which is an applied field usually concerning farm animals or wildlife; students in the proposed ECU Animal Studies major are required to take at least one course in Animal Science through the Department of Agriculture, and can take courses in wildlife biology.) In the US, a few institutions have some related academic specializations:

- Notre Dame de Namur University in Belmont, CA has a Sociology degree with an “Animals in Human Society” concentration.
- Carroll College in Helena, Montana has a Human-Animal Bond program with its own degree within the Psychology department; this is an applied program mostly using psychological techniques for working with animals.
- Humane Society University, apparently an online teaching affiliate of the Humane Society, offers 30 hours toward an Animal Studies degree, and requires students to take the rest of their coursework from other universities.
- Michigan State University has a graduate specialization in Animal Studies, and some of the faculty hope to develop an Animal Studies major.

If the Animal Studies program were to be approved, ECU would be the first university in the US with an undergraduate degree in Animal Studies, and would potentially gain students from around the globe.

Animal Studies as a Major at ECU

The Animal Studies (ANS) major at ECU would provide students with a means to become knowledgeable about animals and their relationship with humans from diverse perspectives, and simultaneously experience and learn from a strong, traditional liberal arts education. The proposed major incorporates training in and exposure to a diversity of fields of knowledge, including applied fields, sciences, and the arts and humanities.

Animal Studies is an interdisciplinary major that concentrates on nonhuman animals, their interactions and relationships with people, and the mutual influences humans and nonhuman animals have on each other’s existence, evolution, and history. Students in Animal Studies receive training in sciences, humanities, and applied fields. Within their cross-disciplinary training, students will choose to emphasize at least one of these areas of study. Graduates of the program will learn to analyze, apply, and evaluate existing ideas, and develop new ideas about nonhuman animals, humans, and their mutual influences. Their cross-disciplinary training will encourage them to think critically about issues from diverse perspectives. Upon completion of the ANS degree, graduates will be able to (1) critically analyze contexts and events concerning animals from diverse points of view; (2) explain, analyze, and evaluate the motives and consequences for diverse human-animal interactions; (3) analyze and evaluate the impacts of human uses of and attitudes toward animals on individuals and communities, and on evolution and history; (4) integrate cross-disciplinary ideas into an awareness of divergent perspectives on animals and humans; and (5) apply skills and expertise in understanding animals and humans to obtain employment.

The Vision of the Animal Studies program is to broaden students’ perceptions of animals, of animals’ relationships with humans, and of humans’ relationships with animals. (The vision for our students is discussed below.)

The Mission of the Animal Studies program is preparing students to be knowledgeable about and understand nonhuman animals and the relationships between humans and animals from diverse perspectives in arts and humanities, the sciences, and applied fields.

The lives of animals, the human-animal connection, the complexities of human-animal relationships, ethical and moral concerns about animals, representations of animals and humans, and the significance of animals in human evolution, history, culture, and civilization are all aspects of this knowledge and understanding.

Remarkably, many ECU professors in a diversity of areas of expertise are knowledgeable about animals in some capacity. This includes professors not only in the areas one would expect, such as agriculture, anthropology, biology, and psychology, but also in less traditionally animal-related fields, such as literature, sociology, philosophy, and government. (In fact, most of these professors worked amicably together to develop the Animal Studies major, and are now listed as faculty for the proposed Animal Studies program.) Across the fields of study represented at ECU, animals are viewed as meat, metaphor, vectors of disease transmission, companions, objects of fantasy, legal entities, biological ancestors, objects of beauty, mental entities, and objects of ethical and moral concern. Other ECU professors, in film studies, art history, and humanities, though not experts in Animal Studies, have offered to provide their knowledge in developing courses for the major in the future. Faculty in Psychology (Robert Mitchell, Rosanne Lorden) have been offering courses studying captive monkeys in France (Paris) and free-ranging sea lions in Ecuador (Galápagos) for several years. Robert Mitchell is developing a course to study captive gorillas in Spain (Barcelona), and Ben Freed in Anthropology is developing courses for students to study lemurs in Madagascar. Comparative (Animal) Psychology is currently being offered for the first time at ECU, and the class filled within two weeks of availability.

Not only does ECU already have the faculty to fulfill the vision and mission of the proposed Animal Studies major, but the major fulfills several of the mission goals of ECU. It most obviously embodies two goals: developing and enhancing an environment facilitating intellectual curiosity, cultural opportunities and problem solving abilities for members of the university community; and promoting learning through high-quality programs, research and support services. Intellectual curiosity is the underpinning of the Animal Studies major; without it, no student would be interested. And, with its promotion of learning from courses in multiple departments in Arts and Sciences, and one in Business and Technology, Animal Studies will become a high-quality program and support other high-quality programs at the same time. The interdisciplinary nature of the program will encourage interaction and research among faculty in diverse departments. Robert Mitchell is already at work to bring an international conference on Animal Studies to ECU; he recently co-organized (with Julie Smith, a University of Wisconsin faculty in Languages and Literature) a conference in Toronto on “The minds of animals,” which is potentially being turned into a volume for the Columbia University Press “Animal Studies” series. In addition, the Animal Studies major has the potential to fulfill a third mission goal, to increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky. According to the University of Kentucky’s Equine Research Center, “horses are Kentucky’s top agricultural cash crop.”

Housing of the Animal Studies program in Psychology makes sense for several reasons. The department Chair, Robert Brubaker, is supportive of the program. Robert Mitchell is the main initiator of the program, and three other Animal Studies faculty members (Adam Lawson, Rosanne Lorden, Rose Perrine) are also in the Psychology Department. Psychology, thus, is the department providing the most faculty members in support of the program. In addition, students interested in the psychology of animals, or the human-animal bond, are expected to be the most likely candidates for the major (though of course we expect students interested in biology and primatology to apply as well).

The Animal Studies degree offers a traditional liberal arts education, but with more cross-disciplinary depth and less narrow training. In addition to the General Education requirements, in which students experience lower division courses in diverse fields, the Animal Studies courses mostly require students to experience upper division courses in diverse fields. The 53-56 hours of required courses are necessary to provide the students with broad and in-depth exposure to these diverse fields, and allow for elaboration (via restricted electives) relevant to their chosen area of interest within Animal Studies.

The Animal Studies major should assist students in getting a job at least as much as any other liberal arts degree. The liberal arts degree is valued by employers in a variety of job settings. A student who has earned a degree in Animal Studies should have an even greater ability to take diverse perspectives into account than students in many other majors, because of their experiences dealing with multiple perspectives in their courses. In our multicultural society, such an ability will be a valuable asset in many work environments. But the Animal Studies major offers more than this. The specific jobs available for students in Animal Studies will depend to some degree on their area of focus. In addition to this broad education, students can concentrate on specialized areas for particular jobs they want to target. The Animal Studies major offers 9-11 hours of relevant electives, and 13-17 hours of free electives, from which students can choose. Their advisor (most likely Robert Mitchell, at least initially) will have a list of available courses at ECU that can assist students in developing skills in diverse areas relevant to future jobs. Students who focus on biology or wilderness studies, or on agricultural studies, can approach jobs in more applied fields. Students wishing to pursue work in animal advocacy can examine journalism, photography, art, and other areas for support. Those who wish to develop skill in writing about nature and animals can elect to take courses in literature to harness their potential. The possibilities are many, and students can choose their own direction in collaboration with an advisor, who will provide important mentoring and facilitation of the student's career.

People all over the world are making decisions and being asked to make decisions about animals every day that affect both animals and people. Many questions arise: How should people deal with animals that are a threat to human life? How should people deal with animals that are making human life difficult? How important is maintaining biodiversity? How important are the lives of particular animals or particular species? How important is the maintenance of wildlife and the presence of animals in people's lives? How can we convince people to comply with federal laws mandating the preservation of species that the people do not want preserved? How can we teach animals to help people? Can we

help people to care better of their pets? Should we hunt and eat animals? How have animals influenced human evolution? Are human conceptualizations of animals coherent? Is it helpful to anthropomorphize animals to help children develop empathy? How are contradictory cultural practices like dogfighting and dog shows sustained? How can we develop empathy toward animals so as to thwart cruelty? How can we develop understanding between and bring together people with diverse perspectives on animals (e.g., perspectives based on moral, ethical, or cultural concerns)? Students with a degree in Animal Studies will have examined responses to questions like these from a diversity of disciplines and approaches, and so will be knowledgeable about the different methods of approach to these questions and should be able to provide answers based on that knowledge. While some existing majors might allow students to provide a reasoned response to some of these questions, no existing major brings the interdisciplinary expertise that can allow a student to answer all of these questions in interesting and intelligent ways. Students in Animal Studies should be able to apply their knowledge and experience with many disciplines to answer diverse questions.

The time is ripe for the creation of the Animal Studies major at ECU. Animal Studies is a developing field that is relatively open at the moment. ECU can provide some guidance for the development of the field. Several faculty members are committed to the program, and some have developed or are planning to develop courses in arts and humanities relevant to the major. (There are already enough scientific and applied courses upon which to build the major, and faculty teaching these courses in Agriculture, Anthropology, Biology, and Psychology have been involved in the creation of the major.) The Psychology department, where the major will be housed, is committed to the program. Students are engaged by animals, and the program has the potential to draw students from all over the US, and perhaps the globe. With the Animal Studies program, ECU has the possibility of starting something intellectually challenging, novel, and on the cutting edge of academia.

Footnote:

1. Although some statements in this document derive from direct experience in the history of Animal Studies, or from obvious web or other references, a few require citation.

Arluke, A., Levin, J., Luke, C., & Ascione, F. (1999). The relationship of animal abuse to violence and other forms of antisocial behavior. *Journal of Interpersonal Violence, 14*, 963-975.

Fitzgerald, A. J., Kalof, L., & Dietz, T. (2009). Slaughterhouses and increased crime rates: an empirical analysis of the spillover from "The Jungle" into the surrounding community. *Organization & Environment, 22*, 158-184.

Kalof, L., & Resl, B. (Eds.) (2007). *A cultural history of animals* (Vol. 1-6). New York: Berg Publishers.

Shapiro, K. J. (2008). *Human-animal studies: Growing the field, applying the field*. Ann Arbor: Animals & Society Institute

Stone, E. A., & Weisert, H. A. (2004). Introducing a course in veterinary medicine and literature into a veterinary curriculum. *Journal of the American Veterinary Medicine Association, 224*, 1249-1253.

Environmental Scan for Animal Studies Major

(An environmental scan is presented. It is somewhat reduplicative of the Justification.)

I. Internal

Related EKU Programs

Because the major is interdisciplinary, there are several programs that have some degree of overlap. The most obvious is Biology. Students in the Animal Studies major would be required to take 3 BIO courses: 121, 141, and either 316 or 550. Of course there are other BIO courses that can be taken for the major, and these can be taken for any other major as well (as long as supporting courses are in place). There were two Biology faculty members on the Animal Studies committee who supported the inclusion of these BIO courses. Anthropology, Sociology and Social Work is also providing 3 courses: ANT 370, SOC 300, and either ANT 371 or 306. As with Biology, there were two faculty members from this department (one from SOC, one from ANT) on the Animal Studies committee who supported the inclusion of these courses. The Animal Studies major was not viewed as being in competition with BIO, ANT, or SOC majors.

As discussed in the Justification, animals have been and continue to be objects of fascination to many people. Students can be expected to find the major interesting, and will be drawn to learn from a diversity of disciplines sustained by that interest and curiosity. The major fulfills several of the mission goals of EKU. It most obviously embodies two mission goals: developing and enhancing an environment facilitating intellectual curiosity, cultural opportunities and problem solving abilities for members of the university community; and promoting learning through high-quality programs, research and support services. Intellectual curiosity is the underpinning of the Animal Studies major; without it, no student would be interested. And, with its promotion of learning from courses in multiple departments in Arts and Sciences, and one in Business and Technology, Animal Studies will become a high-quality program and support other high-quality programs at the same time. The interdisciplinary nature of the program will encourage interdisciplinary interaction and research among faculty.

EKU Student Demand

Students in psychology have expressed some interest in the animal studies major. When the Comparative Psychology course (about animals) was offered, the course filled quickly and several students requested overrides. These students appear very interested in understanding animals, and bring a diversity of issues and ideas about animals to the class. At Spotlight Day and other expos where the Psychology major is promoted, several students spontaneously ask about studying animals in Psychology. To get more direct evidence of interest in the Animal Studies major, we asked 124 EKU psychology students taking classes in the Fall 2009 semester to answer a questionnaire that describes the Animal Studies major. The questionnaire asked students to read about the major, and then

asked them to rate how likely they would have been to choose Animal Studies as a first or second major. Fifteen (15) students believed that they would have been *likely* or *very likely* to choose to major in Animal Studies, and 20 others believed that they would have been *somewhat likely* to choose it as a major. In addition, 16 other students believed that they would have been at least somewhat likely to choose Animal Studies as a second major (though not as a first major). These responses suggest a surprising 40% interest rate from psychology majors: 28% showing some interest in Animal Studies as a first major, and 12% showing some interest as a second major.

II. External

Demand for graduates

The types of jobs available for students in Animal Studies will depend on their area of focus. The major offers 9-11 hours of relevant electives, and 13-17 hours of free electives, from which students can choose. Their advisor (most likely Robert Mitchell, at least initially) has a list of available courses at ECU that can assist students in developing skills in diverse areas relevant to future jobs. Students who focus on biology or wilderness studies, or on agricultural studies, can approach jobs in more applied fields. Students wishing to pursue work in animal advocacy can examine journalism, photography, art, and other areas for support. The possibilities are up to the student to work out with his or her advisor, who will provide important mentoring and facilitation of the student's career.

The Animal Studies degree offers a traditional liberal arts education, but with more cross-disciplinary depth and less narrow training. In addition to the General Education requirements, in which students experience lower division courses in diverse fields, the Animal Studies course mostly require students to experience upper division courses in diverse fields. The 53-56 hours of required courses are necessary to provide the students with broad and in-depth exposure to these diverse fields, and allow for elaboration (via restricted electives) relevant to their chosen area of interest within Animal Studies. If the skills that students develop in their area of expertise is not fruitful, the fact that they have obtained an excellent traditional liberal arts education should serve them well in whatever job they obtain.

Student demand from outside ECU

Given the fascination that many people around the world show in animals, the Animal Studies major would likely interest students outside those already attending ECU.

Competing institutions

Although several universities in Europe, Canada, and New Zealand, and a few in the US, have courses and specializations in Animal Studies, there is as yet no major in Animal Studies. (There are, of course, majors in Animal Science, which is an applied field usually concerning farm animals or wildlife; students in the proposed ECU Animal

Studies major are required to take at least one course in Animal Science through the Department of Agriculture, and can take courses in wildlife biology.) In the US, a few institutions have some related academic specializations:

- * Notre Dame de Namur University in Belmont, CA has a Sociology degree with an “Animals in Human Society” concentration.
- * Carroll College in Helena, Montana has a Human-Animal Bond program with its own degree within the Psychology department; this is an applied program mostly using psychological techniques for working with animals.
- * Humane Society University, apparently an online teaching affiliate of the Humane Society, offers 30 hours toward an Animal Studies degree, and requires students to take the rest of their coursework from other universities.
- * Michigan State University has a graduate specialization in Animal Studies, and some of the faculty hope to develop an Animal Studies major.

If the Animal Studies program were to be approved, ECU would be the first university in the US with an undergraduate degree in Animal Studies, and would potentially gain students from around the globe.

Model Curriculum for Animal Studies Major

	FALL SEMESTER	SPRING SEMESTER
YEAR 1	GSD 101 3 HRS ANS 200 3 HRS GEN ED 6 HRS GEN ED VB (ANT 120) 3 HRS <p style="text-align: right;">15 HRS</p>	ANS 320 3 HRS GEN ED 3 HRS GEN ED 6 HRS GEN ED IVA (BIO 121) 4 HRS <p style="text-align: right;">16 HRS</p>
YEAR 2	BIO 141 4 HRS PHI 390 3 HRS GEN ED VII(NS) (ANT 201) 3 HRS GEN ED 6 HRS <p style="text-align: right;">16 HRS</p>	ANS 310 or 497 3 HRS GEN ED 6 HRS ANT 370 3 HRS Free Elective 3 HRS <p style="text-align: right;">15 HRS</p>
YEAR 3	AGR 125 3 HRS GEN ED 6 HRS SOC 300 3 HRS BIO 316 or 550 3 HRS <p style="text-align: right;">15 HRS</p>	GEN ED 6 HRS LAS 306 or BIO 380 3 HRS ANT 306 or 371 3 HRS PSY 333 3 HRS <p style="text-align: right;">15 HRS</p>
YEAR 4	GEN ED 6 HRS Applied Learning* 3 HRS Restricted Electives 3 HRS Free Electives 3 HRS <p style="text-align: right;">15 HRS</p> <p>*Or students can do a relevant study abroad, probably during summer.</p>	Free Electives 7 HRS Restricted Electives 3 HRS ANS 400 or PSY 401 3 HRS <p style="text-align: right;">13 HRS</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.)

ANS 200 Introduction to Animal Studies. (3), A. A survey of the field of animal studies, focusing on animals' lives and histories, and the human experience of animals as food, as objects of entertainment, spectacle and science, as companions, and as representations.

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)*
ANS	200	Fall 2010	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>xx</u> Laboratory _____ Other _____		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 _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University, Animal Studies, Department of Psychology
INTRODUCTION TO ANIMAL STUDIES CRN: xxxxx
ANS 200 (3 CREDIT HOURS) FALL 2010 TR 9:30-10:45 (224 Cammack)

Instructor: Dr. Robert Mitchell
114 Cammack; PHONE: 622-3122 [answer machine] e-mail: robert.mitchell@eku.edu
Office hours: TBA Last day to drop:

Texts:

- Boyle, G. C. (1993). **Descent of man**. Penguin.
Bulliet, R. W. (2005). **Hunters, herders, and hamburgers: The past and future of human-animal relationships**. Columbia University Press.
Flynn, C. (ed.) (2005). **Social creatures**. Lantern Press.
Fudge, E. (2007). **Animal**. Reaktion Press.
Kalof, L., & Fitzgerald, A. (eds.) (2007). **The animals reader: The essential classic and contemporary writings**. Berg. (K&F)
Pezzenti, John, Jr. (2001). **Shooting bears: The adventures of a wildlife photographer**. (pp. 156-191). Rizzoli. (This will be supplied.)

Course Description: A survey of the field of animal studies, focusing on animals' lives and histories, and the human experience of animals as food, as objects of entertainment, spectacle and science, as companions, and as representations.

Student learning outcomes and Evaluation methods: The course will introduce students to the field of animal studies by reading, discussing, thinking, and writing about various traditions in the field, including biology, psychology, sociology, history, anthropology, and literature. At the end of this course students should be able to:

- A. Understand diverse scientific methodologies to study the psychology of animals.
How this objective is evaluated: Exam questions, term paper.
- B. Read, evaluate and talk knowledgeably about scientific research on the psychology of animals. How this objective is evaluated: Class discussion, class presentation.
- C. Understand diverse aspects of animal psychology, specifically learning, memory, representation, intelligence, knowledge, innovation, culture, communication, development, emotion, social skill, consciousness, and theory of mind. How this objective is evaluated: Class discussion, quizzes, exam questions.
- D. Analyze one topic in comparative psychology in depth. How this objective is evaluated: Term paper, class presentation.
- E. Integrate text and journal material. How this objective is evaluated: Term paper, class presentation.

Course grade will be based on class discussion (60 pts.), the quizzes (125 pts.), the film review (20 pts.), and the exams (60 pts.). TOTAL: 265 points. Cutoffs for: **A=90%; B=80%; C=70%; D=60%; F=below 60%**.

Student Progress: Students will be sent an email prior to 14th class telling them their grade in the course at that point, based on the total percentage of points received for classroom participation, quizzes, and the first exam.

Course requirements:

1. **Attendance and Discussion:** To achieve the course objectives, attendance is required. Class attendance presumes class participation. For each class attended, students receive no points if they fail to attend (for whatever reason), 1 point if they attend but do not communicate their ideas, and 2 points if they participate in discussion of the reading material, for a maximum of **60 points**. (There are 30 discussion-based classes.) Students who miss class receive no point for that day (no matter what the reason). Students who miss classes will likely do poorly on exams. Readings will consist of assigned chapters in the texts, as well as some outside readings. Students are required to read and discuss assigned material.

2. **Quizzes:** For most (27) classes, quizzes worth 5 points each will be given at the beginning of the class to test students on their mastery of the reading material. Quizzes will be multiple choice (and perhaps fill in the blank). The two quizzes with the lowest grade will be dropped. There are no make-up quizzes; the maximum that can be earned on quizzes is **125 points**.

3. **Essay exams:** Three take-home essay exams (the last the final) will be given, mostly covering material discussed in class and from the readings. However, some questions may require independent research. About 5-10 questions will be given to students before the exam (usually a week before), and the exam will require answers to 2 of these questions (each worth 10 points), some or all of which can be selected by the student (i.e., I may require that all students answer some questions). Each exam will be worth 20 points. Answers to each question must be typed, double-spaced, and (not including the question itself) **at least 3 full pages long**, but no more than 5 pages long (Font Times 12, margins 1 inch maximum on all sides). To receive credit, a student must provide answers that satisfy the questions asked; simply providing lots of information tangentially or unclearly relevant to the questions is not appropriate. Total possible: **60 points**.

4. **Film review:** Students will select a film to observe, either on their own or one shown by the professor in the evening, and will write a 5-page double-spaced typed review of the film, bringing ideas discussed in class into focus to illuminate how the animal is used in the film. This review will be due by the 24th class, and is worth **20 points**.

READINGS

<u>Class#</u>	<u>Topic</u>	<u>Readings</u>	<u>Essay questions given/due:</u>
1	Welcome: Thinking with animals		
2	<i>Animal</i>	Fudge (pp. 1-66)	
3	<i>Animal</i>	Fudge (pp. 67-112)	
4	<i>Animal</i>	Fudge (pp. 113-166)	
5	Philosophy & Ethics	K&F (pp. ix-xi, 1-22)	
6	Philosophy & Ethics 2	K&F (pp. 23-50)	
7	Human-animal studies	Flynn, Part 1; Pezzenti	
8	Human-animal research	Flynn, Part 2	

9	Attitudes & Ethics toward animals	Flynn, Part 5	
10	Psychology of animals	K&F (pp. 53-90)	EXAM 1 questions given
11	Psychology of animals 2	K&F (pp. 91-110)	
12	Animals as domesticates & food	K&F (pp. 113-157)	
13	Animals as domesticates & food 2	K&F (pp. 158-189)	(Exam 1 due)
14	Animals and oppression	Flynn, Part 7	
15	Historical & cultural perspectives	Flynn, Part 3	
16	Animals in culture	Flynn, Part 4	
17	Animals as spectacle & sport	K&F (pp. 191-218)	
18	Animals as spectacle & sport 2	K&F (pp. 219-244)	
19	Animals as symbols	K&F (pp. 247-269)	EXAM 2 questions given
20	Animals as symbols 2	K&F (pp. 270-301)	
21	Animals in science	K&F (pp. 303-348)	
22	Animals in science 2	K&F (pp. 349-374)	(Exam 2 due)
23	Philosophy & Social movements	Flynn, Part 9	
24	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 1-70)	
25	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 71-120)	
26	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 121-188)	
27	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 189-224)	
28	Abuse and psychopathology	Flynn, Part 6	Final Exam questions given
29	Living with animals	Flynn, Part 8	
30	Animals in fiction	Boyle (pp. 3-16, 37-46, 99-108, 185-196)	
	Final		(Final exam due)

Final notes: Departmental Writing Statement: Students in all animal studies courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

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

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

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

ANS 310. (3) A. Prerequisite: ENG 102 or ENG 105(B) or HON 102, or instructor approval. A survey of the rhetorical and thematic use of animals in imaginative texts.

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

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(*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)*
ANS	310	Fall 2011	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>xx</u> Laboratory _____ Other _____		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 _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ENG 102 or ENG 105(B) or HON 102 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.)

Eastern Kentucky University
Animal Studies, Department of Psychology
Syllabus for **ANS 310, Animals in Literature** CRN: xxxxx
3 credit hours
Fall 2011 TR: 9:30-10:45am

Dr. Paula Kopacz
Case Annex 390
Paula.Kopacz@eku.edu
Case Annex 467
Phone: 622-3088
Office Hours: MTWRF 1-3 p.m.

Catalogue Course Description: ANS 310. (3) I, II. Prerequisite: ENG 102 or 105 or HON 102, or instructor approval. A survey of the rhetorical and thematic use of animals in imaginative texts.

Texts:

Adams, Maureen. *Shaggy Muses: The Dogs Who Inspired Virginia Woolf, Emily Dickinson, Elizabeth Barrett Browning, Edith Wharton, and Emily Brontë*. New York: Random House, (Ballantine), 2007.

Aesop. "The City Mouse and the Country Mouse." In *Aesop's Fables*. New York: Barnes & Noble, 2003.

Coetzee, J.M. *The Lives of Animals*. London: Profile Books, 2000.

De Brunhoff, Jean. *Bonjour, Babar!: The Six Unabridged Classics by the Creator of Babar*. New York: Random House, 2000.

Kafka, Franz. "The Metamorphosis." Project Gutenberg E-text.
www.gutenberg.org/files/5200/5200-h/5200-h.htm.

London, Jack. *The Call of the Wild*. New York: San Val, Dover Thrift Editions, 1990.

Melville, Herman. *Moby-Dick*. New York: Norton, 2002.

Orwell, George. *Animal Farm*. Centennial Edition. New York: Plume, 2003.

Sewell, Anna. *Black Beauty*. Project Gutenberg E-text. www.gutenberg.org/etext/11860.

Shelley, Mary. *Frankenstein*. New York: Norton, 1995.

Swift, Jonathan. *Gulliver's Travels, Book Four*. New York: Norton, 2001.

Thoreau, Henry David. "The Battle of the Ants" in *Walden*. New York: Norton, 2008.

Student Learning Outcomes:

By the end of the course students will:

1. Analyze different rhetorical modes which use animals;
2. Classify different literary strategies using animals;
3. Apply to contemporary issues significant ethical, philosophical, and social concerns addressed through animal literature; and
4. Evaluate the effectiveness of animals used in various literary works

Evaluation Methods: See details on Blackboard.

Study Questions			50 points
Mid-Term Exam	100		points
Paper: 5-10 pages	200		points
Final Exam			<u>150 points</u>
		Total	500 points

Study Questions: Students will be provided with 10 questions spread throughout the course that require reflection on the reading material. Students will be required to write 500 word responses to each.

Paper: Students will choose a topic from among those discussed, and will write a typed double-spaced paper about it, in MLA style; the paper will be 5-10 pages of text (references and title page do not count).

Essay exams: Two take-home essay exams will be given, one at mid-term and a cumulative one for the final.

Grading:

A = 450-500 points

B = 410-449

C = 360-414

D = 310-359

F = below 310

Student Progress:

Grades will be maintained on the course Blackboard site. Students should consult with the professor at any time regarding their work in the course.

Attendance Policy: Because this is a discussion class that aims at improving your critical thinking skills, your participation is expected at every class. Beyond 10% absences, your final grade will be lowered five points for each absence. Attendance will be taken at the beginning of each class. If you arrive late, you must have the attendance record corrected on that day in order to get attendance credit.

Last Date to Drop the Course:

Course Requirements: In addition to regular attendance, students should read the material prior to coming to class, and should be prepared to contribute to class discussion.

Written requirements include Study Questions, a 5-10 page essay, a mid-term exam, and a cumulative final exam.

Course Outline:

Unit I: Animals in Children's Literature (Metaphor)

Aesop, *The City Mouse and the Country Mouse*
De Brunhoff, *Babar*
Sewell, *Black Beauty*

Unit II: Animals and Allegory

Orwell, *Animal Farm*
Thoreau, "The Battle of the Ants"

Unit III: Animals and Symbolism

Swift, *Gulliver's Travels, Book Four*
Kafka, "The Metamorphosis"
Melville, *Moby Dick*

Mid-Term Exam

Unit IV: Man's Interaction with Animals

London, *The Call of the Wild*
Shelley, *Frankenstein*

5-10 page Essay due

Unit V: Man Thinking about Animals

Adams, *Shaggy Muses*
Coetzee, *The Lives of Animals*

Final Exam

Writing Statement: Students in all courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

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.

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

ANS 320 Animals in History. (3) A. Prerequisite: ANS 200(C) or instructor approval. A survey of the history of animals in European and American cultures, from prehistory to the modern age. Animals are examined as food, objects of entertainment and knowledge, companions, and representations.

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)*
ANS	320	Fall 2011	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>xx</u> Laboratory _____ Other _____		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 _____ 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.	ANS 200(C) 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.)

Eastern Kentucky University, Animals Studies, Department of Psychology
ANIMALS IN HISTORY CRN: xxxxxx
ANS 320 (3 credits) SPRING 2011 TR 9:30-10:45 (224 Cammack)

Instructor: Dr. Robert W. Mitchell
114 Cammack Building PHONE: 622-3122 e-mail: robert.mitchell@eku.edu
Office hours: TBA Last day to **drop** class:

Texts:

- Brantz, D., & Mauch, C. (eds.) (2008). **Animals in history**. Rowman & Littlefield. (B&M)
- Coleman, J. T. (2004). **Vicious: Wolves and men in America**. Yale University Press.
- Creager, A. N. H., & Jordan, W. C. (eds.) (2002). **The animal/human boundary**. University of Rochester Press. (C&J)
- Fudge, E. (2002). A left-handed blow: Writing the history of animals." In N. Rothfels (ed.), **Representing animals** (pp. 3-18). Indiana University Press. (Supplied.)
- Henninger-Voss, M. (ed.) (2002). **Animals in human history**. University of Rochester Press. (Voss)
- Kalof, L. (2007). **Looking at animals in human history**. Purdue University Press.

Course Description: Prerequisite: ANS 200(C) or instructor approval. A survey of the history of animals in European and American cultures, from prehistory to the modern age. Animals are examined as food, objects of entertainment and knowledge, companions, and representations. Students will become familiar with diverse approaches to history, and will develop their knowledge of a particular historical topic through independent reading and research. The class will employ mostly discussion format with some lectures.

Student learning outcomes and Evaluation methods: The course will introduce students to the significance of animals in human (particularly European and North American) histories through reading, discussion, thinking, and writing. At the end of this course students should be able to:

- A. Understand diverse historical approaches to animals in human history. How this objective is evaluated: Quizzes, exam questions.
- B. Read, evaluate and talk knowledgeably about historical research on the significance of animals in Euro-American histories. How this objective is evaluated: Class discussion.
- C. Know about human attitudes toward and uses of animals throughout history, and about the effects of animals' work and activity on human history. How this objective is evaluated: Class discussion, quizzes, exam questions.
- D. Analyze one topic in the significance of animals in human histories in depth. How this objective is evaluated: Term paper.
- E. Integrate material read. How this objective is evaluated: Exam questions, term paper.

Course grade will be based on class discussion (50 pts.), the quizzes (100 pts.), the exams (60 pts.), and the term paper (100 pts.). TOTAL: 310 points.

Grading: 310 pts. possible. Cutoffs for: **A=90%; B=80%; C=70%; D=60%; F=below 60%.**

Student Progress: Students will be sent an email prior to 14th class telling them their grade in the course at that point, based on the total percentage of points received for classroom participation, quizzes, and the first exam.

Course requirements:

1. **Attendance and Discussion:** To achieve the course objectives, attendance is required. For each class, students receive no points if they miss class (no matter what the reason). Students receive 1 point if they attend class but do not communicate ideas, and 2 points if they participate in discussion of the reading material, for a maximum of **50 points**. (There are 25 discussion-based classes.) Readings will consist of assigned chapters in the texts. Students are required to read and discuss assigned material.

2. **Quizzes:** For most (22) classes, quizzes worth 5 points each will be given at the beginning of the class to test students on their mastery of the reading material. Quizzes will be multiple choice (and perhaps fill in the blank). The two quizzes with the lowest grade will be dropped. There are no make-up quizzes; the maximum that can be earned on quizzes is **100 points**.

3. **Essay exams:** Two take-home essay exams will be given, mostly covering material discussed in class and from the readings. However, some questions may require independent research. About 5-10 questions will be given to students before the exam, and the exam will require answers to 3 of these questions (each worth 10 points), some or all of which can be selected by the student (i.e., I may require that all students answer some questions). Each exam will be worth 30 points. Answers to each question must be typed, double-spaced, and (not including the question itself) **at least** 3 full pages long, but no more than 5 pages long (Font Times 12, margins 1 inch maximum on all sides). To receive credit, a student must provide answers that satisfy the questions asked; simply providing lots of information tangentially or unclearly relevant to the questions is not appropriate. The two exams will be worth up to **60 points** total.

4. **Term paper:** Students will choose a topic from among those discussed, and will write a typed double-spaced paper about it; the paper will be 15 pages of text (references and title page do not count). Students can use material from the course to write their paper, but they must also use other related articles, books, or book chapters discovered on their own (or with help from the professor). The paper can be a book review of an important book on the history of animals; or it can be a research paper, in which the student explores a historical topic, obtaining relevant books and articles. Possible books to review and research topics will develop as we engage in reading and discussion. The paper is worth up to **100 pts**.

READINGS

<u>Class#</u>	<u>Topic</u>	<u>Readings</u>	<u>Essay questions provided for:</u>
1	Welcome: Thinking with animals <i>Overview</i>		
2	Prehistory and antiquity	Kalof (Ch. 1-2)	

3	Middle ages	Kalof (Ch. 3), Voss (Ch. 1)	
4	Middle ages 2	C&J (Ch. 1-3)	
5	Renaissance	Kalof (Ch. 4)	
6	Enlightenment	Kalof (Ch. 5)	
7	Early modern Europe & America	C&J (Ch. 4-5)	
8	Early modern Europe & America 2	C&J (Ch. 6)	
9	Modernity	Kalof (Ch. 6)	
10	WORK ON PAPER		
<i>Diversity</i>			
11	Discuss progress on paper	Provide overview of progress	
12	Animal/human boundary	C&J (Ch. 7-8)	EXAM 1
13	Animal/human boundary 2	C&J (Ch. 9-10)	
14	WORK ON EXAM		
15	Hunting	Voss (Ch. 4-5)	(Exam 1 due)
16	Hunting 2	Voss (Ch. 6)	
17	The zoo	Voss (Ch. 7-8)	
18	Women & animals	Voss (Ch. 9 & 11)	
19	WORK ON PAPER		
20	Discuss progress on paper	Provide overview of progress	
21	Women & animals 2	Voss (Ch. 10), D&M (Ch. 1)	
22	Science	Voss (Ch. 12-13)	
23	Animal rights	D&M (Ch. 5-6)	
24	Dogs	D&M (Ch. 2-4)	
25	Assorted animal histories	D&M (Ch. 7-10)	(Paper due)
26	Assorted animal histories 2	D&M (Ch. 11-14)	EXAM 2
27	Wolves	Coleman (Intro., Ch. 1-3)	
28	WORK ON EXAM		
29	Wolves 2	Coleman (Ch. 4-6)	
30	Wolves 3	Coleman (Ch. 7-9+)	
	Final		(Exam 2 due)

Final notes: Departmental Writing Statement: Students in all courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

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

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

this ECU e-mail address.

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

Part I

(Check one)	Department Name	Government
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	LAS 306
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Animals and the Law
<input type="checkbox"/> New Program (Part III)	*Program Title	Animal Studies
<input type="checkbox"/> Program Revision (Part III)		(Major <input checked="" type="checkbox"/> ; 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	8/30/09	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs 11/19/09
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*		Faculty Senate**
Teacher Education Committee*		Board of Regents**
		Council on Postsecondary Edu.***

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add a new course on animals and the law.

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

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

B. The justification for this action:
The Animal Studies Major needs to include courses that apply legal concepts to animals as part of the course of study.

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

Personnel Impact:
None; course can be taught by Prof. Lynnette Noblitt

Operating Expenses Impact:
None.

Equipment/Physical Facility Needs:
None.

Library Resources:
We already have appropriate journals and legal search engines available to EKU students.

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

LAS 306 Animals and the Law. (3) A. The study of topics that relate to the status of animals under the law. The course focuses upon cases, legislation, and cultural values toward animals world-wide. Does not count toward paralegal 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 ~~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)*
LAS	306	Fall 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GOVT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	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.	
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.)

SYLLABUS LAS 306 ANIMALS AND THE LAW

Prof. Lynnette Noblitt, Esq.

Office: McCreary 124

Phone: (859) 622-1025

E-mail: lynnette.noblitt@eku.edu

Office Hours: [Times and Days], other times by appointment.

Course Description

LAS 306 Animals and the Law. (3) A. The study of several topics that relate to the status of animals under the law. The course focuses upon cases, legislation, and cultural values toward animals world-wide. Does not count toward paralegal requirements.

Required Text and Materials

Favre, David; Animal Law: Welfare, Interests, and Rights. (Aspen Law and Business Publishing: 2008).

Other materials will be provided in class or will be available in the library and/or on the Internet.

Department of Government Learning Objectives

Animal Law meets the following learning objectives adopted by the ECU Department of Government pursuant to the strategic plan for Eastern Kentucky University:

1. Diversity: Students will develop a greater awareness of the importance of diverse citizenry and the role of law in preventing discrimination based upon race, ethnicity, religion, socioeconomic status, gender, sexual orientation, disabilities, age, and cultural or national background. Students will read and examine pertinent cases and/or current events to gain an introduction to one or more diversity issues and the relevant role of law.
2. Theory and Content of Law: Students will gain knowledge about the foundations, functions, terminology, sources of law (legal authority), and court structure and procedure. Students will read case law and legally-related materials, including the course text, to gain understanding of the development of law and the means by which law is made and studied.
3. Critical and Creative Thinking: Students will improve ability to evaluate the foundations, functions, and applications of the law so that they are able to identify implications and consequences of the law, integrate multiple perspectives about the law, and develop a logical line of reasoning for conclusions about the law and propose novel solutions to problems identified.

Student Learning Outcomes

In this course students will:

1. comprehend the substance and theory of existing laws relating to animals.
2. apply basic concepts of property, tort, contract, and constitutional law to animals in a variety of situations presented in selected hypotheticals.
3. analyze the consequences and implications of current and proposed animal laws.
4. synthesize various perspectives throughout society on animals and integrate these perspectives into evaluation of animal laws.
5. evaluate critically and creatively the law related to animals and propose novel solutions to problems identified.
6. communicate in both written and oral form about current, proposed, and novel animal laws and the related implications and conclusions.

Evaluations

Students will demonstrate learning through the following: writing assignments, participation in class discussion, quizzes, and exams.

Course Policies

Written Assignments

All written assignments will be graded on the basis of their organization, quality of analysis, accuracy, thoroughness, use of text, lecture, and other sources, grammar, and evidence of careful proofreading.

Late Assignments

All assignments must be turned in at the designated time. There will be a **50% point penalty** for assignments that are turned in late. All assignments turned in **after the next regular class period will not receive credit.**

Class Attendance

Class attendance is required. Attendance will be taken every class period and it is the obligation of the student to make sure his/her presence is recorded. Should a student miss a class, it will be the student's obligation to make up any missed work, be aware of any announcements, and get any information presented or discussed in class. A student may miss up to two classes without penalty. The instructor reserves the right to fail any student with more than **two unexcused absences** regardless of the other grades earned in the class.

Plagiarism

Plagiarism is the failure to give credit for another author's ideas, thoughts, or language through proper documentation or citation. It also encompasses the failure to place quotation marks around any language taken from another source. Students should realize that any form of plagiarism (or other academic dishonesty) is considered a very serious violation of student ethical responsibility. Plagiarism may be penalized with failure in this course and referral to the University for disciplinary action.

Academic Integrity

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

Students with Special Needs

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

The Department of Government is located in McCreary Hall, a historic building on campus that is not handicapped accessible. Alternative meeting locations are available for those students who are unable to access the building. Please notify me of your need and I will arrange an alternative meeting location.

Grade Calculation

<u>Assignment</u>	<u>Point</u>	<u>Value</u>
Weekly Pre-Class Writing Assignments and Quizzes	300	
Class Participation	200	
Final Paper and Class Participation		300
Midterm Exam	100	
Final Exam	100	
<hr/>		
Total:	1000	

Grading Scale

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

Important Dates

Midterm Grades* Available:	[Date]
Last Day to Withdraw:	[Date]
Final Paper Due:	[Date]
Final Paper Discussion:	[Date]

*Midterm grades will be based upon all assignments graded and returned prior by [Date].

Course Outline

Week 1:	LAS 306
Week 2:	What is an animal? Classification of Animals as Wild or Domestic
Week 3:	Historical Perspectives on Animal Law International Perspectives on Animals
Week 4: Ani	Animals and Property Law Animals as Private Property Private Ownership or Title of Animals
Week 5:	Animals within Trusts and Estates Adoption of Animals
Week 6: Bailm Unifor Common	Contracts and Animals Treatment of Animals in Commercial Code Applications UCC Warranties Carrier Issues
Week 7:	Marital Dissolution and Animals Insurance Issues Related to Animals Animals and Entertainment Laws (Horse and Dog Racing)

- Week 8: Tort Law and Animals (Negligence and Strict Liability)
 Veterinarian Malpractice
 Emotional Distress/ Loss of Companionship
- Week 9: Injury by Animals
 Trespass
 Dog Bite Statutes (Negligence vs. Strict Liability)
 Wildlife Strict Liability
- Week 10: Animal "Rights"
 Constitutional Rights of Animals
 Feminist Perspective on Animal Rights
- Week 11: Application of Criminal Statutes to Animals
 Laboratory Animal Regulation
 Legislative Protections
- Week 12: Limitations on Animal Ownership
 Federal Power over Wild and Domestic Animals
 Police Power of State Governments
 Local Government Zoning and Nuisance
 Private Limitations (Leases and Covenants)
- Week 13: How to Apply Laws to Animals
 Animal "Rights" and the Complexities of the "Rights Model"
- Week 14: Alternative Legal Tools to Animal Rights
 National and International Debates on Animal Rights
- Week 15: Final Paper* Class Presentations
- Week 16: Final Paper* Class Presentations

Final Exam as per University schedule.

*In this Final Paper, students will be asked to take a problem arising from animals and come facet of the law. Students will be asked to propose solutions to this problem and analyze the various perspectives, implications, and consequences of their proposal.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Psychology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANS 400</u> *Course Title (30 characters) <u>Senior Seminar: _____.</u> *Program Title _____ (Major <u> </u> x, Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>08/31/2009</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	<u>NA</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
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 approve a new course for the Animal Studies program. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Students need a capstone course in the area of Animal Studies, to integrate their knowledge from the perspectives of application, science, and humanities.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Existing faculty can teach this course. 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.)

ANS 400 Senior Seminar: _____ . **(3) A.** Prerequisite: ANS 200(C) and 15 hours of courses required for the ANS major. The examination of a topic in animal studies from the perspectives of application, science, and humanities. May be retaken once, provided the 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 ~~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)*
ANS	400	Fall 2011	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3	Lecture <u>xx</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>42</u>	
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.	ANS 200(C) and 15 hours of courses required for the major.
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, Animal Studies, Department of Psychology
SENIOR SEMINAR: ANIMALS AND CHILDREN **CRN: xxxxx**
ANS 400 (3 CREDIT HOURS) SPRING 2012 TR 9:30-10:45 (224 Cammack)

Professor: Dr. Robert Mitchell
114 Cammack; PHONE: 622-3122 [answer machine] e-mail: robert.mitchell@eku.edu
Office hours: TBA Last day to drop:

Texts:

- Ascione, F. R., & Arkow, P. (1999). **Child abuse, domestic violence, and animal abuse**. West Lafayette, IN: Purdue University Press.
- Cosslett, T. (2006). **Talking animals in British children's fiction, 1786-1914**. Ashgate.
- Gomez, J. C. (2004). **Apes, monkeys, children, and the growth of the mind**. Harvard University Press.
- Melson, G. T. (2001). **Why the wild things are: Animals in the lives of children**. Harvard University Press.
- Myers, G. (1998). **Children and animals**. Boulder, CO: Westview Press.
- (Students will also be provided with short excerpts from 19th century works by Sully and Romanes.)

Course Description: Prerequisites: ANS 200 and 15 hours of courses required for the major. The examination of a topic in animal studies from the perspectives of application, science, and humanities. This seminar examines the relationship between children and animals from the perspectives of sociology, comparative, developmental and social psychology, history of science, public policy, and literature.

Course overview: The course will be discussion-oriented; students will be required to read material before class, and then will discuss the material in class. The reading required for this course will be extensive but engaging.

A **seminar** is a group of "advanced students studying under a professor, with each student contributing to class participation through active reading, library research, presenting and discussing the material with one another and the professor" (quoted from an Illinois State University syllabus). Consequently, students in a seminar are **graded** on three activities: class participation/preparation, a formal presentation, and a paper. There are no formal exams. Students will be expected to read materials prior to class, discuss the material, and perhaps lead the discussion. The presentation and paper will require students to select (in consultation with the instructor) some aspect of the relation between children and animals to examine in depth.

Student learning outcomes and Evaluation methods: The course will introduce students to the multiple ways children and animals are joined in development, theory, and culture by reading, discussing, thinking, and writing about various traditions in the field, including biology, psychology, sociology, history, anthropology, and literature. At the end of this course students should be able to:

- A. Understand diverse methodologies to study the relationship between children and animals. How this objective is evaluated: Class discussion.
- B. Read, evaluate, write, and talk knowledgeably about science, history, and literature concerning the relationship between children and animals. How this objective is evaluated: Class discussion, class presentation, term paper.

- C. Understand diverse aspects of the relationship between children and animals, particularly developmental aspects of the animal-child bond (or lack thereof). These include aspects either positive (cognitive and social benefits such as understanding the self and others and empathy development) or negative (animal abuse by children and later interpersonal cruelty and violence). How this objective is evaluated: Class discussion.
- D. Analyze one topic about the relationship between children and animals in depth. How this objective is evaluated: Term paper, class presentation.
- E. Integrate information in class readings and research material. How this objective is evaluated: Term paper, class presentation.

Course grade will be based on class discussion (100 pts.), presentation (100 pts.), term paper (100 pts.). TOTAL: 300 points. Cutoffs for: **A=90%**; **B=80%**; **C=70%**; **D=60%**; **F=below 60%**.

Student Progress: Students will be sent an email prior to 14th class telling them their grade in the course at that point, based on the total percentage of points received for classroom participation, quizzes, and the first exam.

Course requirements:

1. **Attendance and Discussion:** During each of the 29 class periods following the first day, students are evaluated for their participation on a 5-point scale: 0 = student not present, 1 = present with no participation, 2 = minimal participation, 3 = adequate participation, 4 = very good to excellent participation. Class participation is worth **100 pts** (the total possible of 116 pts. allows for some leeway in judgment, as well as for uncontrollable absences). If many students fail to participate in class discussion, daily quizzes will be initiated.
2. **Class presentation:** Each student will select a topic to explore further, and present this topic to the class during a 10-minute period. (This topic is likely to be identical to the topic explored in the student's paper.) The actual presentation should take 12 minutes, which is followed by a 3-minute question and answer period. Students are evaluated on the quality of their overall presentation, their apparent preparation and thoroughness, and the coordination of their materials to effect understanding in their audience. The presentation is worth **100 pts**.
3. **Term paper:** Students will choose a topic from among those discussed, and will write a typed double-spaced paper about it, in APA style; the paper will be 15 pages of text (references and title page do not count). Students can use material from the course to write their paper, but they must also use other related articles, books, or book chapters discovered on their own (or with help from the professor). The paper can be a review paper, in which the student summarizes research and offers an analysis of the general findings; a theoretical paper, in which the student devises a theory and provides support for the theory; a historical paper, in which the topic is cogently placed in its temporal context; or a research proposal, in which the student presents a strong introductory analysis and uses prior research to develop his or her own research (avoiding previous confounds). Possible topics should develop as we engage in reading and discussion. The paper is worth **100 pts**.

READINGS

Class# Topic

Readings

Essay questions provided for:

1	Memories of animals in childhood	
2	Researching children & animals	Melson (Introduction, Ch. 1-2)
3	Connecting/developing with animals	Myers (Ch. 1-2)
4	Child self and animal other	Myers (Ch. 3-4)
5	Intersubjectivity & pretense	Myers (Ch. 5-6)
6	Cultural development via animals	Myers (Ch. 7-8)
7	Caring and being cared for	Melson (Ch. 3 & 5)
8	Learning from and being animals	Melson (Ch. 4 & 6)
9	Animals in children's books	Coslett (Ch. 1), HANDOUT (Romanes)
10	WORK ON PAPER/PRESENTATION	
11	Fabulous histories	Coslett (Ch. 2), HANDOUT (Sully)
12	Animal autobiography	Coslett (Ch. 3)
13	Parables & fairytales	Coslett (Ch. 4)
14	Wild animal stories	Coslett (Ch. 5)
15	Arcadias and conclusions	Coslett (Ch. 6, Afterword)
16	Comparative psychology	Gomez (Ch, 1-3)
17	WORK ON PAPER/PRESENTATION	
18	Comparative psychology	Gomez (Ch, 4-6)
19	Comparative psychology	Gomez (Ch, 7-9)
20	Comparative psychology	Gomez (Ch, 10-11)
21	Abusing animals & stopping abuse	Melson (Ch. 7-8)
22	Child abuse	A&A (Section 1)
23	WORK ON PAPER/PRESENTATION	
24	Animal abuse & child abuse	A&A (Section 2)
25	Animal abuse & domestic abuse	A&A (Section 3)
26	Coping with animal abuse	A&A (Section 4)
27	Animal abuse and the law	A&A (Section 5)
28	Stopping animal and child abuse	A&A (Section 6 to p. 409)
29	Conclusions	A&A (Section 6 from p. 410; Conclusion)
30	Presentations	
Final	Presentations	(Paper due)

Final notes: Departmental Writing Statement: Students in all courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

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

Official E-mail: An official EKU e-mail is established for each registered student, each faculty

member, and each staff member. All university communications sent via e-mail will be sent to this ECU 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 checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Psychology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANS 497</u> *Course Title (30 characters) <u>Topics in Animal Studies: _____.</u> *Program Title _____ (Major <u> </u> x, Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.															
Proposal Approved by:		<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"><u>Date</u></td> <td style="width: 50%; text-align: center;"><u>Date</u></td> </tr> <tr> <td style="border: none;"> Departmental Committee <u>08/31/2009</u> </td> <td style="border: none;"> Graduate Council* _____ </td> </tr> <tr> <td style="border: none;"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td style="border: none;"> Council on Academic Affairs _____ </td> </tr> <tr> <td style="border: none;"> College Curriculum Committee _____ </td> <td style="border: none;"> Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09 </td> </tr> <tr> <td style="border: none;"> General Education Committee* <u>NA</u> </td> <td style="border: none;"> Faculty Senate** _____ </td> </tr> <tr> <td style="border: none;"> Teacher Education Committee* <u>NA</u> </td> <td style="border: none;"> Board of Regents** _____ </td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"> Council on Postsecondary Edu.*** _____ </td> </tr> </table>	<u>Date</u>	<u>Date</u>	Departmental Committee <u>08/31/2009</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 <input type="checkbox"/> 11/19/09	General Education Committee* <u>NA</u>	Faculty Senate** _____	Teacher Education Committee* <u>NA</u>	Board of Regents** _____		Council on Postsecondary Edu.*** _____
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General Education Committee* <u>NA</u>	Faculty Senate** _____															
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	Council on Postsecondary Edu.*** _____															
<p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>																

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To approve a new course for the Animal Studies program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: A special topics course in the area of Animal Studies is needed to allow professors to provide students with material in diverse areas of Animal Studies.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. Existing faculty can teach this course.</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.)

ANS 497 Topics in Animal Studies: _____ . **(3) A.** Prerequisite: ANS 200(C) and 9 hours of courses required for the ANS major, or instructor approval. The course examines a topic in animal studies in detail. May be retaken once, provided the 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 ~~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)*
ANS	497	Fall 2011	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3	Lecture <u>xx</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>42</u>	
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.	ANS 200(C) and 9 hours of courses required for the major, 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.)

Eastern Kentucky University, Animal Studies, Department of Psychology
Topics in Animal Studies: THE ANIMAL IN FILM CRN: xxxxx
ANS 497 (3 credits) SPRING 2010 Class: MW 11:15am-2:00pm (108 Library)

Professor: Dr. Robert W. Mitchell
114 Cammack Building PHONE: 859.622.3070 e-mail: robert.mitchell@eku.edu
Office hours: TBA Last day to drop:

Texts:

- Bousé, D. (2000). *Wildlife films*. Philadelphia: University of Pennsylvania Press.
(Bousé1)
- Bousé, D. (2003). False intimacy: Close-ups and viewer involvement in wildlife film.
Visual Studies, 18(2), 123-132. (Bousé2)
- Burt, J. (2002). *Animals in Film*. London: Reaktion Books.
- Chris, C. (2006). *Watching wildlife*. Minnesota: University of Minnesota Press.
- Crowther, B. (1995). Towards a feminist critique of television natural history programs.
In P. Florence (ed.), *Feminist Subjects: Multimedia*. New York: Routledge.
- Mitman, G. (1993). Cinematic nature. *Isis*, 84(4), 637-667. (Mitman1)
- Mitman, G. (1999). *Reel nature: America's romance with wildlife on film*. Cambridge,
MA: Harvard University Press. (Mitman2)
- Rothfels, N. (Ed.) (2002). *Representing animals*. Bloomington: Indiana University Press.
- Sheen, E. (2005). 101 and counting: Dalmatians in film and advertising. *Worldviews*,
9(2), 236-254.
- Siegel, S. (2005). Reflections on anthropomorphism in *The disenchanted forest*. In L.
Daston & G. Mitman (Eds.), *Thinking with animals: New reflections on
anthropomorphism* (pp. 196-222). New York: Columbia University Press.

Course Description: Prerequisite: ANS 200 and 9 hours of courses required for the major, or instructor approval. The course examines a topic in animal studies in detail. The course is a survey of films about animals and associated literature. Students will examine, from diverse perspectives, depictions of animals in film from its beginnings, examining television shows, cartoons, documentaries, narrative films, and nontraditional films. Students will experience and discuss classic films about animals, with a focus on narrative and cultural implications of animal films.

Student learning outcomes and Evaluation methods: The course will to introduce students to films about animals, their history and cultural significance, through viewing films, and reading, discussing, thinking, and writing about them. At the end of this course students should:

- A. Know films from diverse film forms, and the diverse ways animals are represented.
How this objective is evaluated: Class attendance and discussion.
- B. Have read, and be able to evaluate and talk knowledgeably, about animal films and their cultural implications. How this objective is evaluated: Class discussion, quizzes, essay exams.
- C. Understand the diverse purposes and implications of animal films: How this objective is evaluated: Class discussion, quizzes, essay exams.
- D. Integrate the material viewed, read and discussed. How this objective is evaluated: Essay exams.

Course grade will be based on class discussion (50 pts.), the quizzes (100 pts.), and the exams (120 pts.). TOTAL: 270 points. Cutoffs for: **A=90%**; **B=80%**; **C=70%**; **D=60%**; **F=below 60%**.

Student Progress: Students will be sent an email prior to 14th class telling them their grade in the course at that point, based on the total percentage of points received for classroom participation, quizzes, and the first exam.

Course requirements:

1. **Attendance and Discussion:** To achieve the course objectives, attendance is required. For each class, students receive no points if they fail to attend class (for whatever reason). Students receive 1 point if they attend class without communicating their ideas, and 2 points if they participate in discussion of the reading material, for a maximum of **50 points**. (There are 27 discussion-based classes.) Readings will consist of assigned chapters in the texts. Students are required to read and discuss assigned material.

2. **Quizzes:** For most (27) classes, quizzes worth 4 points each will be given at the beginning of the class to test students on their mastery of the reading material. Quizzes will be multiple choice (and perhaps fill in the blank). The two quizzes with the lowest grade will be dropped. There are no make-up quizzes; the maximum that can be earned on quizzes is **100 points**.

3. **Essay exams:** Four take-home essay exams will be given, mostly covering material discussed in class and from the readings. Some questions may require independent research. Each exam will be worth 30 points. The fourth essay exam is the final. About 5-10 questions will be given to students before the exam, and the exam will require answers to 3 of these questions (each worth 10 points), some or all of which can be selected by the student (i.e., I may require that all students answer some questions). Essay questions will be provided on the 8th, 15th, 23rd, and 30th class. The first three will be due on the 13th, 21st, and 27th class; the last will be due at the time for the schedule final during finals week. Answers to each question must be typed, double-spaced, and (not including the question itself) **at least 3.5 pages long**, but no more than 5 pages long (Font Times 12, margins 1 inch maximum on all sides). To receive credit, a student must provide answers that satisfy the questions asked; simply providing lots of information tangentially or unclearly relevant to the questions is not appropriate. The maximum earned on essay questions is **120 points**.

READINGS

<u>Class#</u>	<u>Topic</u>	<u>Readings/Viewings</u>
1	Cartoons	<i>Looney Tunes cartoons; Disney cartoons/animated films</i>
2	Early films	Sheen, Mitman2 (pp. 1-58); <i>Muybridge films; Chang</i>
3	Early films	Burt (pp. 85-164); Chris (pp. 1-44); <i>Nanook of the North</i>
4	Nature	Mitman2 (pp. 59-108); <i>Congorilla</i>
5	Nature & Hollywood	Bousé1 (pp. 1-83); <i>King Kong</i>
6	History and television	Burt (pp. 6-83); <i>Flipper</i>
7	Television	Chris (pp. ix-xxii); <i>Mutual of Omaha's Wild Kingdom</i>
8	Television	Mitman2 (pp. 109-179); <i>Disney True-Life Adventures</i>
9	Television	Chris (pp. 45-121); <i>The Crocodile Hunter</i>
10	Television	Bousé1 (pp. 85-126); <i>The Crocodile Hunter: Collision Course</i>

11	Television	Bousé1 (pp. 127-184); Chris (pp. 1-44)
12	Television	Chris (pp. 122-166); <i>Mongoose Manor</i>
13	Science	Bousé1 (pp. 127-184); <i>Kinsey</i> (end sequence); <i>Signals for Survival: A Study of Animal Language</i>
14	Science & narrative	Bousé2; <i>People of the Forest</i>
15	Documentary	Wiseman films (e.g., <i>Zoo</i> ; <i>Meat</i>)
16	Nature and narrative	Bousé1 (pp. 185-222); <i>Moby Dick</i>
17	Nature and narrative	Burt (pp. 165-198); <i>Jaws</i>
18	Nature and narrative	Chris (167-211); <i>Black Beauty</i> (1994)
19	Human-animal mixups	Mitman2 (pp. 180-208); <i>Bringing Up Baby</i>
20	The human as animal	Rothfels (Ch. 5); <i>The Wolf Man</i> (1941); <i>Cat People</i> (1942)
21	The human as animal	Rothfels (Ch. 7); <i>Wolf</i>
22	Child-animal bond	Rothfels (Ch. 3); <i>Old Yeller</i>
23	Child-animal bond	<i>The Black Stallion</i>
24	Child-animal bond	Rothfels (Ch. 11); <i>Equus</i>
25	Animal-human interaction	Rothfels (Ch. 4); <i>The Wild Parrots of Telegraph Hill</i>
26	Animal-human interaction	Rothfels (Ch. 6); <i>Grizzly Man</i>
27	Animal-human interaction	Rothfels (Ch. 9); <i>Gorillas in the Mist</i>
28	Human fears	<i>The Birds</i>
29	Animal subjectivity	Siegel; <i>I Do Not Know What I Am Like</i>
30	The comic animal	William Wegman shorts (e.g., <i>Dog Baseball</i>)

Final notes: Departmental Writing Statement: Students in all animal studies courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

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.

CURRICULUM VITAE

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PROFESSIONAL EXPERIENCE

2008-present Foundation Professor, Eastern Kentucky University
 2007-present Coordinator for General Psychology Masters Program
 2000-present Full Professor, Eastern Kentucky University
 1995-2000 Associate Professor, Eastern Kentucky University
 1990-1995 Assistant Professor, Eastern Kentucky University
 1989-1990 Adjunct Professor, Shelby State Community College, Memphis, TN
 1988-1990 Postdoctoral Fellow, Memphis State University, Memphis, TN
 1987-1988 Research Associate, Yerkes Regional Primate Center, Atlanta, GA
 1986 Instructor, Psychology Department, Clark University, Worcester, MA

EDUCATION

1987 Ph.D. in Psychology, Clark University, Worcester, MA
 1981 M.A. in Psychology, University of Hawaii, Honolulu, HI
 1979 B.S. in General Science, Purdue University, West Lafayette, IN
 1979 B.A. in Experimental Psychology, Purdue University, W. Lafayette, IN

TEACHING EXPERIENCE

2005, 2007, 2008 Kentucky Institute for International Studies (2005), EKU (2007, 2008):
 Ecuador (summer).
Courses: Human Ethology, Observation of Animal and Human Behavior

1990-present Psychology Department, Eastern Kentucky University, Richmond, KY
 Teaching Load: 4 courses per semester
Courses: Psychology as a Natural Science, Statistics & Research Methods,
 Senior Thesis Research, Pretense and Deception, History and Systems in
 Psychology, Understanding Other Minds: Developmental Perspectives,
 Theories of Sexual Desire, Psychology of Emotions

1995, 1999, 2002 Kentucky Institute for International Studies: France (summer).
Courses: Human Ethology, Observation of Animal and Human Behavior,
 Child Development from a French Perspective

1989-1990 Psychology Department, Shelby State Community College, Memphis, TN
Courses: Introductory Psychology I and II

1986 Psychology Department, Clark University, Worcester, MA
Course: Laboratory in Human Ethology

PUBLICATIONS

Books and Monograph

- Dolins, F., & Mitchell, R. W., eds. (In press). Spatial perception, spatial cognition: Mapping the self and space. Cambridge, UK: Cambridge University Press. (Expected December, 2009.)
- Mitchell, R. W., ed. (2002). Pretending and imagination in animals and children. Cambridge, UK: Cambridge University Press.
- Mitchell, R. W. (1999). Scientific and popular conceptions of the psychology of great apes from the 1790s to the 1970s: Déjà vu all over again. Primate Report, *53*, 1-118.
- Parker, S. T., Mitchell, R. W., & Miles, H. L., eds. (1999). The mentalities of gorillas and orangutans: Comparative perspectives. Cambridge, UK: Cambridge University Press.
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- Parker, S. T., Mitchell, R. W., & Boccia, M. L., eds. (1994). Self-awareness in animals and humans. New York: Cambridge University Press.
- Mitchell, R. W., & Thompson, N. S., eds. (1986). Deception: Perspectives on human and nonhuman deceit. Albany: SUNY Press.

Articles

- Mitchell, R. W., & Neal, M. (2005). Children's understanding of their own and others' mental states, Part A: Self-understanding precedes understanding of others in pretense. British Journal of Developmental Psychology, *23*, 175-200.
- Mitchell, R. W., & Neal, M. (2005). Children's understanding of their own and others' mental states, Part B: Understanding of others precedes self-understanding for some false beliefs. British Journal of Developmental Psychology, *23*, 201-208.
- Mitchell, R. W. (2004). Controlling the dog, pretending to have a conversation, or just being friendly? Influences of sex and familiarity on Americans' talk to dogs during play. Interaction Studies, *5*, 99-129.
- Mitchell, R. W., & Gallaher, M. (2001). Embodying music: Matching music and dance in memory. Music Perception, *19*, 65-85.
- Mitchell, R. W. (2001). Americans' talk to dogs during play: Similarities and differences with talk to infants. Research on Language and Social Interaction, *34*, 182-210.
- Mitchell, R. W., Phipps, B. R., Voignier, D., Henson, C., & Ellis, A. L. (2001). Gender-related attributions and the gay or lesbian label. Journal of Humanistic Education and Development, *40*, 74-81.
- Mitchell, R. W., & Edmonson, E. (1999). Functions of repetitive talk to dogs during play. Society and Animals, *7*, 55-81.

- Anderson, J. R., & Mitchell, R. W. (1999). Macaques but not lemurs co-orient visually with humans. Folia Primatologica, 70, 17-22.
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- Mitchell, R. W. (1997). Kinesthetic-visual matching and the self-concept as explanations of mirror-self-recognition. Journal for the Theory of Social Behavior, 27, 101-123.
- Mitchell, R. W., & Anderson, J. R. (1997). Communicative and deceptive pointing in cebus monkeys (Cebus apella). Journal of Comparative Psychology, 111, 351-361.
- Mitchell, R. W., & Hamm, M. (1997). The interpretation of animal psychology: Anthropomorphism or behavior reading? Behaviour, 134, 173-204.
- Mitchell, R. W. (1996). The psychology of human deception. Social Research, 63, 819-861.
- Mitchell, R. W., & Thompson, N. S. (1993). Familiarity and the rarity of deception: Two theories and their relevance to play between dogs (Canis familiaris) and humans (Homo sapiens). Journal of Comparative Psychology, 107, 291-300.
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- Mitchell, R. W. (1993). Mental models of mirror-self-recognition: Two theories. New Ideas in Psychology, 11, 295-325.
- Mitchell, R. W. (1993). Recognizing one's self in a mirror? A reply to Gallup and Povinelli, De Lannoy, Anderson, and Byrne. New Ideas in Psychology, 11, 351-377.
- Mitchell, R. W. (1991). Deception and hiding in captive lowland gorillas (Gorilla gorilla gorilla). Primates, 32, 523-527.
- Mitchell, R. W. (1991). Bateson's concept of "metacommunication" in play. New Ideas in Psychology, 9, 73-87.
- Mitchell, R. W., & Thompson, N. S. (1990). The effects of familiarity on dog-human play. Anthrozoös, 4, 24-43.
- Mitchell, R. W. (1989). Functions and social consequences of infant-adult male interaction in a captive group of lowland gorillas (Gorilla gorilla gorilla). Zoo Biology, 8, 125-137.

PUBLICATIONS (continued)

Phelps, E., Damon, W., Yang, W., Boldt, G., Clement, C., Hopfenbeck, J., Mitchell, R. W., & Staven, K. (1987). Cognitive growth through peer collaboration: Tasks and materials: Mathematics, spatial reasoning, and balance tasks. ERIC Documentation Reproduction Service No. ED 284 7359.

Mitchell, R. W., Yao, P., Sherman, P., & O'Regan, M. (1985). Discriminative responding of a dolphin (*Tursiops truncatus*) to differentially rewarded stimuli. Journal of Comparative Psychology, 99, 218-225.

Book Chapters

Mitchell, R. W. (chapter completed, book in prep.) A resolution between mentalism and teleonomy: A continuing dialogue. In E. A. Abbey & Rosemarie I. Sokol (eds.), Making the cross-section: Realistic constructionism and theatrical realism (A festschrift in honor of Nicholas S. Thompson). In progress.

Mitchell, R. W., & Hoban, E. (in press). Does echolocation obviate the need for cetaceans to understand object permanence? In F. L. Dolins & R. W. Mitchell (eds.), Spatial perception, spatial cognition: Mapping the self and space. Cambridge, UK: Cambridge University Press.

Mitchell, R. W., & Dolins, F. L. (in press). Psychology and the philosophy of spatial perception: A history, or how the idea of spatial cognition in animals developed. In F. L. Dolins & R. W. Mitchell (eds.), Spatial perception, spatial cognition: Mapping the self and space. Cambridge, UK: Cambridge University Press.

Dolins, F. L., & Mitchell, R. W. (in press). Linking spatial cognition and spatial perception. In F. L. Dolins & R. W. Mitchell (eds.), Spatial perception, spatial cognition: Mapping the self and space. Cambridge, UK: Cambridge University Press.

Mitchell, R. W. (in press). Understanding the body as spatial cognition. In F. L. Dolins & R. W. Mitchell (eds.), Spatial perception, spatial cognition: Mapping the self and space. Cambridge, UK: Cambridge University Press.

Mitchell, R. W. (2008). Anthropomorphism and its critics: Looking at us looking at animals. In D. Brantz & C. Mauch (eds.), Animals in history. Rowman & Littlefield (German translation: In Tierisches, allzu Tierisches: Beiträge zur Kulturgeschichte. Paderborn: Schöningh.

Mitchell, R. W. (2007). Mirrors and matchings: Imitation from the perspective of mirror-self-recognition, and why the parietal region is involved in both. In K. Dautenhahn & C. L. Nehaniv (eds.), Imitation and social learning in robots, humans and animals (pp. 103-130). Cambridge, UK: Cambridge University Press.

PUBLICATIONS (continued)

- Mitchell, R. W. (2006). Pretense in animals: The continuing relevance of children's pretense. In A. Göncü & S. Gaskins (eds.), Play and development: Evolutionary, sociocultural and functional perspectives (51-75). Hillsdale, NJ: Lawrence Erlbaum.
- Mitchell, R. W. (2002). Subjectivity and self-recognition in animals. In M. R. Leary & J. Tangney (eds.), Handbook of self and identity (pp. 567-593). New York: Guilford Press.
- Mitchell, R. W. (2002). Imitation as a perceptual process. In K. Dautenhahn & C. L. Nehaniv (Eds.), Imitation in animals and artifacts (pp. 441-469). Cambridge, MA: MIT Press.
- Mitchell, R. W. (2002). Imaginative animals, pretending children. In R. W. Mitchell (ed.), Pretending and imagination in animals and children (pp. 3-22). Cambridge University Press.
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- Russon, A., Mitchell, R. W., Lefebvre, L., & Abravanel, E. (1998). The comparative evolution of imitation. In J. Langer & M. Killen (eds.), Piaget, evolution, and development (pp. 103-143). Mahwah, NJ: Lawrence Erlbaum.

PUBLICATIONS (continued)

- Mitchell, R. W. (1997). Anthropomorphic anecdotalism as method. In R. W. Mitchell, N. S. Thompson, & H. L. Miles (eds.), Anthropomorphism, anecdotes, and animals (pp. 151-169). Albany: SUNY Press.
- Mitchell, R. W. (1997). Anthropomorphism and anecdotes: A guide for the perplexed. In R. W. Mitchell, N. S. Thompson, & H. L. Miles (eds.), Anthropomorphism, anecdotes, and animals (pp. 407-427). Albany: SUNY Press.
- Mitchell, R. W., Thompson, N. S., & Miles, H. L. (1997). Taking anecdotes and anthropomorphism seriously. In R. W. Mitchell, N. S. Thompson, & H. L. Miles (eds.), Anthropomorphism, anecdotes, and animals (pp. 3-11). Albany: SUNY Press.
- Miles, H. L., Mitchell, R. W., & Harper, S. (1996). Simon says: The development of imitation in an enculturated orangutan. In A. Russon, K. Bard, & S. T. Parker (eds.), Reaching into thought: The minds of the great apes (pp. 278-299). New York: Cambridge University Press.
- Mitchell, R. W. (1994). The evolution of primate cognition: Simulation, self-knowledge, and knowledge of other minds. In D. Quiatt & J. Itani (eds.), Hominid culture in primate perspective (pp. 177-232). Boulder: University Press of Colorado.
- Parker, S. T., Mitchell, R. W., & Boccia, M. L. (1994). Expanding dimensions of the self: Through the looking glass, and beyond. In S. T. Parker, R. W. Mitchell, & M. L. Boccia (eds.), Self-awareness in animals and humans (pp. 3-19). New York: Cambridge University Press.
- Mitchell, R. W. (1994). Multiplicities of self. In S. T. Parker, R. W. Mitchell, & M. L. Boccia (eds.), Self-awareness in animals and humans (pp. 81-107). New York: Cambridge University Press.
- Parker, S. T., & Mitchell, R. W. (1994). Evolving self-awareness. In S. T. Parker, R. W. Mitchell, & M. L. Boccia (eds.), Self-awareness in animals and humans (pp. 413-427). New York: Cambridge University Press.
- Mitchell, R. W. (1993). Humans, nonhumans, and personhood. In P. Singer & P. Cavalieri (eds.), The great ape project: Equality beyond humanity (pp. 237-247). London: Fourth Estate; New York: St. Martin's Press.
- Mitchell, R. W. (1993). Animals as liars: The human face of nonhuman duplicity. In M. Lewis & C. Saarni (eds.), Lying and deception in everyday life (pp. 59-89). New York: Guilford Press.
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PUBLICATIONS (continued)

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- Mitchell, R. W. (1986). A framework for discussing deception. In R. W. Mitchell & N. S. Thompson (eds.), Deception: Perspectives on human and nonhuman deceit (pp. 3-40).
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- Mawby, R., & Mitchell, R. W. (1986). Feints and ruses: An analysis of deception in sports. In R. W. Mitchell & N. S. Thompson (eds.), Deception: Perspectives on human and nonhuman deceit (pp. 313-322).

Abstracts, Book Reviews, Commentaries, and Encyclopedia Entries

- Mitchell, R. W. (In press). Review of A cultural history of animals (6 vol.). Anthrozoös, 22, 295-306.
- Mitchell, R. W. (2008). Minds: Other and not-so-other (Joint review of Other minds: How humans bridge the divide between self and others, ed. by B. F. Malle & S. D. Hodges; and Thinking with animals: New perspectives on anthropomorphism, ed. by L. Daston & G. Mitman). Interaction Studies, 9(2), 377-396.
- Mitchell, R. W. (2008). The brain-bending truth about psychological development. Review of Biology and knowledge revisited: From neurogenesis to psychogenesis (ed. By S. T. Parker, J. Langer & C. Milbrath). Group Processes, 41, 114-116.
- Mitchell, R. W. (2007). Foreword. In D. Goode, Playing with my dog Katie: An ethnomethodological study of dog-human interaction (pp. xvii-xviii). Lafayette, IN: Purdue University Press.
- Mitchell, R. W. (2005). Anthropomorphism and its critics: Looking at us looking at animals (Abstract). Geschichte der Psychologie, 44(1), 32.
- Mitchell, R. W. (2004). Cognition: Mirror-self-recognition and kinesthetic-visual matching. In M. Bekoff (ed.), Encyclopedia of animal behavior (pp. 313-314). Westport, CT: Greenwood Press.
- Mitchell, R. W. (2003). Review of The primacy of movement by Maxine Sheets-Johnstone. British Journal of Psychology, 94, 275-284.

PUBLICATIONS (continued)

- Mitchell, R. W. (2002). Review of Imitation in infancy, by Jacqueline Nadel & George Butterworth (eds.). British Journal of Developmental Psychology, 20, 150-151.
- Mitchell, R. W. (2001). Review of Animal minds by Donald R. Griffin. Animal Behaviour, 62, 1225-1227.
- Mitchell, R. W. (2001). A comparison of actions used to deceive in great apes: An account from script theory. In Brookfield Zoo (eds.), The apes: Challenges for the 21st century; Conference proceedings (p. 375). Chicago: Chicago Zoological Society.
- Mitchell, R. W. (2001). On not drawing the line about culture: Inconsistencies in interpretation of nonhuman cultures. Behavioral and Brain Sciences, 24, 348-349.
- Mitchell, R. W. (2000). The role of perception in cognitive development. Commentary on "The descent of cognitive development" by Jonas Langer. Developmental Science, 3, 379-380.
- Mitchell, R. W., & Clement, C. A. (1999). Simulations, simulators, amodality, and abstract terms. Behavioral and Brain Sciences, 23, 628-629.
- Mitchell, R. W. (1999). Review of Apes, language and the human mind by Sue Savage-Rumbaugh. Trends in Cognitive Science, 3(6), 243.
- Mitchell, R. W. (1999). Great apes imitate actions of others and effects of others' actions. Behavioral and Brain Sciences, 22, 700.
- Mitchell, R. W. (1998). Review of Next of kin by Roger Fouts. Society and Animals, 6, 283-285.
- Mitchell, R. W. (1998). Self-awareness, self-recognition. In M. Bekoff & C. A. Meaney (eds.), Encyclopedia of Animal Rights and Animal Welfare (pp. 20-22). Greenwood Publishing Group: Westport, CT.
- Mitchell, R. W., & Anderson, J. R. (1998). Primate theory of mind is a Turing test. Behavioral and Brain Sciences, 21, 127-128.
- Mitchell, R. W. (1998). Review of Social learning in animals by Celia Heyes & Bennett G. Galef (eds.). Behavioural Processes, 43, 103-104.
- Mitchell, R. W. (1996). Self-knowledge, knowledge of other minds, and kinesthetic-visual matching. Behavioral and Brain Sciences, 19, 133.
- Mitchell, R. W. (1995). Self-recognition, methodology and explanation: A reply to Heyes (1994). Animal Behaviour, 51, 467-469.
- Mitchell, R. W. (1995). Review of The hidden life of dogs by Elizabeth Marshall Thomas. Society and Animals, 4, 100-103.

PUBLICATIONS (continued)

- Mitchell, R. W., & Miles, H. L. (1995). Apes and language: Human uniqueness again? Behavioral and Brain Sciences, *18*, 200-201.
- Mitchell, R. W. (1995). Evidence of dolphin self-recognition and the difficulties of interpretation. Consciousness and Cognition, *4*, 229-234.
- Mitchell, R. W. (1994). Review of The biophilia hypothesis by Stephen Kellert & Edward O. Wilson (eds.). Anthrozoös, *7*, 212-214.
- Mitchell, R. W., Parker, S. T., & Boccia, M. L. (1994). Mirror self-recognition and mental state attribution. American Psychologist, *49*, 761-762.
- Mitchell, R. W. (1994). Are motor images based on kinesthetic-visual matching? Behavioral and Brain Sciences, *17*, 214-215.
- Mitchell, R. W., & Miles, H. L. (1993). Apes have mimetic culture. Behavioral and Brain Sciences, *16*, 768.
- Mitchell, R. W. (1993). Pigeons as communicators and thinkers: Mon oncle d'Amerique deux? Behavioral and Brain Sciences, *16*, 655-656.
- Mitchell, R. W. (1993). Kinesthetic-visual matching, perspective-taking and reflective self-awareness in cultural learning. Behavioral and Brain Sciences, *16*, 530-531.
- Mitchell, R. W. (1992). Developing concepts in infancy: Animals, self-perception, and two theories of mirror-self-recognition. Psychological Inquiry, *3*, 127-130.
- Mitchell, R. W. (1990). Deception in captive lowland gorillas. American Journal of Primatology, *20*, 214.
- Mitchell, R. W. (1988). Ontogeny, biography, and evidence for tactical deception. Behavioral and Brain Sciences, *11*, 259-260.
- Mitchell, R. W. (1988). Projects, routines, and enticements in interspecies play between familiar and unfamiliar dogs and people. Dissertation Abstracts International, *48B(7)*, 2136.

SYMPOSIA AND WORKSHOPS ORGANIZED

- Mitchell, R. W., & Smith, J. The minds of animals: Conceptions from the humanities, sciences, and popular culture. Autonomous two-day conference, Toronto, Canada, August, 2008.
- Mitchell, R. W., & Nadel, J. Exploring a kinesthetic-visual matching model for imitation, self-recognition and imitation-recognition. Paper symposium for Society for Research in Child Development, Atlanta, 2005.
- Mitchell, R. W. Pretending in animals. Invited symposium. Jean Piaget Society meetings, Illinois, 2003.

SYMPOSIA AND WORKSHOPS ORGANIZED (continued)

Mitchell, R. W., & Swartz, K. B. Videotaped evidence of self-recognition in primates. Workshop organized for joint Annual Meeting of the International Primatological Society and American Society of Primatologists, Wisconsin, 1996.

Mitchell, R. W. Understanding simulations: Evolution of mimesis, make-believe, and other modelings. International Society for the Comparative Study of Civilizations, Kentucky, 1992.

Boccia, M.L., Mitchell, R. W., & Parker, S. T. Cognitive correlates of mirror-self-recognition and self-awareness in monkeys, apes, and humans. Sonoma State University, California, 1991.

Mitchell, R. W. Anthropomorphism, anecdotes, and theory in the study of animal behavior. National Animal Behavior Society Meeting, Kentucky, 1989.

Mitchell, R. W., & Anderson, M. Autotelic activities. Northeast Regional Animal Behavior Society Meeting, New York, 1985.

Anderson, M., & Mitchell, R. W. Human-alloanimal social relations: Work and play. 60th Annual Meeting of Central States Anthropological Society, Nebraska, 1984.

Mitchell, R. W. Deception. National Animal Behavior Society Meeting, Minnesota, 1982.

PRESENTATIONS AND WORKSHOPS

Lorden, R., Sambrook, R., & Mitchell, R. W. (2009). Ecotourism and knowledge of sea lions: Visitors vs. residents. Poster presented at the International Society for AnthroZoology, Kansas City, MO, October, 2009.

Mitchell, R. W. "Gender-related stereotypes of male 'cat people' and 'dog people'." Poster presented at the International Society for AnthroZoology, Toronto, Canada, August, 2008.

Mitchell, R. W. "Inner experience as perception(like) with attitude." Paper presented at The minds of animals: Conceptions from the humanities, sciences, and popular culture. Toronto, Canada, August, 2008.

Mitchell, R. W. "A brief history of the use of anthropomorphism to understand animals." Paper presented at the meeting of the International Society for AnthroZoology, Barcelona, Spain, October, 2006.

Mitchell, R. W. "People's talk is friendlier when playing with an unfamiliar dog than with a familiar dog." Poster presented at the meeting of the International Society for AnthroZoology, Barcelona, Spain, October, 2006.

PRESENTATIONS (continued)

- Mitchell, R. W. Discussant for symposium on "Human-animal interaction." Part of American Sociological Association conference, Montreal, Canada, August, 2006.
- Mitchell, R. W. Discussant for symposium on "Self-recognition and culture." Part of International Association for Cross-Cultural Conference, in Spetses, Greece, July, 2006.
- Mitchell, R. W. "Animal and human consciousness: What are we talking about?" Invited colloquium at University of Wisconsin at Whitewater, March, 2006.
- Mitchell, R. W. "Imitation and human perception." Invited presentation for "Doing likewise" conference organized by Jonathan Miller at New York University, November, 2005.
- Mitchell, R. W. "Anthropomorphism and its critics: Looking at us looking at animals." Invited paper selected for presentation at Animals in history: Studying the not so human past. Conference sponsored by the University of Cologne and the German Historical Institute, Cologne, Germany, May, 2005.
- Mitchell, R. W. "The recurrent 'discovery' of kinesthetic-visual matching: A history and consolidation of theory and evidence." Presentation for paper symposium entitled Exploring a kinesthetic-visual matching model for imitation, self-recognition and imitation-recognition. Symposium for Society for Research in Child Development, Atlanta, April, 2005.
- Mitchell, R. W. "The science of sexual orientation." Invited presentation as first annual Roark Lecture series. Eastern Kentucky University, Kentucky, April, 2005.
- Mitchell, R. W. "Kinesthetic-visual matching and consciousness of self and other: How social minds are possible." Poster presentation at the Third International Conference on Development and Learning (ICDL'04): Developing Social Brains, San Diego, October, 2004.
- Mitchell, R. W. "The self and other minds, kinesthetic-visual matching, and children's thinking about pretense and false belief." Invited presentation for symposium on "Self and Theory of Mind" for the Annual Meeting of the Human Behavior and Evolution Society, Berlin, Germany, July, 2004.
- Mitchell, R. W. "Pretense by animals: History, theory, methods and difficulties." Presentation for symposium entitled Pretending in animals. Invited symposium for Jean Piaget Society meetings, Chicago, Illinois, 2003.
- Mitchell, R. W. Participant in workshop entitled "Science of deception: Integrating practice and theory," co-sponsored by American Psychological Association and Operational Assessment Division of the Central Intelligence Agency, Washington, DC, June 2003.
- Mitchell, R. W. "Why (and how) do we talk to dogs? Baby talk in human-dog play interactions." Paper presented at the Annual Conference of the International Society for Anthrozoology, Ohio, 2003.

PRESENTATIONS (continued)

- Mitchell, R. W. "Mirrors and matchings: Imitation from the perspective of mirror-self-recognition." Invited keynote address, Symposium on "Imitation in Animals and Artifacts," Artificial Intelligence and Simulation of Behaviour Convention, Aberystwyth, Wales, 2003.
- Mitchell, R.W. "Talking to dogs during play: Contrasts and comparisons with talk to infants." Paper presented at the 2nd Annual Human Animal Bond Initiative Conference, Michigan, 2002.
- Mitchell, R.W. "Kinesthetic-visual matching and consciousness of self and other." Poster presentation at conference "Toward a science of consciousness," Arizona, April, 2002.
- Mitchell, R.W. "Talking to dogs and 'baby talk': What are we doing when we talk to dogs?" Sigma Xi Research Society Series, Eastern Kentucky University, Kentucky, November, 2001.
- Mitchell, R.W. "The evolution of the primate mind." Chautauqua Lecture Series, Eastern Kentucky University, Kentucky, February, 2001.
- Mitchell, R.W. "Deception, self-recognition and the primate mind." Department of Biology, University of Louisville, Kentucky, April, 2001.
- Mitchell, R. W. "A comparison of actions used to deceive in great apes: An account from script theory." Poster presentation at conference on "The apes: Challenges for the 21st century," sponsored by the Brookfield Zoo, Lisle, Illinois, May, 2000.
- Mitchell, R. W., & Neal, M. "Children understand their own pretense, but not that of others, even with visual access to both." Biennial Meeting of the Society for Research in Child Development, New Mexico, 1999.
- Mitchell, R. W., Gaskin, W., & Neal, M. "Do children understand their own pretense before that of others?" Poster presented at invited poster symposium on A synthesis of current findings on young children's understanding of pretense. Biennial Meeting of the Society for Research in Child Development, Washington DC, 1997.
- Mitchell, R. W., & Edmonson, E. "What people say to dogs when they play with them." Meeting of the International Society for AnthroZoology, Massachusetts, 1997.
- Mitchell, R. W. Commentator on Frans de Waal's position paper on Anthropomorphism. The Athens-Pittsburgh Symposium on Anthropomorphism, Delphi, Greece, 1996.
- Mitchell, R. W. "The interpretation of animal psychology: Anthropomorphism or behavior reading?" Invited symposium on Anthropomorphism. 86th Annual Meeting of the Southern Society for Philosophy and Psychology, Tennessee, 1996.

PRESENTATIONS (continued)

- Mitchell, R. W., & Gaskin, W. "Knowledge of self and other in pretense and false belief." 86th Annual Meeting of the Southern Society for Philosophy and Psychology, Tennessee, 1996.
- Mitchell, R. W. "Simulation and the evolution of human psychology." Symposium on Intelligence and cognitive evolution. 94th Annual Meeting of the American Anthropological Association, Washington DC, 1995.
- Mitchell, R. W. "Anthropomorphism as a problem for turn-of-the-century North American naturalists." Annual meeting of the International Society for the History, Philosophy and Social Studies of Biology, Leuven, Belgium, 1995.
- Mitchell, R. W. "Imitation as a perceptual process." Invited symposium on Imitation. Annual meeting of the Jean Piaget Society, California, 1995.
- Mitchell, R. W. "Knowledge of self vs. other in pretense: Different from other domains?" Invited symposium on Understanding of intent, communication and mind in young children and people with autism. Annual meeting of the British Psychological Society, Developmental Section, Glasgow, Scotland, 1995.
- Mitchell, R. W. "Bodily imitation, kinesthetic-visual matching, and animals." Invited symposium on Social learning and tradition in animals. 67th Annual Meeting of the Midwestern Psychological Association, Illinois, 1995.
- Mitchell, R. W., & Neal, M. "Children understand their own pretense before they understand others'." Biennial Meeting of the Society for Research in Child Development, Indiana, 1995.
- Mitchell, R. W. "Reflection, self-recognition, and species comparisons." Invited colloquium for New York Academy of Sciences, New York, 1994.
- Mitchell, R. W. "Imitation in theory and elsewhere: It's more pervasive than you think." Invited symposium on Social learning and tradition in animals. Cambridge, UK, 1994.
- Mitchell, R. W. "Kinesthetic-visual matching, iconic representation, self-consciousness, and the human mind: The sensationalist tradition continues." Symposium on The concept of mind in comparative psychology. Southern Society for Philosophy and Psychology, Georgia, 1994.
- Mitchell, R. W. "Talk to dogs during play." Annual meeting of The Association for the Study of Play, Georgia, 1994.
- Mitchell, R. W. "Why apes are not persons." Symposium on The great ape project. Annual Meeting of the Eastern Division of the American Philosophical Association, Georgia, 1993.

PRESENTATIONS (continued)

- Mitchell, R. W. "Anthropomorphism, discontinuity, and the adequacy of evidence." Symposium on Primate and human cognition: Continuities and discontinuities. 92nd Annual Meeting of the American Anthropological Association, Washington DC, 1993.
- Mitchell, R. W. "From kinesthetic-visual matching to kinky sex: The search for the cognitive foundations of personhood within the evolution of play and simulacra." Symposium on Aliens, apes, and artificial intelligence: Who is a person in the postmodern world? Southern Humanities Council Annual Conference, Alabama, 1993.
- Miles, H. L., Mitchell, R. W., & Harper, S. "Imitation and self-awareness in a signing orangutan." Symposium on Comparative developmental approaches to the study of self-recognition and imitation. 14th Congress of the International Primatological Society, Strasbourg, France, 1992.
- Mitchell, R. W. "Nonhuman simulations: Imitation, pretense, and deception." Symposium on Understanding simulations: Evolution of mimesis, make-believe, and other modelings. International Society for the Comparative Study of Civilizations, Eastern Kentucky University, Kentucky, 1992.
- Miles, H. L., Mitchell, R. W., & Harper, S. "Signing and simulacra: Language, imitation, and enculturated apes." Symposium on Understanding simulations: Evolution of mimesis, make-believe, and other modelings. International Society for the Comparative Study of Civilizations, Eastern Kentucky University, Kentucky, 1992.
- Mitchell, R. W. "Mental models of mirror-self-recognition: Two theories." Symposium on Cognitive correlates of self-awareness and self-recognition in monkeys, apes, and humans. Sonoma State University, California, 1991.
- Hoban, E., & Mitchell, R. W. "Object permanence and cetaceans." 18th Annual Conference of the International Marine Animal Trainers Association, Illinois, 1990.
- Mitchell, R. W. "Deception in captive lowland gorillas." Symposium on Gorilla cognition and communication. American Primatological Society Meeting, California, 1990.
- Mitchell, R. W. "Recognizing one's self in a mirror? A view from comparative psychology." National Animal Behavior Society Meeting, New York, 1990.
- Hoban, E., & Mitchell, R. W. "Failure of bottlenosed dolphins and beluga whales to exhibit stage 4 understanding of object permanence?" National Animal Behavior Society Meeting, New York, 1990.
- Mitchell, R. W. "Bateson's concept of 'metacommunication' in play." Southern Society for Philosophy and Psychology Meeting, Kentucky, 1990.

PRESENTATIONS (continued)

- Mitchell, R. W. "Anthropomorphizing and biologizing, anecdotes and psychologizing, self-aggrandizement and ahistoricity." Session on Anthropomorphism, anecdotes, and theory in the study of animal behavior. National Animal Behavior Society Meeting, Kentucky, 1989.
- Mitchell, R. W., & Thompson, N. S. "Projects, routines, and enticements in dog-human play." International Ethological Congress XX, Wisconsin, 1987.
- Mitchell, R. W., & Thompson, N. S. "The organization of dog-human play." National Animal Behavior Society Meeting, Massachusetts, 1987.
- Mitchell, R. W. "Parental care or interest? Infant-adult male interaction and social consequences in a captive lowland gorilla group." Symposium on Autotelic Activities. Northeast Regional Animal Behavior Society Meeting, New York, 1985.
- Mitchell, R. W., & Thompson, N. S. "Social understanding between dogs and people in play." Symposium on Human-alloanimal social relations: Work and play. 60th Annual Meeting of the Central States Anthropological Society, Nebraska, 1984.
- Mitchell, R. W., & Thompson, N. S. "Play systems: An aspect of dog-human relations." Symposium on Explorations in systems thinking. 59th Annual Meeting of the Central States Anthropological Society, Ohio, 1983.
- Mitchell, R. W., Yao, P., & Sherman, P. "Are dolphins stupid?" Northeast Regional Animal Behavior Society Meeting, Massachusetts, 1982.
- Mitchell, R. W. "A typology of deceptive communication." Session on Deception. National Animal Behavior Society Meeting, Minnesota, 1982.
- Mitchell, R. W., Yao, P., & Sherman, P. "Discriminative responding to objects associated with different amounts of reward by two bottlenosed dolphins." National Animal Behavior Society Meeting, Colorado, 1980.
- Mitchell, R. W. "Use of infant gorilla as tool in play." National Animal Behavior Society Meeting, Louisiana, 1979.

MANUSCRIPTS IN PREPARATION

- Mitchell, R. W. Anthropomorphizing animals: A scientific history.
- Mitchell, R. W. Explaining sexual orientation: A guide to scientific theories and evidence.
- Mitchell, R. W., & Ellis, A. L. Masculinity and femininity are in the eyes of the beholder: Knowledge that a man is gay increases American college students' perceptions of his cross-gender attributes.

AWARDS, SERVICE AND MEMBERSHIPS

2009-2011	Selected as Foundation Professor, EKU
2007-2008	Member of organizing committee for ISAZ meeting, Toronto, Canada.
2005-2006	Sabbatical Awarded
2005	Selected as first presenter of Annual Roark Lecture, EKU
2005-present	Board of Editor: <u>Journal of Comparative Psychology</u>
2003-present	Board of Editors: <u>Interaction Studies</u>
2000-2001	EKU Research Award, Social and Behavioral Sciences
2000	Professor status conferred, EKU
2000-present	Member: International Society for AnthroZoology, Piaget Society, Cognitive Development Society

AWARDS, SERVICE AND MEMBERSHIPS (continued)

1998-1999	Sabbatical Awarded
1996-present	Member: American Society of Primatologists, Society for Research in Child Development
1996-1997	Invited Member: New York Academy of Sciences
1995	Assistant Professor status conferred, EKU
1992-present	Board of Editors: <u>Society and Animals</u>
1989-present	Ad Hoc Reviewer: <u>Animal Behaviour</u> , <u>Animal Cognition</u> , <u>Anthrozoös</u> , <u>Behavioral & Brain Sciences</u> , <u>Behavioral Processes</u> , <u>Behaviour</u> , <u>British Journal of Developmental Psychology</u> , <u>Current Psychology of Cognition</u> , <u>Developmental Science</u> , <u>Infancy</u> , <u>Infant and Child Development</u> , <u>Interaction Studies</u> , <u>International Journal of Primatology</u> , <u>Journal of Cognition and Development</u> , <u>Journal of Comparative Psychology</u> , <u>Marine Mammal Science</u> , <u>Proceedings of the Royal Society of London</u> , <u>Psychological Bulletin</u> , <u>Psychonomic Bulletin & Review</u> , <u>Society & Animals</u> , and <u>Trends in Cognitive Science</u> ; Routledge Press, Academic Press, McGraw-Hill, and National Science Foundation
1991-present	Member: International Society for Behavioral Ecology
1985-1990	Student affiliate/Member: American Psychological Association
1979-present	Member: Animal Behavior Society

GRANTS

Goode, D., & Mitchell, R. W. (2007). Defining, describing and analyzing the role of "culture" in dog-human play: A pilot study of dog-human play in three cities. The WALTHAM/AAH-ABV Human Animal Bond Research Collaboration. \$17,650. (Not funded.)

Mitchell, R. W. (2002). Self-recognition in gorillas. EKU grant. \$1,242.

Mitchell, R. W. (1995). Children's understanding of pretense and false belief in self and others. Kentucky National Science Foundation EPSCoR award. \$14,402.

Mitchell, R. W. (1993). Mirror-understanding in two species of primates. EKU grant. \$1,260.

GRANTS (continued)

- Boccia, M. L., Parker, S. T., & Mitchell, R. W. (1991). Cognitive correlates of mirror-self-recognition and self-awareness in monkeys, apes, and humans. The Institute for Noetic Sciences. \$5,000 for Invited Symposium at Sonoma State University.
- Mitchell, R. W. (1992, summer). Metacommunication in social play of monkeys. Fyssen Foundation, 1990. Funded: Fr 21,000 (~\$3,400) to study at the Unité de Primatologie in Strasbourg, France.
- Mitchell, R. W. (1991). The function of talk in dog-human play. EKU grant. \$525.
- Mitchell, R. W. (1991). Mother-infant interaction in captive lowland gorillas. EKU grant. \$525.

REFERENCES

Dr. Nicholas S. Thompson
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nthompson@clarku.edu

Dr. Sue Parker
Department of Anthropology
Sonoma State University
Rohnert Park, CA
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Eastern Kentucky University
Richmond, KY 40475
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VITA

I. Personal Data

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Eastern Kentucky University
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II. Educational Background

Oklahoma City University, Oklahoma City, Oklahoma Degree: B.A. Psychology	1976
Indiana State University, Terre Haute, Indiana Degree: M.A. General/Experimental Psychology	1980
University of South Florida, Tampa, Florida Degree: Ph.D. Clinical/Community Psychology	1984
University of Mississippi/Jackson VA Medical Centers, Resident in Clinical Psychology	1982-1984

III. Academic Positions

Chair, Department of Psychology, Eastern Kentucky University, Richmond, KY 2003-	present
Foundation Professor, Eastern Kentucky University	1999-present
Professor of Psychology, Eastern Kentucky University, Richmond, KY	1994-present

Director, Eastern Kentucky University Psychology
Clinic, Richmond, KY 1990-present

Associate Professor of Psychology, Eastern Kentucky
University, Richmond, KY 1988-1994

Assistant Professor of Psychology, Eastern Kentucky
University, Richmond, KY 1984-1988

Adjunct Instructor in Psychology, Tougaloo College,
Tougaloo, MS 1982-1983

IV. Other Professional Positions and Activities

Treasurer, Council of Applied Masters Programs in
Psychology 1999-2007

Editor, Journal of Psychological Practice 2006-present

Director of Clinical Services, Initiatives, Inc.
Lexington, KY 1987-2002

Emergency Services Staff, Bluegrass South
Comprehensive Care Center, Richmond, KY 1988-2001

Editorial Board, Journal of Alcohol Studies 1993-1996

Reviewer, Preventing Tobacco Use Among
Young People: A Report of the Surgeon
General 1994

Member, Board of Directors, Kentucky
Psychological Association 1988-1993

Chair, Task Force on Legal Issues and
Title, CAMPP 1991

Journal Guest Reviewer: Journal of Nervous
and Mental Diseases, Health Psychology, Health
Education and Research

V. Papers Presented

Murphy, M. J., & Brubaker, R. G. Effects of teaching orientation on social interaction among preschoolers. Paper presented at the meeting of the Midwestern Psychological Association, St. Louis, Missouri, May, 1980.

Brubaker, R. B., & Taulbee, E. S. Review of research on the classification of alcoholics based on personality variables. Paper presented to the Psychology Research Conference, VA Medical Center, Bay Pines, Florida, July, 1980.

Brubaker, R. G., Dubbert, P. M., & Mayer, J. The effects of aerobic exercise on diabetes: Case studies. Paper presented at the meeting of the Mississippi Psychological Association, Biloxi, Mississippi, October, 1983.

Martin, J. E., Dubbert, P. M., Lake, M., Burkett, P., Morrell, E., & Brubaker, R. G. Marketing health and fitness programs. Paper presented at the meeting of the Association for the Advancement of Behavior Therapy, Washington, DC, December, 1983.

Brubaker, R. G., & Kinder, B. N. Predicting health behavior: A test of the theory of reasoned action. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans, Louisiana, March, 1984.

Mayer, J. A., Brubaker, R. G., Dubbert, P. M., & Lake, M. E. The effect of caloric expenditure feedback on activity level and cardiovascular fitness. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans, Louisiana, March, 1984.

Mayer, J. A., Brubaker, R. G., Perkins, K. A., Dubbert, P. M., & Martin, J. E. A low-cost strategy for encouraging fitness at the worksite. Paper presented at the meeting of the Association for the Advancement of Behavior Therapy, Philadelphia, Pennsylvania, November, 1984.

Brubaker, R. G., Prue, D. M., & Rychtarik, R. G. Determinants of disulfiram acceptance among alcohol patients. Paper presented at the meeting of the Southeastern Psychological Association, Orlando, March, 1986.

Brubaker, R. G., & Kramp, R. E. Exercise and self-efficacy: The effects of exercise program variables. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, May, 1986.

- Brubaker, R. G., Kramp, R. E., & Worell, W. E. Determinants of smokeless tobacco use by male college students. Paper presented at the meeting of the American Psychological Association, Washington, D.C., August, 1986.
- Brubaker, R.G., & Loftin, T.L. Psychosocial determinants of smokeless tobacco use by middle school males. Presented at the annual meeting of the Society of Behavioral Medicine, Washington, D.C., March, 1987.
- Brubaker, R.G., & Fowler, C. To chew or not to chew: Anticipated parental response to smokeless tobacco use by adolescent males. Paper presented at the annual meeting of the Southeastern Psychological Association, Atlanta, March, 1987.
- Loftin, T.L., & Brubaker, R.G. Psychosocial correlates of tanning bed use. Presented at the annual meeting of the Southeastern Psychological Association, Atlanta, March, 1987.
- Brubaker, R.G., Mitby, S.K., Falkenberg, S.D., & Loftin, T.L. A methodology for identifying situational and social variables influencing adolescents' decision to ride with a drinking driver. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Boston, November, 1987.
- Brubaker, R.G., & Wickersham, D. Psychosocial correlates of testicular self-examination by college males: An application of the theory of reasoned action. Presented at the meeting of the Southeastern Psychological Association, New Orleans, March, 1988.
- Mitby, S.K., Brubaker, R.G., & Howell, J.L. Children's perception and recall of health-risk warning labels on smokeless tobacco products. Presented at the meeting of the Southeastern Psychological Association, New Orleans, March, 1988.
- Brubaker, R.G., Fowler, C., & Gordon, S. Encouraging the practice of testicular self-examination. Presented at the Annual Scientific Sessions of the Society of Behavioral Medicine, San Francisco, March, 1989.
- Brubaker, R.G., Blazina, C.D. & Carter, M.C. Predicting intentions to reduce exposure to environmental tobacco smoke. Presented at the Annual Scientific Session of the Society of Behavioral Medicine, Chicago, April, 1990.
- Brubaker, R.G., Blazina, C.D., and Smead, J. Predicting sunscreen use by

college students: A test of the theory of planned behavior. Presented at the Meeting of the Southeastern Psychological Association, Atlanta, April, 1990.

Brubaker, R.G., Stollger, J.A., Wagner, J.K., VonHandorf, J.A., & Green, S.D. The effects of prompting and contingency contracting on the practice of cancer self-examination by married couples. Presented at the meeting of the Association for the Advancement of Behavior Therapy, New York, November, 1991.

Brubaker, R.G., Murphy, W.G., & Wagner, J.K. Parental influence on children's intention to use sunscreen: An application of the theory of planned behavior. To be presented at the meeting of the Southeastern Psychological Association, Knoxville, Tennessee, March, 1992.

Runyon, M.K., & Brubaker, R.G. (1992). Encouraging sunscreen use among college students to prevent skin cancer: An application of the theory of planned behavior. Presented at the meeting of the Southeastern Psychological Association, Knoxville, Tennessee, March, 1992.

Green, S. & Brubaker, R.G. (1993). Acceptability of employee assistance programs: The influence of structural variables. Presented at the meeting of the Southeastern Psychological Association, Atlanta, March, 1993.

Brubaker, R.G. & Beebe, C.K. Relationship between daily hassles associated with hearing loss and perceived stress. Presented at the meeting of the Southeastern Psychological Association, New Orleans, March, 1994.

Brubaker, R.G., Hayes, L., & Dilka, K.D. (1995). A program for training psychologists to work with deaf clients. Presented at the annual meeting of the American Deafness and Rehabilitation Association, Kansas City, May, 1995.

Brubaker, R.G., McEuen, A., Phelps, D., & Douglass, M. (1997). Reactions to communication strategies used by the hard of hearing. Presented at the meeting of the Southeastern Psychological Association, Atlanta, April, 1997.

Brubaker, R.G., (1998). Parenting behavior and conduct problems in deaf/hard or hard of hearing children: A pilot study of the Alabama parenting questionnaire. Presented at the meeting of the Association for the Advancement of Behavior Therapy, Washington, D.C., November, 1998.

Brubaker, R.G. & Szarkowski, A. Behavior problems among children who are

deaf/hard of hearing: Impact on family functioning. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Toronto, November, 1999.

Bundy, M.B., Brubaker, R.G., Dezarn, J., Nalley, E., Stollger, B., & Jesse, A. Parenting behavior and conduct problems in children with deafness, typical development, and autism. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Toronto, November, 1999.

Brubaker, R., Bundy, M., Cox, T., Winslow, M., & Wolf, G. (2003). A preliminary investigation of teachers' beliefs about autism: Impact on classroom intervention acceptability. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Boston, MA.

Brubaker, R., Bundy, M. B., Cox, T., Winslow, M. P., & Wolf, G. (2003, November). A Preliminary Investigation of Teachers' Beliefs About Autism: Impact on Classroom Intervention Acceptability. Poster presented at the annual meetings of the Association for Advancement of Behavior Therapy, Boston, MA.

Beal, D., Cox, T., Brittain, S, Brubaker, R., & Falkenberg, S. (2004) The concurrent validation of the Mind Over Mood Depression Inventory. Presented at the annual meeting of the Southeastern Psychological Association, Atlanta, GA.

Bundy, M.B., Winslow, M.P., Kidwell, T., & Brubaker, R.G. (2004). Acceptability of classroom interventions for students with autism and related disorders. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.

Kidwell, T., Bundy, M.B., & Brubaker, R.G. (2005) Patterns in Temperament and Attachment in Children with Autism Spectrum Disorders. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Washington, D.C.

Brubaker, R., Bundy, M.B., Winslow, M., & Belcher, K. (2007). A preliminary investigation of school psychologists' beliefs about autism and related disorders: Impact on classroom intervention acceptability. Presented at the annual meeting of the National Association of School Psychologists, New York, NY

Winslow, M., Newsom, A., Brubaker, R., & Sweely, G. (2007). How do I know thee? Self-portraiture as a window to the personality. Presented at the annual meeting of the Association for Psychological Science, Washington,

DC.

VI. Publications

- Kinder, B. N., Brubaker, R. G., Ingram, R., & Reading, B. (1982). Rorshach form quality: A comparison of the Exner and Beck systems. Journal of Personality Assessment, 46, 131-138.
- Brubaker, R. G., Prue, D. M., & Rychtarik, R. G. (1987). Determinants of disulfiram acceptance among alcohol patients: A test of the theory of reasoned action. Addictive Behaviors, 12(1), 43-52.
- Dubbert, P. M., & Brubaker, R. G. (1987). Assessment of obesity. In T. D. Nirenberg (Ed.), Advances in the treatment of addictive behaviors. Norwood, NJ: Ablex Publishing Corp.
- Harris, J. A., Prue, D. M., Brubaker, R. G., & Rychtarik, R. G. (1987). Teaching telephone skills for contacting potential employers: A simulated and in vivo analysis. Journal of Employment Counseling, 23, 146-155.
- Brubaker, R.G., & Loftin, T.L. (1987). Smokeless tobacco use by middle school males: A preliminary test of the theory of reasoned action. Journal of School Health, 57(2), 64-67.
- Brubaker, R.G. (1987). Merrill-Palmer Scale; Embedded Figures Test; Draw-A-Person; Antisocial Personality; Self-Concept; Piers-Harris Children's Self-Concept Scale; Bender-Gestalt; House-Tree-Person; Thematic Apperception Test; Perkins-Binet Tests of Intelligence for the Blind. In C.R. Reynolds & L. Mann (Eds.). Encyclopedia of Special Education. New York: John Wiley and Sons, Inc.
- Brubaker, R.G., Fowler, C., & Kinder, B.N. (1987). Parental influence on adolescents' intention to use smokeless tobacco. Health Education Research: Theory and Practice, 2(4), 409-416.
- Brubaker, R.G., & Mitby, S.K. (1990). Health risk warning labels on smokeless tobacco products: Are they effective? Addictive Behaviors, 15(2), 115-118.
- Brubaker, R.G., & Wickersham, D. (1990) Predicting and encouraging the practice of testicular self-examination: A field application of the theory of reasoned action. Health Psychology, 9, 154-163.
- Brubaker, R. A. & Fowler, J.C. (1990). Encouraging the practice of testicular self

examination: Evaluation of a persuasive message based on the revised theory of reasoned action. Journal of Applied Social Psychology, 17(17), 1411-1422.

Murphy, W.G. & Brubaker, R.G. (1990). Effects of a brief theory-based intervention on the practice of testicular self-examination by high school males. Journal of School Health, 60(9), 459-462.

Brubaker, R.G. (1994). Acculturative stress: A useful framework for understanding the experience of deaf Americans. Journal of the American Deafness and Rehabilitation Association, 28(1), 1-14.

Brubaker, R.G. (1995). The university-based mental health deaf/heard of hearing clinical psychology training program. In R.R. Myers (Ed.) Standards of Care for the Delivery of Mental Health Services to Deaf and Hard of Hearing Persons. Silver Spring, MD: The National Association of the Deaf.

Brubaker, R.G. & Szarkowski, A. (2000). Parenting practices and behavior problems among deaf children. Child and Family Behavior Therapy, 22 (4), 13- 28.

Brockmeyer, R., Brubaker, R., Bundy, M.B., & Hubbard, C. (2006). Workshop for grandparents of children with autism. In K. Thomas (Ed.), Grandparenting a child with autism: A search for help and hope. Kentucky: Harmony House Publishers.

Clark, T.K., Bundy, M.B., & Brubaker, R.G. (under review) The relationship of temperament and IQ in a sample of children with autism spectrum disorders. Focus on Autism and Other Developmental Disabilities.

Brubaker, R., Winslow, M., Newsom, A., & Sweely, G. (manuscript in preparation). How do I know thee? Self-portraiture as a window to the personality

VII. Grants

Prevention and Cessation of Smokeless Tobacco Use by Adolescent Males. National Institutes of Health/National Cancer Institute. May, 1986. (\$318,906; approved, not funded).

Social, Psychological, and Environmental Influences on Smokeless Tobacco Use by Adolescent Males. ECU Research Committee, Spring, 1985. (\$167.50).

Determinants of Childrens' Intention to Use Smokeless Tobacco Products. ECU Research Committee, Spring, 1986. (\$83.75).

Situational and Psychosocial Factors Influencing Adolescents' Decision to Ride with a Drinking Driver. ECU Research Committee, Spring, 1987. (\$308.32).

Promoting the Practice of Self-Examination for Testicular Cancer Among College Students. ECU Research Committee, Fall, 1987. (\$495.70).

Effects of Health-Risk Warning Labels on Childrens' Intention to Use Smokeless Tobacco. ECU Research Committee, Fall, 1987. (\$368.00).

Encouraging the practice of testicular self-examination: Evaluation of a strategy based on the theory of reasoned action. ECU Research Committee, Spring, 1988 (\$402.00).

The Effects of Prompting and Contingency Contracting on the Practice of Cancer Detection Procedures. ECU Research Committee, Fall 1989 (\$490.00)

Parent Influences on Children's Health Behavior. ECU Research Committee, Fall, 1990 (\$620.00).

Acculturative Stress in the Deaf Community: A preliminary study. ECU Research Committee, Spring, 1994 (\$485.00).

Reactions on Hearing persons to Communication Facilitation Strategies Used by the Hard of Hearing. ECU Research Committee, Spring, 1996 (\$595.00).

Coping With Hearing Loss: A Program for Helping Older Hard of Hearing Persons Effectively Manage Partial Hearing Loss. Retirement Research Foundation. August, 1996 (\$76,955.11, not funded).

Relationship Between Parenting Practices and Child Behavior Problems. ECU Research Committee, May, 1998 (\$384.60).

Preparation of Special Education, Related Services, and Early Intervention Personnel To Serve Infants, Toddlers, and Children with Low-Incidence Disabilities. US Dept. of Education, November, 1998 (\$310,504, not funded).

Opportunities for Family Leadership, Kentucky Cabinet for Health and Family Services, Division of Mental Health, EKU Developmental Disabilities Lending Library, *Request Funded at \$1,000*, 2002-2003. R. Brockmeyer, R. Brubaker, M.B. Bundy.

CURRICULUM VITA

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EDUCATION

1985-1996 Ph.D., Department of Anthropology, Washington University, St. Louis, MO
1983-1985 M.A., Department of Anthropology, Washington University, St. Louis, MO
1979-1983 B.S., Computer Science & Anthropology, Duke University, Durham, NC

ACTIVITIES

Eastern Kentucky University, Dept. Anthropology, Sociology, Social Work

2008-present Assistant Professor, Anthropology

University of Antsirananana, Anglo-American Department

2009 Guest Instructor

Emory University, Dept. Anthropology

2002-2008 Lecture-track Lecturer

1999-2002 Instructor, Visiting Assistant Professor

1998 Part-time Instructor

Georgia Citizens for Integrity in Science Education

2002-present Member, Co-founder (Chair 2004-05)

Emory University Center for Science Education

2003 Evolution at the High School Level: An Active Learning Workshop for Teachers

Center for Behavioral Neuroscience

2003 Workshop Instructor: Primate Behavior for Science Teachers

2003 Guest Instructor: Brain Evolution & Primates: Honors High School Students

University of West Georgia, Dept. Anthropology

1998-2004 Adjunct Assistant Professor

University of Georgia, Dept. Anthropology

1999 Part-time Instructor: Spring Semester

Zoo Atlanta

1998-2002 Guest Lecturer: GSAMS Satellite School Outreach (Madagascar, Laos)

SPECIALIZATIONS WITHIN ANTHROPOLOGY

Primate Ecology

Primate Evolution

Primate Social Organization

Primate Biology & Skeletal Anatomy

Conservation

Evolution & Creationism

Science Education

Data Methods & Analysis

Research Methods

Culture & Ecology

PROFESSIONAL ASSOCIATIONS

American Anthropological Association

Animal Behavior Society

Fulbright Association

Society for Vertebrate Paleontology

American Association of Physical Anthropology

American Society of Primatologists

International Primatological Society

Midwest Primate Interest Group

PUBLICATIONS

- Freed, BZ (2009) "Re-reading Root-Bernstein and McEachron in Cobb County, Georgia: A Year Past and Present" in *Applying Anthropology: An Introductory Reader, 9th Edition*, A. Podolefsky, P. Brown, S. Lacy (eds.). McGraw-Hill: New York, pp.15-20.
- Freed, BZ (2007) "Re-reading Root-Bernstein and McEachron in Cobb County, Georgia," in *Applying Anthropology: An Introductory Reader, 8th Edition*, A. Podolefsky & P. Brown (eds.). McGraw-Hill: New York. pp.15-19.
- Freed, BZ (2006) "Polyspecific associations of crowned lemurs and Sanford's lemurs in Madagascar," in *Lemurs: Ecology and Adaptation*, M. Sauter & L. Gould (eds.). Springer-Verlag: New York, pp. 111-132.
- Gezon, L, Sweeney, BZ Freed, G Green (2005) "Forest Loss and Commodity Chains in Northern Madagascar," Report to the National Geographic Society.
- Freed, BZ (2005) "New Wave Creationism" *Anthropology News*, February 2005.
- Freed, BZ (1999) "An Introduction to the Ecology of Daylight-Active Lemurs," in *The Non-human Primates*, P. Dolhinov & A. Fuentes (eds.). Mayfield: Mountain View, CA.
- Gezon, L and BZ Freed (1999) "Agroforestry and conservation in northern Madagascar: hopes and hindrances," *African Studies Quarterly*, 3(2), August. <http://web.africa.ufl.edu/asq/v3/v3i2a2.htm>
- Freed, BZ (1995) "Habitat use of crowned lemurs and Sanford's lemurs in Madagascar," p.30. In BD Patterson, SM Goodman, and JL Sedlock (eds.) *Environmental Change in Madagascar*, Field Museum, Chicago.
- Glander, KE, Freed, BZ & Ganzhorn, JU (1985) "Meat eating and predation in captive-born semifree-ranging *Lemur fulvus* and caged *Lemur macaco*." *ZooBiology*,4:361-365.

RESEARCH

- 2009 Sacred Forest Primate Survey in Northern Madagascar
- 2004 Survey of Primates in the Far North of Madagascar: Survey of crowned lemurs and Sanford's lemurs in remote deforested regions and protected areas
- 2004-5 A. Sheres: Social Interactions and Subgroup Partners in Mantled Howling Monkeys (*Alouatta palliata*) at Ometepe, Nicaragua (mentored undergraduate research)
- 2004 A. Wang: Preliminary study of captive golden snub-nosed monkeys (*Rhinopithecus roxellena*) in Chengdu, China (mentored undergraduate research)
- 2002 J. Millette: Infant care by male *Macaca fascicularis*, Bali, Indonesia (mentored undergraduate research)
- 2001 C. Shaffer: Foraging, ranging, and spatial memory in mantled howling monkeys (*Alouatta palliata*), Nicaragua (mentored undergraduate research)
- 2000 Preliminary field experience: Paleontology of Uintan (Utah) early primates; under D. Tab Rasmussen & Glenn Conroy
- 1997 Laos: Primate Conservation: Pilot survey of ten endangered primate species; initial study of local people's ecology; feasibility of future anthropological work.
- 1996-97 Washington University: Developed computer-intensive analyses of primate social preferences, spatial cohesion, and range use. Analyzed habitat use of Mauritian crab-eating macaques (*Macaca fascicularis*); with RW Sussman.
- 1989-91 Dissertation: Co-occurrence Among Crowned Lemurs & Sanford's Lemurs of Madagascar. Surveyed lemur range, assessed local people's history and use of forests, established and maintained an independent field site, and collected quantitative data on lemur habitat use and social behavior.
- 1982-88 Duke University Primate Ctr: Developed of computer-based data collection programs; Preliminary study of ringtailed lemur (*Lemur catta*) habitat use; Crowned lemur ethogram and social behavior.

TEACHING EXPERIENCE

Instructor (including Fall 2009 courses)

Introduction Physical Anthropology	Eastern Kentucky Univ.	2008-present
Concepts & Methods in Biological Anthro: Lab	Emory University	1999-2008 (2 sem's/year)
Primate Conservation	Emory, EKU	2001, 04, 05-08 (W), 09
Human Evolution	Emory, EKU	2008, 2009
Primate Evolution & Extinction	Emory University	2000, 03-04, 06-07
Primate Ecology & Social Structure/Sociality	WashingtonU, EKU	1995, 2008
Primate Behavior Seminar	Emory University	2002, 07
Primate Behavior and Ecology	Emory University	2000-01,03
Quantitative Methods for Anthropologists	Emory University	2004-05
Advanced Methods in Biological Anthropology	Emory University	1998, 2003
Evolutionary Anthropology	Emory University	2002
Primate Ecology & Conservation	Univ. Georgia	1999
Human Adaptation	Univ. Georgia	1999
Physical Anthropology	Univ. West Georgia	1999
Intro. Anthropology (4-field)	Univ. West Georgia	1998-99
Intro. Human Evolution	Washington U. St.Louis	1997
Seminar: Species Interactions (Biology Dept.)	U. Missouri St. Louis	1995
Computer Methods in Primatology (David Taub, Dir.)	PrimatologyFieldSchool	1985-87 (Beaufort, SC)

Co-instructor

Intro. Anthropology (4-field w/Bruce Knauft)	Emory University	2000
Senior Research Seminar (w/Michelle Lampl)	Emory University	1999
Animal Societies & Aggregations (Tang-Martinez, Biology)	U. Missouri St. Louis	1986

Guest Lectures in Emory University Classes: 1999-2008

Biological Anthropology (2x/semester, 2 sem/yr)	Anthropology	1999-2008
Living Across Cultures (Knauft)	Anthropology	2005
Intro.Anthropology (Brown,Goodale,Newman,Lacy)	Anthropology	1999, 2001, 04, 06-07
Primate Ecology (Whitten)	Anthropology	1999
Tracking Behavior (Martin)	Environmental Studies	2006
Extinction (Martin)	Environmental Studies	2004
Environmental Issues (Capellato)	Environmental Studies	1999
Music and Social Politics (Uno-Everett)	Music	2007
Beyond Orientalism (Uno-Everett)	Music	2001

Lectures Elsewhere in Emory University: 2003-2007

Virtual Museum Blackboard Applications	Ctr.for Interactive Tech.	2005-2007
Podcasting in Anthropology Class	Ctr.for Interactive Tech.	2006-2008
Teaching Library Research Skills in Anthropology	Woodruff Library	2003-2004
Emory Academic Freedom Forum		2003

University of West Georgia: 2006

Intelligent Design & Anthropology in Georgia	Anthropology	2006
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Zoo Atlanta (GSAMS: Distance Learning): 1998-2001

Flora & Fauna of Madagascar	Flora & Fauna of Laos
Audience: Georgia public high schools & grade schools, adult groups.	

Teaching Assistant: 1982-87

Africa: Peoples & Cultures (Ensminger)	WashingtonU.St.Louis	1986
Intro. Social Anthropology	WashingtonU.St.Louis	1985
Intro. Human Evolution (Sussman, Molnar)	WashingtonU.St.Louis	1985-87
Data Base Methods (Herman-Giddens)	Duke (Computer Sci.)	1983
Programming Methods (Herman-Giddens)	Duke (Computer Sci.)	1982

MENTORING & ADVISING EXPERIENCE**Eastern Kentucky University Undergraduate Honors Theses (Primary Advisor)**

Bethany Gabbard 2009-10 Anthropology

Emory University Undergraduate Honors Theses (Primary Advisor)

Christopher Shaffer 2002 Anthropology Highest Honors

Amanda Sheres 2005 Anthropology High Honors

Emory University Undergraduate Honors Theses (Committee Member)

Anthropology: Melissa Burroughs, William Carr, Edward David, Kourtney Kuss

Music: Katherine Blumenthal, Eunice Ku

Middle Eastern St.: C. Justin Schildecker Political Science: Jeffrey VanDam

Religion: James Grady Creative Writing: Mika Ishikawa

Independent Study Topics (Emory University 1999 – 2007)

Balinese Macaques: Male Parental Care Computer-Intensive Statistics

Primate Self-Organization Ethnobotany & Malaria Primate Self-medication

Primate-Plant Interactions Evolution & Kinesiology

Primary Postgraduation Mentoring

Nicholas Ellwanger (University of Victoria; Anthropology)

James Millette (currently attending University of Colorado; Anthropology)

Deborah Moore (currently attending University of Texas, San Antonio; Anthropology)

Anthropology Advising (Emory): 2000-2008

Responsible for advising 12-30 Anthropology majors (+10-15 walk-ins) each year

Neuroscience & Behavioral Biology Advising (Emory): 2005-2008

Responsible for advising 3-4 Neuroscience & Behavioral Biology majors each year

Freshman Advising and Mentoring at Emory: 2000-2008

Responsible for primary first year advising for 16-19 students each year

TEACHING AWARDS

Eastern Kentucky University "Golden Apple" Teaching Award Nominee 2009

Emory University Undergraduate Senior Award nominee 2006

Emory William Fox "Crystal Apple" Emerging Excellence in Teaching & Service Award 2004

Emory University "Last Lecture" Award: Office of Residential Life, Emory University
(Teaching & Lecturing Award) 2002

Univ. of West Georgia (Sociology/Anthropology): Distinguished Service Award. 1998

FELLOWSHIPS/GRANTS

Eastern Kentucky University: Junior Faculty Summer Research Award (Primate Survey) 2009

Emory University: ICIS Research & Program Award (Madagascar Primate Survey) 2004

National Geographic Society (technical specialist/consultant for "Forest Loss and
Commodity Chains in Northern Madagascar" research grant proposal for
Dr. Lisa Gezon & Dr. Glen M. Green, Grant Number 7413.03) 2003

Emory Undergraduate Teaching (w/John Kingston): Cast Collection Improvement 2001

Anthropology Fossil Casts: Grants to improve teaching in College Science Courses, 1999

General Science Education Committee, Emory College Faculty Science Council.

Primate Conservation "A Pilot Study of Slow Loris Behavior in Laos" 1997

Dean's Dissertation Fellowship, Washington University 1992-93

Dissertation Funding: "Co-occurrence in Two Species of Lemurs" National Science 1988

Foundation Dissertation Improvement, NSF BNS 8722340, (RW Sussman, Advisor)

Collaborative Fulbright Research Grant 1988

Boise Fund 1988

Sigma-Xi 1988

Tuition Scholarship & Graduate Fellowship, Washington University 1983-85

PRESENTATIONS

- Freed, BZ (2007) "Darkness on the Edge of Town: Crowned lemur (*Eulemur coronatus*) and Sanford's lemur (*Eulemur fulvus sanfordi*) habitat selection near humans," Midwest Primate meetings, Carbondale, IL.
- Freed, BZ (2007) "Social organization in two sympatric lemur species: a lack of dominance," American Association of Physical Anthropology meetings, Philadelphia, PA.
- Freed, BZ (2006) "Primateology and human evolution in a charged community: engaging Cobb County teachers," American Anthropological Association meetings, San Jose, CA.
- Freed, BZ (2006) "Crowned lemur (*Eulemur coronatus*) social organization without pair bonds," Midwest Primate Interest Group meetings, Champaign, IL.
- Freed, BZ (2006) "Giving students the tools to dig for their own knowledge," Educational Conference on Academic Technology at Emory, Emory University, Atlanta, GA.
- Chilcoat, K., Mooney, E., Cooper, L., and Freed, BZ. (2006) "Assessing information literacy: 3 cases of faculty & librarian partnerships," Georgia Conference on Information Literacy, Savannah, GA.
- Freed, BZ (2006) "Anthropology meets creationism: taking primatology to schoolkids," Panelist: The Persistent Problem of Creationism. American Association of Physical Anthropology meetings, Anchorage, AK.
- Gezon, L and BZ Freed (2005) "The Elephant and the blindfold: challenging myths of deforestation through collaborative research in Madagascar," American Anthropological Assn. meetings, Washington, D.C.
- Millette, JB, BZ Freed, A Fuentes, J. Loudon (2004) "Adult male-immature interactions in long-tailed macaques (*Macaca fascicularis*) at Padangtegal, Ubud, Bali, Indonesia," American Association of Physical Anthropologists, Abs., American Journal of Physical Anthropology.
- Freed, BZ (1998) "Predators and Primates in Eastern Laos," Conservation Research Consortium, Riverbanks Zoo, Columbia, SC.
- Alterman, L and BZ Freed (1997) "A Description and Survey of *Nycticebus* Species in Bolikhamxay Province, Laos," Primate Society of Great Britain.
- Freed, BZ (1996) "Habitat use and mixed-species associations of crowned lemurs and Sanford's lemurs," American Association of Physical Anthropologists, Abs., American Journal of Physical Anthropology, Supp.22:106.
- Freed, BZ (1995) "The ecology of crowned lemurs and Sanford's lemurs in Mt. d'Ambre, Madagascar," International Conference on Biology and Conservation of Prosimians, North of England Zoological Society, England.
- Freed, BZ (1994) "Feeding preferences of crowned lemurs and Sanford's lemurs in northern Madagascar," American Society of Primatologists meetings, Seattle, WA.
- Freed, BZ (1985) "Development of a portable computer data acquisition system," American Society of Primatologists, Abs., American Journal of Primatology, 8(4):422.
- Freed, BZ, Wright, PC and Simons, EL (1985) "Infant development and parental care in *Lemur mongoz* and *Lemur coronatus*," American Society of Primatologists, Abs., American Journal of Primatology, 8(4):422.

WEB-ACCESSIBLE PROFILES

Emory Report (2008) : (pdf link available on request)

http://www.emory.edu/EMORY_REPORT/erarchive/2008/March/March3/ITunesU.htm

Emory University Center for Interactive Teaching (2006-present):

<http://cet.emory.edu/cet/profiles.cfm#benfreed>

Emory Report (2004): (pdf link available on request)

http://www.emory.edu/EMORY_REPORT/erarchive/2004/September/er%20september%2027/profile.htm

SERVICE**Eastern Kentucky University (2008-present)**

Faculty Senator (2009)

Department of Anthropology, Sociology, and Social Work

Committees: Ad hoc Promotion and Tenure, Academic Practices, Dean's Award of Merit

Student Groups (participant, speaker)

Anthropology Student Association

Fayette County School District, Science Education, Lexington, KY (2009)

Middle School Science Teacher Workshop, Guest Lecture: Bryan Station H.S.

Emory University (2000-08)

Freshmen Advising and Mentoring at Emory (Faculty leader 8 yrs); Essence of Emory Weekend (Minority Recruitment Weekend 4 yrs); Teaching Assistant Training (Diversity Training and Microteaching 5 yrs); Faculty Working Group on Climate Change (2 yrs); Emory University Center for Instructional Technology (Guest lectures; workshops; lead team testing Blackboard and iTunesU; 4 yrs); Job Search Committee Member for: Neuroscience Research Librarian & Director of Office for Sustainability Initiatives; Practice Interviews for Rhodes & Fulbright applicants

Department of Anthropology

Freshmen Orientation Fair (5 yrs), Faculty Committees for Library (2 yrs), Honor Code (1 yr), Teaching Roundtable (2 years)

Student Groups (participant, speaker, reviewer)

Friends of Children Uniting in Service (1 yr), Undergraduate Research Journal (1 yr), Science & Society Outdoor Emory (2 yrs), Racial and Cultural Educational Source (2 yrs)

Cobb County School District, Science Education, Marietta, GA (2002-08)

Science Advisory Council Member (3 yrs); Guest Lecturer: Pope High School, Lassiter High School (Conservation, Primates, Skeletal Biology, Rain Forest Biology), Dodgen Middle School SMART Fair; Teacher Workshops: Evolutionary Biology (Middle School & High School); Mentor: Lassiter High School; South Cobb High School

PHOTOGRAPHIC CREDITS**Covers/Features:**

Evolutionary Anthropology (1st issue); Animal Kingdom; WWF-Denmark (Feature)
Fuentes, A., & Dolhinow, P. 1999. *The Nonhuman Primates*. Mayfield: MountainView, Ca. (Partial cover).

Journals:Primate Conservation; Folia Primatologica (species description: *Propithecus tattersalli*)**Books:**

Campbell, CJ et al. (eds.) 2007. *Primates in Perspective*. New York: Oxford Univ. Press.
Nystrom, P., and Ashmore, P. 2008. *The Life of Primates*. Prentice-Hall: New York.
Gould, L., and Sauther, ML. (eds.) 2006. *Lemurs: Ecology and Adaptation (Developments in Primatology: Progress and Prospects)*. Springer-Verlag: New York.
Richard, A. 1985. *Primates in Nature*. W.H. Freeman: New York.
Sussman, RW. 2003. *Primate Ecology and Social Structure, Vol. I: Lorises, Lemurs and Tarsiers*. Pearson Custom Pub.

Other Publications:WGBH/Metropolitan Museum of Art (*The Western Tradition*); Kodansha/ODM publishers

Emory University 2005 "Destination University" Calendar

30+ newspapers, magazines, & brochures.**LANGUAGE AND COMPUTING PROFICIENCIES**

French: Fluent

Malagasy (Antankarana): Beginner

Fluent Programming Languages: BASIC, PASCAL, SAS, C+, FORTRAN, PL/I

Computer consulting references:

Washington University(C. Olejniczak, R. Sussman, L. Gould, M. Sauther)	1983-99
Duke Univ. Primate Center(L. Taylor, K. Glander)	1982-88
San Diego Zoo(H. Fitch), Emory University(E.O. Smith)	1985-87

Copyrighted Programs

FFOSC: A Portable Computer Focal Scan Observation System (Ver.1.1), 1985.

FIPOCS-1: Freed Infant-Parent Observation Collection System (Ver.1.1), 1985.

PAULA KOPACZ

Department of English and Theater 457 Tobiano Drive
Eastern Kentucky University Richmond, Kentucky
Richmond, Kentucky 859 623-2261
859 622-3088

Academic Training

Columbia University, Ph.D. (1975) Thesis: Hawthorne's Use of the Puritan Theory of History
University of Connecticut, M.A. (1971)
Mount Holyoke College, A.B. (1969) *Magna Cum Laude* and With Great Distinction
Institut d'Etudes Francaises d'Avignon (1968)

Teaching Experience

1985- Eastern Kentucky University. Richmond, Kentucky
1996- Foundation Professor
1992- Professor of English
1987-92 Associate Professor of English.
1985-87 Assistant Professor of English.
1981-85 Manhattanville College. Purchase, New York. (Assistant Professor of English)
1980 Upsala College. East Orange, New Jersey. (Adjunct Assistant Professor)
1975-80 Vassar College. Poughkeepsie, New York. (Assistant Professor of English)
1972-75 Part time positions at the following institutions:
Western Connecticut State College. Danbury, Ct. (Adjunct Instructor)
Lehman College. Bronx, New York. (Adjunct Instructor)
Columbia College. New York, New York.

Publications

Scholarship in American Literature (Essays)

“Sentimental and Foolish Moralizing’: Bobbie Ann Mason and Louisa May Alcott.” *Eureka Studies in Teaching Short Fiction* 5.2 (Spring 2005): 73-81.

“Walking through the Minefields of American Literature: The Case of Higginson’s *Army Life in a Black Regiment*,” *Kentucky Philological Review* 20 (2005): 25-30.

“Taking on the Icons: Naslund’s ‘Takes’ on Sherlock and Ahab,” *Kentucky Philological Review* 17 (2003): 23-28.
Co-authored with Bonnie Plummer.

“Every Time You See *Uncle Tom’s Cabin*’: Memorial to Martyrdom and Domesticity,” *Kentucky Philological Review* 16 (2002): 13-19. Co-authored with Margaret Dean.

“Packaging Women’s Narratives in Early America: Presenting Mary White Rowlandson and Harriet Jacobs,” *Kentucky Philological Review* 12 (1997): 35-41. Co-authored with Margaret Dean.

“As to your school-keeping project’: Margaret Fuller’s Kentucky Connection.” *Kentucky Philological Review* 6 (1992): 21-26.

“Feminist at the *Tribune*: Margaret Fuller as Professional Writer.” *Studies in the American Renaissance*

- (1991): 119-39.
- "The Art of the Tall Tale: Huckleberry Finn and Odysseus as Liars." *Kentucky Philological Review* 4 (1989): 18-26.
- "To Finish What's Begun': Bradstreet's Last Words." *Early American Literature* 23 (1988): 175-87.
- "Men can do best, and Women know it well!": Anne Bradstreet and Feminist Aesthetics." *Kentucky Philological Review* 2 (1987): 21-29.
- "Original Signification" Post-Structuralism and *The Scarlet Letter*." *KPA Bulletin* (1983): 41-54.
- "The Melancholy of History: Hawthorne's Romances and the Futility of Escape." *South Dakota Review* 17 (1979): 20-38.
- "Puritan Theories of History in Hawthorne's Fiction." *Canadian Review of American Studies* 9 (1978): 135-53.

Essays forthcoming

- "Melville's Work: The Cultural Sweat of Slavery" (*Leviathan: A Journal of Melville Studies*).
- "William Clark's Literary Legacy" (*The Journal of Kentucky Studies*).
- Clotel*. (*Kentucky African American Encyclopedia*).

Book

- Anna Gale's Journal. Ed. Paula Kopacz. *Studies in the American Renaissance* (1996): 74-113.
- "The School Journal of Hannah (Anna) Gale." *Studies in the American Renaissance* (1996): 67-73. (Critical introduction to the *Journal*.)

Book Chapter

- "Grieving into Assessment: The Story of a Comprehensive Regional University." Forthcoming in *Stylus*, 2009. Co-authored with Hal Blythe *et al.*

Scholarship in Teaching and Learning

- "What about that Coonskin Cap? Scholarship at a Teaching Institution—The Art of Integration." *It Works for Me as a Scholar-Teacher*. Ed. Hal Blythe and Charlie Sweet. Stillwater, OK: New Forums Press, 2008. 7-12.
- "Grading Online Participation—Negotiating Quantity and Quality." *It Works for Me, Online! Shared Tips for Online and Web-Enhanced Teaching*. Ed. Hal Blythe and Charlie Sweet. Stillwater: New Forums Press, 2004. 81-82.
- "Timing Is Everything." *It Works for Me, Online!* 51-52.
- "Professional Collegiality at Service in the Classroom." *It Works for Me, Too! More Shared Tips for*

- Effective Teaching*. Ed. Hal Blythe and Charlie Sweet. Stillwater, OK: New Forums Press, 2002. 20-22.
- "Identifying Grade Inflation at an Open-Admissions Institution," *The College Student Journal* 34.2 (2000): 228-235. Co-authored with Ann Chapman, Kirk Jones, and Stephanie McSpirit.
- "Faculty Opinion on Grade Inflation: Contradictions about Its Cause," *College and University* 75.3 (2000): 19-25. Co-authored with Ann Chapman, Kirk Jones, and Stephanie McSpirit.
- "Faculty Ironies on Grade Inflation," *Journal of Instructional Psychology* 27.2 (2000): 104-09. Co-authored with Ann Chapman, Kirk Jones, and Stephanie McSpirit.
- "Fifteen Pens, One Paper: The Need for Collaborative Writing in the Classroom." *KPA Bulletin* (1986): 7-14.

Scholarship in Reference Books

- "[Anne Bradstreet's] 'Contemplations.'" *Masterplots II: Poetry*. Ed. Frank N. Magill. Pasadena, Ca.: Salem, 1992. 423-26.
- "Louisa May Alcott." *Magill's Survey of American Literature*. New York: Marshall Cavendish Corp., 1991. 41-48.
- "*Little Women*." *Masterplots II: Juvenile and Young Adult Fiction*. Ed. Frank N. Magill. 4 vols. Pasadena, Ca.: Salem, 1991. 871-74.
- "*The Bell Jar*." *Cyclopedia of Literary Characters II*. Ed. Frank N. Magill. 4 vols. Pasadena, Ca.: Salem, 1990. 137-38.
- "*The Polish Complex*." *Cyclopedia of Literary Characters II*. 1218-19.
- "Margaret Fuller." *Critical Survey of Literary Theory*. California: Salem, 1988. 520-26.
- "Edgar Allan Poe." *Critical Survey*. 1133-39.
- "Andre Gide." *The Nobel Prize Winners: Literature*. California: Salem, 1988. 510-20.
- "Tadeusz Konwicki's *The Polish Complex*." *Masterplots II, World Fiction Series*. California: Salem, 1988. 1207-13.
- "Rosamond Lehmann." *Critical Survey of Long Fiction: Supplement*. California: Salem, 1987. 301-11.
- "Nathaniel Morton." *American Writers Before 1800: A Biographical and Critical Reference Guide*. Ed. James A. Levernier and Douglas R. Wilmes. Westport, Conn.: Greenwood Press, 1983. 1047-50.
- "Thomas Shepard (1605-1649)." *American Writers Before 1800*. 1311-13.
- "Thomas Shepard (1635-1677)." *American Writers Before 1800*. Co-authored with Andrew Harnack. 1313-16.

Professional Learning Communities

Chief Facilitator, Professional Learning Community on Facilitating PLC's, Sponsored by the College of Education, comprised of all facilitators in the 15 Learning Communities in the College (2008, ongoing).

Co-Facilitator, Model Professional Learning Community. Sponsored by the College of Education (2007, ongoing).

Member, Professional Learning Community on the Peer Review of Teaching. Sponsored by the Teaching & Learning Center (2008-2009).

Co-Facilitator, Professional Learning Community on Deep Learning. Sponsored by the Teaching & Learning Center (2007-2008).

Co-Facilitator, Faculty Learning Community on Creating Significant Learning Experiences. Sponsored by the Teaching & Learning Center (2006-2007).

Selected Service (Leadership positions)

QEP Coach (2008, ongoing)

Board of Directors, Jesse Stuart Foundation (2008, ongoing)

Advisory Board, Center for Appalachian Studies (founding member and continuing service)

Advisory Board, Teaching & Learning Center (2007 and continuing)

Executive Committee, Society of Foundation Professors (2007 and continuing)

Chair, Chair's Advisory Committee, Department of English and Theatre

Chair, University Senate (1991-92)

Executive Committee of the University Senate (1988-96)

Chair, Senate Rules Committee (1987-92)

Advisory Board, African/African-American Studies Committee (founding member, 2004-2006)

Chair, *Ad hoc* Committee to Study Child Care (1993-96)

Chair, Day Care Center Oversight Committee (1996-98)

Chair, English Department Curriculum Committee

Chair, Assessment Committee for General Education Categories 05 and 06 (World Literature)

Chair, Promotion and Tenure Committee

Selected ECU committees

Search Committees: Dean of the Graduate School

various English Department faculty searches, including the most recent Chair search committee (2007)

Graduate Council (1999-2002; 2008 -)

Faculty Review Committee, Graduate Council (2000-2002, 2007-2008)

Society of Foundation Professors (Founding member, continuing member)

University Senate (1987-96)

Coalition of Senate and Faculty Leaders (COSFL; 1988-89; 1991-92)

University Research Committee (1990-96)

Institutional Planning Committee (1991-93)

University Foundation Professor Committee (1992; 1998-present)

Curriculum Committees (at both Department and College levels)

Promotion and Tenure Committees (at both Department and College levels; currently Alternate on College P&T)

Grade Inflation Committee (1995-98)

Teacher Education Committee (1996-1999)

Sabbatical Review Committee (Department, College, University; currently serving at the Dept. level)
Department of English Graduate Committee
Conference Planning Committees: Kentucky Philological Association [KPA]
Growth and Research Organization for Women [GROW]
Teacher Education Committee

Selected Honors, Fellowships, Research Grants

American Antiquarian Society, Worcester, MA., Summer Seminar in the History of the Book, Scholarship Award, 2003.
Eastern Kentucky University, College of Arts and Sciences Research Award, 2000.
Foundation Professor, 1996.
Eastern Kentucky University Research Grant. ("A Historical and Critical Study of Literature of the New England Mill Workers in the Nineteenth Century") Spring 1993.
Eastern Kentucky University Research Grant. ("Margaret Fuller: America's First Woman Journalist") 1989.
Kentucky Foundation for Women. (Research on Margaret Fuller at the American Antiquarian Society, Worcester, Massachusetts) Summer 1988.
Research Associate. ("Margaret Fuller at the *Tribune*," American Antiquarian Society, Worcester, Massachusetts. Summer 1988
NEH Summer Seminar. "Milton and the Fall into Reading" at the Johns Hopkins University. Summer 1980.

Phi Beta Kappa, Mount Holyoke College, 1969.

NAME: Adam Lee Lawson, Ph.D.

PHONE: (859) 622-1564

E-MAIL: Adam.Lawson@eku.edu

ADDRESS: Department of Psychology
127 Cammack Building
Richmond, KY 40475-3102

EDUCATION

Ph.D. Experimental Psychology, Department of Psychology, Oklahoma State University, Stillwater, OK, December, 2001.

M.S. Psychology, Department of Psychology, Oklahoma State University, Stillwater, OK, December, 1999.

B.A. Psychology, Columbia College, Columbia, MO, May, 1996.

ACADEMIC POSITIONS

Assistant Professor, Department of Psychology, Eastern Kentucky University, Richmond, Kentucky, 8/2007 – present.

Post-doctoral Fellow (emphasis: Neuroscience), Behavioral Science, University of Kentucky, Lexington, Kentucky, 12/2003 – 8/2007. Supervisors: Yang Jiang, Ph.D. & Thomas Kelly, Ph.D.

Assistant Professor, Department of Psychology, Florida Southern College, Lakeland, Florida, 9/2001– 12/2003.

Research Fellow (emphases: Learning & Memory), Oklahoma State University, Stillwater, Oklahoma, 6/1999 – 8/2001. Supervisor: Charles Abramson, Ph.D.

Research Fellow (emphases: Cognitive Neuroscience, Memory, & Psycholinguistics), Oklahoma State University, Stillwater, Oklahoma, 8/1996 – 5/1999. Supervisor: Marc E. Pratarelli, Ph.D.

TEACHING

Department of Psychology, Eastern Kentucky University

Course Prefix & Number	Title	Times Taught
PSY200	Introductory Psychology	5
PSY301	Statistical Experimental II	2
PSY311	Physiological Psychology	2
PSY317	Cognitive Psychology	1
PSY853	Biological Bases of Behavior	1

Department of Psychology, Florida Southern College

Cognitive Psychology	Fall,	2001 – Fall, 2003
Human Sexuality	Fall,	2003
Introductory Psychology		Fall, 2001 – Fall, 2003
Experimental Psychology		Spring, 2002 – Spring, 2003
Human Memory	Fall,	2002
Psychology of Learning		Fall, 2001 – Fall, 2002

Department of Psychology, Oklahoma State University

Introductory Psychology		Fall, 1999 – Spring, 2001
Fall,		1997 – Spring, 1998
Experimental Psychology Laboratory		Fall, 2000
Fall,		1996 – Spring, 1997
Psychology and Human Problems		Fall, 1998 – Spring, 1999
Evolutionary Psychology (graduate assistant)		Spring, 1999
Mind and Brain (graduate assistant)		Fall, 1998

PUBLISHED WORKS

Refereed Journal Articles

- Jiang, Y., Lianekhammy, J., Lawson, A.L., Guo, C., Lynam, D., Joseph, J.E., Gold, B.T., & Kelly, T.H. (2009). Brain responses to repeated visual experience among low and high sensation seekers: Role of boredom susceptibility. *Psychiatry Research: Neuroimaging*, *173*, 100 – 106.
- Guo, C., Lawson, A.L., Zhang, Q., & Jiang, Y. (2008). Brain potentials distinguish new and studied objects during working memory. *Human Brain Mapping*, *29*(4), 441-452.
- Lawson, A.L., Guo, C., & Jiang, Y. (2007). Age effects on brain activity during repetition priming. *Neuropsychologia*, *45*, 1223 – 1231.
- Guo, C., Lawson, A.L., & Jiang, Y. (2007). Distinct neural mechanisms for repetition effects of visual objects. *Neuroscience*, *149*(4), 747-759.
- Zhang, Q., Lawson, A.L., Guo, C., & Jiang, Y. (2006). Electrophysiological correlates of visual affective priming. *Brain Research Bulletin*, *71*, 316 – 323.
- Abramson, C. I., Fellows, G. W., Browne, B. L., Lawson, A., Ortiz, R. A. (2003). Development of an ethanol model using social insects: II. Effect of antabuse on consumatory responses and learned behavior of the honey bee (*Apis mellifera L.*). *Psychological Reports*, *92*, 365 – 378.
- Abramson, C. I., Garrido, D. J., Lawson, A. L., Browne, B. L., & Thomas, D. G. (2002). Bioelectrical potentials of *Philodendron cordatum*: A new method for investigation of behavior in plants. *Psychological Reports*, *91*, 173 – 185.
- Sauer, D. L., Abramson, C. I., & Lawson, A. L. (2002). Exploratory studies of classical conditioning of the preoral cavity in harnessed carpenter ants. *Psychological Reports*, *90*, 1037 – 1050.
- Pratarelli, M. E. & Lawson, A. (2001). Conjunctive forms and conditional inference in questions and statements. *North American Journal of Psychology*, *3*(3), 415 – 428.
- Lawson, A.L., Pratarelli, M.E., & Sprowls, D.A. (2000). Visual bimodal encoding and concreteness effects on free recall. *North American Journal of Psychology*, *2*(2), 219-232.

Other Published Works

- Lawson, A. L. & Pratarelli, M. E. (2001). Recognition of concealed information with behavioral and spectral analyses. Stillwater: Oklahoma State University. (NTIS No. ADA393410)

MANUSCRIPTS UNDER REVISION, SUBMITTED & IN PREPARATION

- Browne, B. L., Lawson, A. L., Priegel, P., & Abramson, C. I. (2008). *Effect of exposure duration and word type on false recognition*. Manuscript submitted for publication.
- Lawson, A.L., Liu, X., Jiang, Y., Joseph, J., & Kelly, T.H. (2008). *fMRI and ERP correlates of high and low sensation seekers: Implications for drug abuse prevention*. Manuscript in preparation.
- Lawson, A.L., Guo, C., & Jiang, Y. (2008). Psychophysiological age effects to prior intentional learning and working memory status. Manuscript in preparation.
- Jiang, Y., Lawson, A.L., Guo, C., Vagnini, V., Clark, J., Powell, D., & Andersen, A. (2008). *Frontal interaction between repetition effects and working memory status using fMRI*. Manuscript in preparation.
- Jiang, Y., Lawson, A.L., & Kelly, T.H. (2008). *Brain responses to emotional stimuli among high and low sensation seekers*. Manuscript in preparation.

INVITED LECTURES/ORAL PAPERS PRESENTED

Invited Lectures

- Morehead State University, Department of Psychology, September, 2006. *Brain mechanisms of memory in adult aging*.
- Oklahoma State University, Department of Psychology, March, 2001. *Examinations of concealed information using spectral EEG*.
- University of Southern Colorado, Department of Psychology, January, 2001. *Brain processes of deception*.

Oral Papers Presented

- Lawson, A. L., Guo, C, & Jiang, Y. (2004, October). *Age effects on brain activity during repetition priming and working memory*. Paper presented at the annual meeting of the Society for Neuroscience, San Diego, CA.
- Lawson, A.L. & Pratarelli, M.E. (1999, April). *Recognition of concealed information by spectral analysis*. Paper presented at the annual meeting of the Southwest Psychological Association, Albuquerque, NM.
- Browne, B.L., Lawson, A.L., & Pratarelli, M.E. (1999, April). *Meta analysis of the control question format in polygraph testing*. Paper presented at the annual meeting of the Southwest Psychological Association, Albuquerque, NM.
- Lawson, A.L. & Le, S.X. (1999, March). *Hemispheric differences in deception using spectral analysis*. Paper presented at the annual meeting of the Great Plains Students' Psychology Association, Wichita, KS.
- Le, S.X. & Lawson, A.L. (1999, March). *Psychophysiological detection of deception using spectral analysis of midline sites*. Paper presented at the annual meeting of the Great Plains Students' Psychology Association, Wichita, KS.

- Lawson, A.L., Pratarelli, M.E., Sprowls, D.A., & McMorries, E.C. (1998, April). *Bimodal encoding and concreteness effects on recall*. Paper presented at the annual meeting of the Southwest Psychological Association, New Orleans, LA.
- Lawson, A.L. & Pratarelli, M.E. (1998, March). *A review of evoked potentials in detection of deception research*. Paper presented at the annual meeting of the Great Plains Students' Psychology Association, Lincoln, NE.
- Lawson, A.L. & Pratarelli, M.E. (1997, March). *Effects of imageability and modality on recall*. Paper presented at the annual meeting of the Great Plains Students' Psychology Association, Kearney, NE.
- Lawson, A.L., Pratarelli, M.E. (1997, March). *Effects of imageability and rehearsal on recall*. Paper presented at the annual Graduate Research Student Symposium, Stillwater, OK.

POSTERS PRESENTED

- Lawson, A.L., Liu, X., Joseph, J., Kelly, T.H., Vagnini, T.L., & Jiang, Y (August, 2006). *fMRI and ERP correlates of high and low sensation seekers: Implications for drug abuse prevention*. Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Jiang, Y., Lawson, A.L., Vagnini, T. & Clark, J. (June, 2006). *Frontal Interaction between Repetition Effect and Working Memory*. Poster presented at the annual meeting of the Organization for Human Brain Mapping, Florence, Italy.
- Guo, C., Lawson, A.L., & Jiang, Y. (June, 2006). Two distinct neural mechanisms of repetition priming. Poster presented at the annual meeting of the Organization for Human Brain Mapping, Florence, Italy.
- Lawson, A.L., Guo, C., & Jiang, Y. (April, 2006). *Age effects on repetition priming revealed by brain potentials*. Poster presented at the Cognitive Aging Conference, Atlanta, Georgia.
- Jiang, Y., Vagnini, V., Clark, J., & Lawson, A. (April 2006). *Age-related changes in brain potentials associated with old/new and repetition effects*. Poster presented at the Cognitive Aging Conference, Atlanta, Georgia.
- Vagnini, V.L., Lawson, A.L., Liu, X., Lianckhammy, J., Bylica, K.E., Joseph, J., Kelly, T.H., & Jiang, Y. (2005, June). *The effect of sensation seeking on a novelty detection task: An ERP study*. Poster presented at the National Institute on Drug Abuse Satellite Meeting entitled: Translating Basic Research From Neural, Behavioral, & Social Sciences to Prevention: Challenges & Opportunities, Orlando FL.
- Joseph, J. E., Liu, X., Kelly, T. H., Jiang, Y., & Lawson, A (2005, June). *Differences in cortico-limbic brain activation in high and low sensation seekers*. Poster presented at the National Institute on Drug Abuse Satellite Meeting entitled: Translating Basic Research From Neural, Behavioral, & Social Sciences to Prevention: Challenges & Opportunities, Orlando FL.

- Lawson, A.L., Guo, C., & Jiang, Y. (2005, June). *Neural mechanisms reveal age effects in prior learning during a delayed matching task*. Poster presented at the annual meeting of the Organization for Human Brain Mapping, Toronto, Canada.
- Lawson, A. L. (2003, May). *Alpha event related desynchronization indexes deceptive processing of faces*. Poster presented at the annual meeting of the American Psychological Society, Atlanta, GA.
- Browne, B. L., Lawson, A. L., Priegel, P., & Abramson, C. I. (2002, June). *Effect of exposure duration and word type on false recognition*. Poster presented at the annual meeting of the American Psychological Society, New Orleans, LA.
- Lawson, A. L., Browne, B. L., & Pratarelli, M. E. (2000, October). *Spectral indices of concealed information: Effects of cognitive vs. general arousal*. Poster presented at the annual meeting of the Society for Psychophysiological Research, San Diego, CA.
- Lawson, A. L., Yoakum, R., & Pratarelli, M. E. (2000, April). *Psychophysiological differences in deception using midline spectral EEG*. Poster presented at the annual meeting of the Southwest Psychological Association, Dallas, TX.
- Lawson, A.L., Sprowls, D.A., & Pratarelli, M.E. (1996, October). *Unimodal and bimodal encoding of information and its effects on primacy-recency*. Poster presented at the fall meeting of the Oklahoma Psychological Association, Oklahoma City, OK.

Student Mentored Presentations

- Lindberg, K. M., Stuart, J. L., Freedman, K., Smith, P., & Lawson, A. L. (2004, March). *Effects of examiner skepticism on concealing information*. Poster presented at the Southeastern Psychological Association Annual Conference, Atlanta, GA.
- Stuart, J. L., Lindberg, K. M., Smith, P., & Lawson, A. L. (2004, March). *Indexing deception using a condition suppression technique*. Poster presented at the Southeastern Psychological Association Annual Conference, Atlanta, GA.
- Bubley, E. A., Meckley, K. M., & Lawson, A.L. (2003, April). *Can Condition Suppression Index Deception?* Poster presented at the Georgia Undergraduate Research in Psychology Conference, Kennesaw, GA.
- Meckley, K. M., Lawson, A. L., & Darby, B. (2003, April). *Can music act as a cue for later memory retrieval?* Poster presented at the Georgia Undergraduate Research in Psychology Conference, Kennesaw, GA.

GRANTS & CONTRACTS

- Lawson, A.L. (1997). *ERPs to conscious and preconscious processing: suitability for personnel screening applications and general issues testing (DoDPI97-P-0017)*. Grant received by the Department of Defense Polygraph Institute on November 03, 1997. Amount of Grant: \$5,000.00. Grant duration was from February 1, 1998 to October 31, 1999.

STUDENT SUPERVISION

Fall 2008:

- Rebecca Gilbert (PSY407, 2 credit hours)
- Caitlyn Placek (PSY407, 1 credit hour)

INSTITUTIONAL SERVICE

- Faculty Research & Development Committee: Member, Fall 2008 - present
- Space Committee: Member, Fall 2008 - present
- Research Equipment Committee: Member, Fall 2007 - Spring 2008

SERVICE TO THE PROFESSION

Journal Submission Reviewer

Reviewer for the Journal of Cognitive Neuroscience, December 2003 – present.

Reviewer for the North American Journal of Psychology, July 2002 – present.

Individual Grant Proposal Reviewer

Reviewer for the Department of Defense Polygraph Institute, November 2003 – present.

PROFESSIONALLY RELATED COMMUNITY SERVICE

Psi Chi Faculty Advisor, Florida Southern College, April 2002 – December 2003.

Departmental United Way Representative, Florida Southern College, August 2001 – April 2002.

HONORS & AWARDS

Lawson, A.L. (2006). Travel award to attend the annual meeting for the American Psychological Association. Award provided by the National Institute on Drug Abuse. Amount of award: \$750.00. Conference duration was August 10 - 13, 2006.

Lawson, A.L. (2006). Travel award to attend and present research at the Cognitive Aging Conference biannual meeting. Award received by the Department of Behavioral Science on April 20, 2006. Amount of Grant: \$856.00. Conference duration was from April 20 – 23, 2006.

Lawson, A.L. (2005). Travel award to attend the fMRI workshop and present research at the annual meeting for Human Brain Mapping. Award received by the Department of Behavioral Science on March, 14, 2005. Amount of Grant: \$3,086.00. Conference duration was from June 12 – 30, 2005.

Lawson, A.L. (2004). Travel award to attend the American Psychological Association's Advanced Training Institute in Functional MRI at the MGH/HMS/MIT Athinoula A. Martinos Center for Biomedical Imaging. Award received by the American Psychological Association on April, 5, 2004. Institute duration was from May 30 – June 4, 2004.

OTHER ACTIVITIES

Professional Memberships

Society for Psychophysiological Research

Cognitive Neuroscience Society

Society for Neuroscience

American Psychological Society

World Academy of Young Scientists

Psi Chi: The National Honor Society for Psychology

Nonprofessional Service

Lead team member and coordinator for *Hope for the Homeless*, an organization that provides basic necessities to homeless individuals in the Lexington-Bluegrass region.

PROFESSIONAL REFERENCES

Yang Jiang, Ph.D.

Department of Behavioral Science

University of Kentucky

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Thomas Kelly, Ph.D.

Department of Behavioral Science

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Lexington, KY 40536-0086

Bruce Darby, Ph.D.

Department of Psychology

Florida Southern College

111 Lake Hollingsworth Drive

Lakeland, FL 33801-5698

(863) 680-4476

Marcelo Pratarelli, Ph.D.

Department of Psychology

University of Southern Colorado

2200 Bonforte Blvd.

Pueblo, CO 81001-4901

(719) 549-2625

Rosanne Lorden Curriculum Vitae

Personal Data

Associate Professor of Psychology
127 Cammack Building
Eastern Kentucky University
Richmond, Kentucky 40475
(859- 622-1107) rosanne.lorden@eku.edu

Education

Ph.D. Experimental/Developmental Psychology, University of Georgia, 1986
Certification in Gerontology, University of Georgia, 1980
M.S. Psychology, University of Georgia, 1978
B.S. Psychology (magna cum laude), Armstrong Atlantic University, 1972

Employment

1992- present Associate Professor, Department of Psychology. Eastern Kentucky University.
1986-1991 Assistant Professor, Department of Psychology. Eastern Kentucky University.
1985-1986 Assistant Professor, Department of Psychology. University of Georgia.
(temporary appointment).
1983-1985 Joint research assistant positions at the University of Georgia with the Department of Psychology/Institute for Behavioral Research and the Cooperative Extension Service. Also part-time work for Survey Research Center.
Interviewer for 1983 Fall Georgia Poll, Survey Research Center. Promoted to supervisor.
Research Assistant, Cooperative Extension Service. Integrated Pest Management Program, Survey Evaluation Project.
1982-1983 Assistant Professor, Department of Psychology. Erskine College (part-time)
1980-1981 Clinical Psychology Technician: Veteran's Administration Hospital, Augusta, Georgia.
1979 University-wide Research Assistantship.
1978 Instructor, University of Georgia, Athens, Georgia.
1977 Teaching Assistant. University of Georgia, Athens, Georgia.
1976 University-wide Research Assistant.
1975 Research Assistant. NIH Sensation and Perception Grant.

Awards and Honors

1984 Phi Kappa Phi National Honor Society, University of Georgia
1985 Zimmer Scholar Award, Department of Psychology, University of Georgia
1978, 1979 University Fellowship, University of Georgia
1977 Psi Chi Honor Society University Fellowship, University of Georgia
1966 Charles Sand Memorial Award. University of New Hampshire

Publications

Mercer, D., Lorden, R., & Lord, J. H. (1999). Victim Impact Panels: A healing opportunity for victims of drunk driving crashes. *MADDvocate Dallas, Winter*, 8-9.
Mercer, D., Lorden, R., Upchurch, M., Lutes, A., & Lord, J. H. (1999). Drunk driving victimization: A long-term and multifaceted crisis. *MADDvocate Dallas, Winter*, 12.
Mercer, D., Lorden, R., & Falkenberg, S. (1999). Spirituality and drunk driving victimization. *MADDvocate Dallas, Winter*, 13.
Mercer, D., Lorden, R., & Morris, K. (1999). Bereavement following death and injury: More similar than different. *MADDvocate Dallas, Winter*, 14-15.

Lorden, R. (1998). *Instructor=s manual to accompany Psychological research: Methods for Discovery and validation*. Boston. McGraw- Hill.

Mercer, D., Lorden, R., & Lord, J. H. (1998). Victim Impact Panels benefit drunk driving victims too. *Driven, Fall, 22*.

Thomas, R. K., & Lorden, R. B. (1991). Numerical competence in animals: A conservative view. In S. Boysen and J. Capaldi (Eds.). *The development of numerical ability: Animal and human models*. Hillsdale, NJ: Lawrence Erlbaum.

Thomas, R. K., & Lorden, R. B. (1989). What is psychological wellbeing? Can we know if primates have it? In E. F. Segal (Ed.). *Housing, care and psychological wellbeing of captive and laboratory primates*, (pp. 12-26). Park Ridge, NJ: Noyes.

Ames, G. C. W., McClelland, J. C. & Lorden, R. (1982). *World poultry markets: Opportunities and limitations for U.S. exports*. Technical report published by Georgia World Congress Institute: Atlanta, Georgia, August.

Jaeger, T., & Lorden, R. B. (1981). Delboeuf illusions: Contour or size detector interactions? *Journal of Perceptual and Motor Skills, 46*, 341-343.

Lorden, R., Atkeson, B., & Pollack, R. H. (1979). Differences in the magnitude of the Delboeuf illusion and Usnadze effect during adulthood. *Journal of Gerontology, 34(2)*, 229-233.

Paper/Poster Presentations

Lorden, R., Sambrook, R., & Mitchell, R. (2009). Ecotourism and knowledge of sea lions: visitors vs residents. Poster accepted for presentation at annual meeting of the International Society for Anthrozoology, Oct 22, Kansas, City, Missouri.

Karbasi, A. & Lorden, R. (2007). Treatment Adherence and Psychological Issues. Poster presentation at Posters at the Capitol, April 13, Franfort, Kentucky.

Hornback, J.K. & Lorden, R. (2005). Social Stigma Disparity between Hearing Aids and Eyeglasses in the Elderly. Poster presentation at Posters at the Capitol, April 15, Franfort, Kentucky.

Lorden, R. (2004). Teaching Sensation and Perception. American Psychological Association Workshop for High School Teachers of Psychology. Richmond, Ky. September, 19 2004.

Mercer, D. L., Lorden, R. L., & Falkenberg, S. (1999). Measuring the effects of faith on traumatic grief recovery. Association for Deaf Educators and Counselors. San Antonio, Texas, March 13.

Myket, S. B., & Lorden, R. (1997). Prevalence and peer influence among middle-school students. Poster presented at Annual Meeting of Southeastern Psychological Association Meeting. Atlanta, GA. April.

Mercer, D. L., Lorden, R. L. & Falkenberg, S. (1996). Religious variables do buffer grief from victimization by a drinking driver. King=s College Conference on Spirituality and Bereavement. London, Ontario, May 14.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1995). Victim Impact Panels: Designed for Offenders, helpful for victims. American Psychological Association Conference, New York City, August 15.

Mercer, D. L., Falkenberg, S., Lorden, R. L. (1995). Mediating effects of religiousness on recovery from victimization. American Psychological Association Conference, New York City, August 12.

Mercer, D. L., Lorden, R. L., Morris, K. (1995). Life changes following drunken driving bereavement and injury. American Death Educators and Counselors Conference, Miami, April 30.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1994). Sharing their stories: What are the benefits? Who is helped? International Society for Traumatic Stress Studies Conference, Chicago, November 8.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1994). Victim Impact Panels: They make a real difference for victims! National Organization for Victim Assistance Annual Conference, San Francisco, September 14.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1994). Victim Impact Panels: A healing opportunity for drunk driving victims. American Psychological Association, Los Angeles, August 12.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1994). Victim Impact Panels: Effects on victim participants. MADD Leadership Conference, Dallas, May 12.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1993). Victim and situational characteristics facilitating and impeding post-victimization functioning. International Society for Traumatic Stress Studies Conference, San Antonio, October 27.

Harnack, A., & Lorden, R. (1992) Vygotsky's Zone of Proximal Development and Writing about the Rights of Animals. Conference on College Composition and Communication, Annual Meeting, March, Cincinnati, OH. March.

Lorden, R., & Harnack, A. (1992) Team Teaching Writing APA Research Reports. Kennesaw Conference on Teaching of Psychology. February, Marietta, GA.

Lorden, R., & Huffman, T. (1992). Patterns of Interference for Older Subjects on a Picture-Word Categorizing Task. Paper presented at Southeastern Psychological Association Annual Meeting, March, Atlanta, Georgia.

Lorden, R. (1991). Graphemic, phonemic, and semantic influences on interference in a picture naming task. Paper presented at Southeastern Psychological Association. New Orleans, Louisiana. March.

Lorden, R., & Timberlake, T. (1991). Age differences in recall and latency for a picture-word interference task. Paper presented at Southern Society for Philosophy and Psychology. Atlanta, Georgia. April.

Thomas, R. K., & Lorden, R. (1990) Likely processes used by animals in number discriminations. Paper presented at Southern Society for Philosophy and Psychology. April, Louisville, Kentucky.

Lorden, R. (1990). Young and old adult judgments of similarity and difference. Paper presented at Southeastern Psychological Association. Atlanta, Georgia. April.

Lorden, R. (1989). A lifespan look at similarity and difference judgments. Kentucky Academy of Science. Lexington, Kentucky. November.

Lorden, R., & Falkenberg, S. (1988). Coauthors of symposium entitled: Applications of cognitive psychology to the classroom. American Psychological Association. Atlanta, Georgia, August.

Lorden, R. (1988). Judgments of similarity and difference in young children. Paper presented at Southeastern Psychological Association. New Orleans, Louisiana. March.

Lorden, R. (1987) Age differences in visual temporal resolution: An assessment of peripheral mechanisms. Southeastern Psychological Association, Atlanta, Georgia. March.

Jaeger, T., and Lorden, R. (1978) The effect of varied contrast levels on the magnitude of the Delboeuf Illusion. Eastern Psychological Association, Washington, DC. April.

Lorden, R., Atkeson, B., & Pollack, R. H. (1976) Changes in illusion magnitude from young adulthood to old age. American Psychological Association, Washington, DC. September.

Funded Grants

Drunken Driving Victim Impact Panels: Victim Outcomes. National Institute for Mental Health. First year: \$142,694, September, 1991. Second year: \$117,198, September, 1992. Third year: \$81,017, September, 1993. No cost continuation, September, 1994

National Science Foundation, Kentucky EPSCOR 1987 Regional Universities Visiting Scholars Program. "A lifespan perspective on sameness-difference judgments". (\$11,021). 1987.

Eastern Kentucky University. 1992. Age changes in cognitive processing for a Stroop task. (1,989.99)

Stephanie McSpirit, Ph.D.
Professor, Sociology
Eastern Kentucky University

CONTACT INFORMATION:

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Eastern Kentucky University,
Richmond, KY 40475
Office: 859.622.3070
Email: Stephanie.McSpirit@eku.edu

EDUCATION

Ph.D., Sociology.
University at Buffalo,
State University of New York, 1994

M.A., Sociology
University at Buffalo,
State University of New York, 1989

B.A., Political Science
Public Policy and Public Administration
College at Cortland,
State University of New York, 1985

CURRENT WORK EXPERIENCE

- **Professor, Sociology:** Department of Anthropology, Sociology and Social Work, Eastern Kentucky University: *1995 to the present*. Teaching and research in the areas of statistics, research design, environment, risk and collective behavior.
- **Faculty Associate, Appalachian Center:** Eastern Kentucky University.

OTHER RELEVANT POSITIONS, APPOINTMENTS and AWARDS

- **College of Arts and Sciences Excellence in Research Award:** Area of Social and Behavioral Sciences: 2008-2009.
- **Invited Keynote Speaker. 2009.** November Conference: Anthropologists and Sociologists of Kentucky.
- **Project Coordinator/ Facilitator, Kentucky's Stream and Wetlands Conservation Plan.** Awarded contract (August 2008) to coordinate / facilitate the development of the State's stream and wetlands conservation plan.
- **Kentucky Representative, Big Sandy River Basin Coalition.** Appointed Summer 2008 to serve on inter-state coalition between Virginia, West Virginia and Kentucky in protecting the Big Sandy River.
- **Commissioner, Kentucky State Environmental Quality Commission.** Appointed February 2008 to serve on seven-member advisory panel to advise the Governor on matters related to environmental policy.
- **Director, Martin County Project: Eastern Kentucky University: 2000-on going.** Administered five federal and state grants and contracts to assist citizens and the county water district in Martin County, KY in community recovery efforts after a coal waste impoundment failure in October 2000.

PROFESSIONAL WORK HISTORY

- Professor, Eastern Kentucky University, August 2009-to present
- Associate Professor,
Eastern Kentucky University, August 2000 –May 2009
- Assistant Professor,
Eastern Kentucky University, August 1995 -2000
- Visiting Professor,
Buffalo State College, State University of New York, 1994-1995
- Lecturer,
University at Buffalo, State University of New York, 1993-1994
- Research / Teaching Assistant,
University at Buffalo, State University of New York, 1987-1993

PEER REVIEWED PUBLICATIONS

1. McSpirit, S & Reid, C. 2009. Residents' Perceptions of Tap Water and Decisions to Purchase Bottled Water: An Analysis of Survey Data from the Appalachian, Big Sandy Coal Mining Region of West Virginia. Revised and Resubmitted: *International Journal of Society and Natural Resources*, 69(2):152-163.
2. Wigginton, A., McSpirit, S., Mitchell, J. and Evans, G. 2008. Assessing the Impacts of Coal Waste on Private Wells in the Appalachian Region of the Big Sandy Watershed, Kentucky and West Virginia: An Exploratory Investigation. Accepted: *Journal of the Kentucky Academy of Sciences, Spring*.
3. McSpirit, S., Scott, S., Gill, D., Hardesty, S. and D. Sims. 2007. Risk Perceptions after a Coal Waste Impoundment Failure: A Survey Assessment. *Southern Rural Sociology*. Special Issue: Communities and Disaster. 22(1): 76-103.
4. Wigginton, A., McSpirit, S. and D. Sims. 2007. Heavy Metal Accumulation in Hot Water Tanks in a Region Experiencing Coal Waste Pollution and Comparison between Regional Water Systems. *Bulletin of Environmental Contamination and Toxicology*. 79 (4): 405-409.
5. McSpirit, S. Scott, S. Hardesty, S. and R. Welch. 2005. EPA Actions in Post Disaster Martin County, Kentucky: An Analysis of Bureaucratic Slippage. *Journal of Appalachian Studies* 11(1& 2), Special Double Issue: The Environment and Environmental Activism in Appalachia: 30-58.
6. McSpirit, S and N. McCoy. 2005. Addendum: The Commonwealth of Kentucky Releases Monies for Independent, Outside Assessment of the Martin County Watershed, May 2006. *Journal of Appalachian Studies* 11(1 &2), Special Double Issue: The Environment and Environmental Activism in Appalachia: 59-64.
7. Scott, S., McSpirit, S., Hardesty, S. and R. Welch. 2005. Post Disaster Interviews with Martin County Citizens: "Gray Clouds" of Blame and Distrust. *Journal of Appalachian Studies* 11(1 &2), Special Double Issue: The Environment and Environmental Activism in Appalachia: 7-29.
8. McSpirit, S. Scott, S. Hardesty, S. and R. Welch. 2002. Researching Issues and Building Civic Capacity after an Environmental Disaster. *Journal of Appalachian Studies* 8(1): 132-143.
9. _____. 2002. The Martin County Project: A Student, Faculty and Citizen Effort at Researching the Effects of a Technological Disaster. *Southern Rural Sociology*. 18 (2): 162-182.
10. McSpirit, S., Jones, K., Chapman, A. & Kopacz, P. 2000. Identifying Grade Inflation at an Open-Admissions Institution. *College Student Journal*. June 2000. 34.2.228-235.
11. McSpirit, S., Chapman, A., Kopacz, P., & Jones, K.. 2000. Faculty Ironies on Grade Inflation. *Journal of Instructional Psychology*. 27. 2. 104-109.
12. McKinney, M., McSpirit, S., & Pomeroy, C. 2000. Prenatal HIV Prevention Practices in a Low Seroprevalence State. *AIDS Education and Prevention: An Interdisciplinary Journal*. 12.3. 253-262: (Selected by the *National Pediatrics Association* as part of its training packet on HIV counseling and testing of pregnant women).
13. McSpirit, S., Kopacz, P., Jones, K & Chapman, A. 2000. Faculty Opinion on Grade Inflation: Contradictions about its Cause. *College and University*. 75.3. 19-24.
14. McSpirit, S., & Jones, K. 1999. Grade Inflation Rates among Different Ability Students, while Controlling for other Factors. *Educational Policy Analysis Archive (EPAA)*.

MANUSCRIPTS UNDER REVIEW/ NEAR COMPLETION

- McSpirit, S. Understanding Civic Preparedness: Through a Protective Action, Emergent Norm Framework: Survey Findings from West Virginia Coal Mining Communities. In progress for: *International Journal of Mass Emergencies and Disasters*.
- McSpirit, S., Faltraco, L. and C. Bailey. *Ecological and Community Problems and Partnerships in Appalachia and the South*. Status: Contract awarded: University Press of Kentucky: November 2004. Summer 2009 manuscript delivery anticipated.
 - *Chapter Contribution*: McCoy, N., McCoy, M., Grayson, M., Carter-North, P. and S. McSpirit. Forthcoming chapter: Martin County Coal Waste Impoundment Failure: Citizen, Student and Researcher Perspectives. In McSpirit, S., Faltraco, L. and C. Bailey. *Ecological and Community Problems and Partnerships in Appalachia and the South*. Status: Contract awarded: University Press of Kentucky: November 2004. September 2008 manuscript delivery anticipated.

MANUSCRIPTS IN PROGRESS

- Wigginton, A. and S. McSpirit. The Use of Single-Indicator Test Kits and Inter-metal Correlations to Assess Water Quality in Coal Production Areas of Appalachia, West Virginia and Kentucky. *In-Progress*.
- Scott, Shaunna and S, McSpirit. *Chapter Proposal*: “Starting to Pull Together”: Environmental Monitoring since the Martin County Coal Waste Disaster (2001-08).

REPORTS

McSpirit S. 2009. Planning Framework. Streams and Wetlands Conservation Planning Process, Kentucky. Release Date: May 2009

Banks, A., Banks, P. and S. McSpirit. 2008. The Riverkeeper Survey: A Preliminary Summary of Community Leader Views on the Kentucky River. Release Date: August 2008.

McSpirit, S., Wigginton, A. D. Sims. 2006. *Assessment of Finished Water, the Public Water System: Martin County, KY*. Release Date: October 2006.

LaSage, D., Caddell, M.J. and S. McSpirit, 2006. Chemistry in Bottom Sediment of Crum Reservoir, Martin County, Eastern Kentucky Compared to a Reference Reservoir in Central Kentucky. Release Date: October 2006.

Hansen, J. and S. McSpirit 2006. Independent Assessment of the Martin County Water District. Release Date: February 2006.

McSpirit, 2005-2006. *Mid-term, Closeout Report and Monthly Status Reports*: Memorandum of Agreement, EKV and KY EPPC. Release Date: Various, through 2005-2005.

McSpirit 2005. *Public Risk Perceptions Regarding Coal Waste Impoundments, A West Virginia Study: Mingo and Wyoming Counties*: Contract deliverable to Coal Impoundment Project, National Technology Transfer Center. Currently available online through the *Sludge Safety Project*: <http://www.sludgesafety.org>. Release Date: August 2005.

McSpirit, S, and M.Dieckmann. 2003. Response to ATSDR Petitioned Health Consultation: Martin County Coal Slurry Release. Release Date: October 2003.

McSpirit, S. 2003. Section: Campus Safety. *Campus Climate and Diversity Report*. Eastern Kentucky University. Release Date: May 2003.

McSpirit, S. 2003. Sections: Introduction and Sample Representativeness. *Campus Climate and Diversity Report*. Eastern Kentucky University. Report. Release Date: May 2003

FUNDED RESEARCH: GRANTS, CONTRACTS and SUBCONTRACTS

1. McSpirit, S. 2008. Contract: Statewide Development of Streams and Wetlands Conservation Plan. Funded Through: Kentucky Division of Water. Funding Period: August 2008- May 2009. Award Amount: \$38,000.
2. McSpirit, S. 2008. Subcontract: Survey assessment of County and other Elected Official Views of the Kentucky River. Funded through: Appalachian Studies Center, Eastern Kentucky University and KY Riverkeeper. Funding Period: March 2008- July 2008. Award Amount: \$2,000.
3. McSpirit, S. and A. Wigginton. 2006. Grant: Well-Water Study, Heavy Metal Concentrations and Correlations in Coal Slurry Impacted Areas of Martin County, KY: Citizen Training in the Use of Portable Test Kits. Funded Through: National Science Foundation, EPSCoR Program. Funding Period: June 2006 to June 2007. Award Amount: \$25,000.
4. McSpirit, S. 2005. Contract: Kentucky State Budget Appropriation to ECU of \$150,000: Monies awarded to conduct and administer independent water testing of Martin County Watershed with citizen oversight and participation in research design. Funded Through: KY Cabinet of Environmental and Public Protection. Funding Period: June 2005 to June 2006. Award Amount: \$150,000.
5. McSpirit, S. 2004. Subcontract: Survey Assessment of West Virginia Communities for Coal Impoundment Project, National Technology Transfer Center, Wheeling Jesuit University. Funded through: Continuing Congressional Resolution, Mine Safety Health Administration Funding Period: January 1-2006 to December 2006: Award Amount: \$23,000.
6. Bailey, C., McSpirit, S. and L. Faltraco. 2005. In-House Grant: Conference Proposal on Academic and Community Outreach for Environmental Problem-solving. Funded through: Auburn University. Funding Period: February 2005. Award Amount: \$12,000.
7. McSpirit, S. 2003. Sabbatical Leave Award: (Highly Ranked). Funded through: Eastern Kentucky University. Funding Period: 2004/2005 Academic Year. Award Amount: \$22,000.
8. McSpirit, S. 2003. Grant: The Martin County Project Phase II: Building Civic Capacity through Community-Based Environmental Decision-making. Funding renewal: *Flex-E-Grant* Program, Appalachian Regional Commission. Funding Period: June 2003- December 2003. Award Amount: \$19,000.
9. McSpirit, S. 2001. Grant: The Martin County Coal Waste Project: Researching Issues and Building Civic Capacity after an Environmental Disaster. Funded through: *Flex-E-Grant* Program, Appalachian Regional Commission. Funding Period: September 2001-February 2002. Award Amount: \$10,000.
10. McSpirit, S. 2000. In-House Grant: The Martin County Coal Waste Spill: Disaster and Community. Funded through: University Research Committee, Eastern Kentucky University. Funding Period: Winter 2001. Award Amount: \$2,300.
11. Carey, K., Taulbee, T., McSpirit, S. and J. Palmer. 2003. Campus Climate Survey and Diversity Report, Eastern Kentucky University. Funded through: Office of the President, Office on Diversity, Office of Student Affairs, and the Office of Institutional Research. Funding Period: April 2003-September 2003.

12. McSpirit, S. 2000. In-House Grant: Enough is Enough: Chemical Weapons and Incineration in Pine Bluff, Arkansas. *Funded through:* University Research Committee, Eastern Kentucky University. *Funding Period:* Spring through Summer 2000. *Award Amount:* \$3,200.
13. McKinney, M., Mc Spirit, S. 1997. Subcontract: Kentucky Provider Survey: HIV Counseling and Testing of Pregnant Women (Contractor) *Funded through:* Center for Disease Control. HIV/AIDS Program. Kentucky Department for Public Health. *Funding period:* October 1997 through August 1998. *Award Amount:* \$47,000.

FACULTY DEVELOPMENT AWARDS:

- McSpirit, S. 2008. Reassigned time, *Award Amount:* \$5,500. Funded through: College of Arts and Sciences/ Department of Anthropology, Sociology and Social Work. Awarded course reduction during spring 2007 to complete several publications from previous grant projects and to work on edited volume.
- McSpirit, S. 2007. Course Development, *Award Amount:* \$300. Funded through: Department of Anthropology, Sociology and Social Work: Awarded monies to purchase additional data bases (2002, 2004, 2006 General Social Surveys) for Social Statistics class.
- McSpirit, S. 2005. Cost Recovery, *Award Amount:* \$4,500. Funded through: College of Arts and Sciences/ Department of Anthropology, Sociology and Social Work, Recovery of Indirect Fees from MOA for improvements in technology (computer) infrastructure for project team.
- McSpirit, S. 2005. Internal Award, *Award Amount:* \$2,000. Funded through: College of Arts and Sciences/ Department of Anthropology, Sociology and Social Work/ Appalachian Studies Center: Supplemental funding for Spring 2005 AU Workshop. Funding Period: February 2005
- McSpirit, S. 2004. Faculty Development Award, *Award Amount:* \$200.00. Funded through: Department of Anthropology, Sociology and Social Work Funding Period: Fall 2004.
- McSpirit, S. 2004. Faculty Development Grants Award, *Award Amount:* \$300. Funded through: College of Arts and Sciences. Funding Period: Spring 2004.
- McSpirit, S. 2003. Student Technology Fee Award, *Award Amount:* \$1500. Funded through: Student Government Association. Funding Period. Spring 2003. Use: Purchase one PC work-station, Student Sociology Lounge. Note: Have worked with ITDS to secure other computers and work-stations for Student Sociology Lounge as well.
- McSpirit, S. 2003. University Research Committee Award, *Award Amount:* \$350.00. Funded through: Office of Academic Affairs. Funding Period. Spring 2003.
- McSpirit, S. 2003. Faculty Development Grants Award, *Award Amount:* \$300.00. Funded through: College of Arts and Sciences. Funding Period. Spring 2003.
- McSpirit, S. 2001. Faculty Development Grants Award, *Award Amount:* \$500.00. Funded through: Office of Academic Affairs. Funding Period. Spring 2001.
- McSpirit, S. 2000. Faculty Development Grants Award, *Award Amount:* \$500.00. Funded through: Office of Academic Affairs. Funding Period. Summer 2000.

RECENT (PAST 5 YEARS) PRESENTATIONS

SSP: Sludge Safety Project (May 2008): Presentation and Discussion of findings from well-water study of heavy metals in private wells (Kentucky and West Virginia). Charleston, West Virginia.

SETAC: Society for Environmental Toxicology and Chemistry (SETAC). (November 2007). An Exploratory Assessment of Heavy Metal Concentrations in Private Wells in the Eastern Coal Region

of the Big Sandy Watershed, Kentucky and West Virginia. Poster Presentation: Accepted for Milwaukee Conference Sessions, with: A. Wigginton and D. Sims.

SETAC: Society for Environmental Toxicology and Chemistry (SETAC). (November 2007). The Use of Single-Indicator Test Kits and Inter-metal Correlations to Assess Water Quality in Coal Production Areas of Appalachia, USA. Poster Presentation: Accepted for Milwaukee Conference Sessions, with: A. Wigginton and D. Sims.

SETAC: Society for Environmental Toxicology and Chemistry (SETAC). (November 2006). Heavy Metal Accumulation in Hot Water Tanks in a Region Experiencing Coal Waste Pollution and Comparison between Regional Water Systems. Poster Presentation: Accepted for Toronto Conference Sessions, with: A. Wigginton and D. Sims.

Water Management Council. (2006 September). Presentation on Findings from Public Water Testing Project (Memorandum of Agreement) in Martin County, KY and Discussion of Possible EPA Grant on Emergency Warning Systems/ Source Water Protection. Big Sandy Area Development District.

Rural Sociological Society. (2006 August). Paper Presented on Findings from Public Water Testing Project (Memorandum of Agreement) in Martin County, KY. Louisville, KY.

Appalachian Studies Association. (2006 April) Poster Session on Findings from Public Water Testing Project (Memorandum of Agreement) in Martin County, KY. Dayton Ohio.

Public Meeting: Mingo/ Wyoming County Risk Assessment: A Survey Report of Resident Views on Coal Impoundments and other Activities related to Coal Mining, Regulation and Enforcement (April 26, 2005). Southern West Virginia Community and Technical College, Williamson Campus, Williamson, WV. Public Meeting and Outreach, Coal Impoundment Project, National Technology Transfer Center, Wheeling Jesuit University.

State Environmental Quality Commission (February 2005). Emergency Action Planning for Coal Waste Impoundments and for other Moderate and Significant Hazard Dams for Kentucky

Proposed Survey Design: Coal Impoundment Project. (2004 November) National Technology Transfer Center, Wheeling Jesuit University, Wheeling WV.

UNIVERSITY SERVICE CONTRIBUTIONS

- Undergraduate Research Committee. 2009. Working with other faculty member to formalize and expand undergraduate research opportunities on Eastern Kentucky University's campus. Committee members appointed by the Dean of Research and Graduate Education.
- Appalachian Studies Program: 2006-to present.
- Animal Studies Ad hoc Committee. 2008- To present. Working with other faculty members to explore feasibility of an Animal Students General Education Theme, Minor or Major as part of curriculum at Eastern Kentucky University.
- Institutional Review Board. 2006-2008. Member. Task of Board: Review and approve research proposals based on ethical guidelines and content.
- Honorary Degree: Nominated, Fall Semester 2004. Mr. Mark Grayson, ECU alumni and middle school social studies teacher and former editor of *Martin County Sun* for Honorary Degree. Nomination and nominating materials reviewed and sent forward by the University Honorary Degree Committee. University conferred this highest award on Mr. Grayson during the Spring 2005 Graduation Commencement.
- College of Arts and Sciences. 2004. Special Committee on Technology. Survey Design and Development. Spring 2004. Faculty Technology Needs Assessment.

- Statistician. Summer 2004. Student Mental Health Needs Assessment. Survey Assessment. Eastern Kentucky University. Student Counseling Center. Summer 2004.
- Statistician and Report Contributor/ Writer. Spring 2003-Fall 2003. Campus-Wide Diversity Project. Survey Assessment. Office of Institutional Research. Eastern Kentucky University.
- Statistician and Report Writer. Fall 1998/Spring 1999. Campus Survey on Grade Inflation. Survey and Records Assessment. Faculty Senate. Special Committee on Grade Inflation, Eastern Kentucky University.
- Member of Graduate Faculty. Fall 2003- to present.
- Master's Committee, Fall 2003/ Spring 2004. Graduate Program in Occupational Therapy: Master's Thesis: *Comparison of Sensory Profile Scores of Children with Myelomeningocele to a National Sample of Children without Disabilities*. Provided regular statistical and research design supervision of quantitative study. Thesis Approved and Accepted by Graduate School in accord and on-time with Student's Professional Goals: May 2004.
- SPSS Workshops and Consultation. 1996-to present. Have provided SPSS training workshops for Academic Computing/ ITDS Staff and have provided other campus workshops for faculty through Academic Computing/ ITDS. Regular campus consultant (informal/ not official) from 1995- to the present on SPSS and statistical analysis: Regularly assist students and faculty across campus on their research projects, use of SPSS and statistical analyses: Though often offered, have never accepted payment for assisting members of EKU community in their research or these projects.
- Member, Committee on Grade Inflation. 1998-2000. Worked with several other faculty members to examine grading trends at Eastern Kentucky University. Wrote report on findings that resulted in much discussion and changes in grading policy by University Faculty Senate.

DEPARTMENT COMMITTEE CONTRIBUTIONS (Since Tenure 2000):

- Outside Member, Hiring Committee, Biological Sciences, Spring 2009.
- Junior Faculty Mentoring Program, Mentor, Spring 2008 – to present
- Member, Hiring Committee, Anthropology Program, Spring 2008.
- Member, Tenure and Promotion Committee, Fall 2007.
- Chair, Hiring Committee, Sociology Program, Spring 2007.
- Member, Policy Review Committee, Fall 2006.
- Member, Social Committee, 2006-2007.
- Member, Tenure and Promotion Committee. Fall 2005.
- Member, Social Committee, 2005-2006.
- Member, Foundation Professor Committee (Ad Hoc). Fall 2003.
- Chair, Tenure and Promotion Committee. Fall 2002.
- Member, Tenure and Promotion Committee. Fall 2000.

RECENT (PAST 5 YEARS) PROFESSIONAL SERVICE, 2004-2008

Advisory Council, National Science Foundation Proposed Project on TVA Spill. 2009. "Effects of Technological Disasters on Dimensions of Social Capital: A Longitudinal Study of the 2008 TVA Kingston Fossil Plant Ash Release. Natural Hazards Center: University of Boulder, Colorado.

Awards and Endowment Committee Member, 2007-2009: Rural Sociological Society. The committee decides on research awards to new Ph.D. and graduate students within the Society and organizes a silent-auction for annual meetings.

Awards and Endowment Committee Member. 2006-2007: Rural Sociological Society. The committee decides on research awards to new Ph.D. and graduate students within the Society and organizes a silent-auction for annual meetings.

Special Committee Member. January 2006: Rural Sociological Society. The special committee provided input regarding future research funding priorities for the rural development program area within the USDA National Research Initiative (NRI) competitive grants program. The task of the committee was to identify and prioritize key research themes that might be recommended as areas of emphasis for future NRI program funding.

Regular Reviewer, 2004-to present: Journal: *Society and Natural Resources*

PROFESSIONAL ASSOCIATION MEMBERSHIPS

1. Appalachian Studies Association
2. Rural Sociological Society
3. Southern Rural Sociological Society
4. International Association for Society and Natural Resources

RECENT (PAST 5 YEARS) COMMUNITY SERVICE

- August 2008 through May 2009: Working with Dr. David Brown, Biological Science and the Kentucky Division of Water and other Regulators and Stakeholders as facilitator and project coordinator of Kentucky's Streams and Wetlands Conservation Plan.
- August 2008 through fall 2008: Will be working with the Kentucky State Environmental Quality Commission in developing a State-wide assessment of Mayor's views on the state of Kentucky's Environment.
- June 2008 to present: Appointed as Kentucky Representative, Big Sandy River Basin Coalition: To serve on Inter-state coalition between Virginia, West Virginia and Kentucky in protecting and promoting the Big Sandy River.
- May 2008 to present: Consulting with citizen's group (the Sludge Safety Project) on using single-indicator test kits (arsenic, manganese and iron) to develop a citizen's based well-water monitoring program across several communities in West Virginia (Boone and Mingo County). Myself and Dr. Andrew Wigginton are currently planning a training session with citizens and SSP members for late summer/ early fall 2008.
- March 2008- to August 2008: Worked with ECU Appalachian Studies Center and Kentucky Riverkeeper in developing an assessment of community leader views of the Kentucky River: The findings/ preliminary report to be used by ECU Appalachian Studies Center and Riverkeeper to promote the river and to advocate for its status as a scenic and historic waterway.
- April 2008 to present: Appointed to the Kentucky State Environmental Quality Commission. The Commission serves as an independent body that provides advice and consultation to the Governor and other high-ranking regulatory officials on environmental regulatory policy.
- December 2006- March 2007: Consulted with citizen groups and an interim sub-Committee of the West Virginia Legislature on the prospects and feasibility of conducting a community-based independent statewide assessment of the impacts of deep-mine slurry injection methods on well water and the groundwater table in West Virginia.
- November 2006: Worked with various partners/ state and federal regulators on Big Sandy Watershed to submit an EPA Implementation Grant to develop a regional early warning and response system among water utility operators on the Big Sandy River and to develop a Source Water Protection Plan. Grant submitted to US EPA through the Big Sandy Area Development District, November 16, 2006.
- August 2006: Worked with the citizen's group, *SAVE: Supporting Appalachia's Vital Environment* and with staff at the Big Sandy Area Development District, to develop an EPA proposal to implement a CREEK Watch project at Sheldon Clark High School. Grant submitted to EPA through the Big Sandy Area Development District, August 15, 2006.

- Years 2003-2006: Worked with members of the SAVE organization and water district officials in Martin County, KY for the release of Natural Resource Damage Settlement monies for independent assessment of the public water supply/ the Martin County Water District, Water Treatment facility. In March 2005, \$150,000 was appropriated for independent testing and citizen oversight of a watershed monitoring project in Martin County Kentucky. Initiative started from earlier Martin County Project work and our set of recommendations that ensued. This project was successfully completed in August 2006 in partnership and coordination with ECU, University of Kentucky, Martin County Fiscal Court, our Citizenry Advisory Panel and Martin County Water District.
- January 2004 to present: *Emergency Action Planning for Coal Waste Impoundment Communities in Kentucky*: Our project, in collaboration with a working group of citizens, legislatures and other advocates, has been advocating emergency planning legislation for coal waste impoundments since 2004.
- September 2003 to present: Facilitated community involvement in environmental decision-making in Martin County through assisting in the organization of the concerned citizens group: SAVE – Supporting Appalachia’s Vital Environment. Citizen members of SAVE incorporated in November 2003 under the civic-capacity building component of our second-phase ARC *Flex-E-Grant* initiative. We continue to work with this environmental group on environmental issues and decision-making in Martin County.

TEACHING AREAS:

- Statistics
- Research Methods
- Community-based Field Methods
- Animals and Society
- Environmental Sociology
- Risk and Society
- Applied Sociology / Public Sociology
- Collective Behavior and Sociology Movements

RESEARCH AREAS:

- Current: Streams and Wetlands Protection/ Restoration –Social Capital Formation
- Current: GIS Integration/ Interpolation / Analysis of Spatial Data –Improved Decisions
- Watershed Management/ Management of Water Resources
- Environment, Communities and Society
- Environmental Decision-making Strategies
- Disaster Planning and Response Strategies
- Community Development and Organization
- Community-based Research and Public Sociology

Laura Newhart

Address

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Richmond, Kentucky 40475
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l-newhart@msn.com or Laura.Newhart@eku.edu

Education

2000	Ph.D.	Bowling Green State University	Applied Philosophy
1992	M.A.	Miami University of Ohio	Philosophy
1988	B.A.	University of Cincinnati	Philosophy

AOS 20th Century European Philosophy, Feminist Theory, Medical Ethics

AOC Ethical Theory, Social and Political Philosophy, Aesthetics

Dissertation

Postmodern Procreation: Subjectivities and Sexual Difference beyond Phallogentrism

Committee: Donald Callen, Kathleen Dixon, Sara Worley, Ellen Berry

[Dissertation Abstract](#)

Academic Appointments: Present

2006-	Eastern Kentucky University	Associate Professor
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Academic Appointments: Past

2001-2006	Eastern Kentucky University	Assistant Professor
1997-2001	Northern Kentucky University	Adjunct Instructor
1997-2000	University of Cincinnati, Clermont	Adjunct Assistant Professor
1996-1997	College of Mount St. Joseph	Adjunct Instructor
1996-1997	Indiana University, East	Adjunct Instructor
1995 Fall	University of Cincinnati, Main	Adjunct Instructor
1995 Fall	Xavier University	Adjunct Instructor

Graduate Assistantships and Fellowships

1992-1996 Bowling Green State University
1989-1991 Miami University of Ohio

Courses Taught

Lower Division Undergraduate

Beginning Philosophy (EKU)
Beginning Ethics (EKU)
Practical Reasoning (EKU)
Philosophy of Religion (EKU, Fall 2006)
Introduction to Women's Studies (EKU, Spring 2003)
Honors Humanities I & II (EKU)
Philosophy and Sexuality (NKU, Summer 2000, Fall 2000)
Contemporary Moral Issues (UC, Clermont, 12 times 1997-2000)
Introduction to Modern Philosophy (UC, Clermont, Summer 1999)
Ideas in Philosophy: Philosophy and Art (NKU, Fall 1999)
Introduction to Philosophy (NKU, 6 times 1999-2001)
Introduction to Logic (NKU, Spring 1998)
History of Modern and Contemporary Philosophy (NKU, 4 times 1997-1999)
Personal and Social Ethics (IUE, Summer 1997)
Critical Thinking (Mt. St. Joseph, Summer 1997, IUE, Fall 1996)
Ethics as Introduction to Philosophy (Xavier University, Fall 1995)
Introduction to Ethics (BGSU, Spring 1993)
Introduction to Philosophy (BGSU, Fall 1992)

Upper Division Undergraduate

Animal Ethics (EKU, Spring 2009)
Feminist Ethics (EKU, Fall 2007)
Philosophy of Art (EKU, Spring 2005)
Feminist Theory and Practice (EKU, Fall 2004)
Health and Biomedical Ethics (EKU, 7 times 2001-2009)
Existentialism and Postmodernism (EKU, Spring 2003)
20th Century Philosophy (EKU, Fall 2001, Fall 2008)
Health Care Ethics (NKU, 6 times 1997-2000)
Topics in Philosophy: Aesthetics (NKU, Fall 1999)
Philosophy of Women (NKU, Spring 1997)
Health Care Ethics (College of Mt. St. Joseph, Summer 1996)
Philosophy of Feminism (BGSU, Fall 1993, Fall 1994, Spring 1996)
Feminist Political Philosophy (UC, Fall 1995)
Theory of Knowledge (Xavier University, Fall 1995)
Aesthetics (BGSU, Spring 1994, Spring 1995)

Teaching Assistantships

Formal Logic (Miami University, Fall 1990, Spring & Fall 1991)
Contemporary Feminism (Miami University, Spring 1990)
Problems of Moral and Social Value (Miami University, Fall 1989)

Research Assistantships

Fall 1989-Spring 1990 Research assistant to Dr. Kelly Oliver.
Responsibilities included library research in preparation for Contemporary Feminism course and editing and proofreading Dr. Oliver's book *Reading Kristeva: Unraveling the Double Bind*.

Summer 1993 Research Assistant to Dr. Kathleen Dixon.
Responsibilities included compiling and indexing an interdisciplinary collection of feminist curricular materials to be used by instructors of Women's Studies courses.

Publications

Book review of *Identities* by Linda Martin Alcoff and Eduardo Mendieta. *Teaching Philosophy*. September, 2004.

Book review of *"Sympathy and Solidarity" and other Essays* by Sandra Lee Bartky. *Teaching Philosophy*. June 2005.

Book review of *My Sister's Keeper: A Novel* by Jodi Picoult. *Teaching Philosophy*. December, 2005.

Book review of *Mass Hysteria: Medicine, Culture, and Mothers' Bodies*. *APA Newsletter on Feminism*. Fall 2006.

Conference Presentations

"The Bonobo Mirror Project," poster displayed at Fifth Annual Earth Expeditions World Community Conference, January 2009, Cincinnati Zoo and Botanical Gardens, Cincinnati, Ohio.

"Evidence Based Practice, Autonomy, and Caring in the Occupational Therapy Professional Relationship," co-authored with Joanne Estes, presented at Breaking Boundaries, Forging Connections: Feminist Interdisciplinary Theory and Practice, April 2008, Mount Saint Vincent University, Halifax, Nova Scotia.

"The Case is the Point: Using Case Studies in Biomedical Ethics Courses," presented at American Association of Philosophy Teachers 16th Biennial Workshop-Conference on Teaching Philosophy, August 2006, Washington and Jefferson College, Washington, Pennsylvania.

"The Ethics of Pornography," presented at Come Together Kentucky Conference, April, 2006, Eastern Kentucky University, Richmond.

"Experiential Reports in the Introductory Philosophy Classroom," presented at American Association of Philosophy Teachers 15th Biennial Workshop-Conference on Teaching Philosophy, August 2004, University of Toledo, Toledo.

"The Use of Dramatic Productions in Introductory Philosophy Courses," presented at American Association of Philosophy Teachers 14th Biennial Workshop-Conference on Teaching Philosophy, August 2002, Thomas More College, Northern Kentucky.

"The Discussion Continues: A Dialogue Between Baby Boom and Generation X Feminists," a moderated panel discussion for Women's History Month, March 2002, Eastern Kentucky University, Richmond.

"Expanding the Matrix of Intelligibility: Making Gender Trouble with Madonna," presented at the American Society for Aesthetics Annual Eastern Division Meeting, March 1995, Bowling Green State University, Bowling Green.

"Cathex it or Forget It: Women, Writing, Philosophy, and Depression," presented at the Society for Women in Philosophy Eastern Division Spring Conference, March 1995, Muhlenberg College, Allentown.

"Hysteria, Chronic Fatigue Immune Deficiency Syndrome, and the Feminization of Social Space," presented at the 1994 National Women's Studies Association Conference, June 1994, Iowa State University, Ames.

Professional Service

Department-level

Chair of Promotion and Tenure Committee, Department of Philosophy and Religion, Eastern Kentucky University, 2006-2009.

Participant in Philosophy Club Debate: Should the US Permit Same Sex Marriages or Same Sex Civil Unions?," Department of Philosophy and Religion, Eastern Kentucky University, October 27, 2004.

Academic Practices Committee, Department of Philosophy and Religion, Eastern Kentucky University, 2002-2006.

Co-advisor for Student Philosophy Club, Department of Philosophy and Religion, Eastern Kentucky University, 2002-2005.

Participant in Philosophy Club Debate: "The Value of Higher Education?," Department of Philosophy and Religion, Eastern Kentucky University, October 21, 2003.

Participant in Philosophy Club Debate: "Is Love a Good Thing?," Department of Philosophy and Religion, Eastern Kentucky University, October 30, 2002.

Participant in Philosophy Club Debate: "Are Human Beings Naturally Good or Evil?," Department of Philosophy and Religion, Eastern Kentucky University, March 12, 2002.

College-level

Member of College of Arts and Sciences Research Awards Committee, Eastern Kentucky University, 2005-2007.

Member of Pre-med Committee, College of Arts and Sciences, Eastern Kentucky University, 2002-2009.

Member of Women's Studies Advisory Committee, College of Arts and Sciences, Eastern Kentucky University, 2003-2009.

Member of Teaching/Curriculum Subcommittee of the Women's Studies Advisory Committee, College of Arts and Sciences, Eastern Kentucky University, 2003-2004.

Alternate member of Sabbatical Leave Committee, College of Arts and Sciences, Eastern Kentucky University, 2002-2003.

University-level

Introduction of Dr. David Hilfiker and Ms. Patricia Wudel from Joseph's House, Washington, DC, August 31, 2006, Chatauqua Lecture Series, Eastern Kentucky University, Richmond.

Faculty Advisor for Women's Activist Group/FMLA, Eastern Kentucky University, 2004-2006

Mentor for Women Involved in Living and Learning, Eastern Kentucky University, 2002-2006.

Co-trainer for Quick Recall team, Eastern Kentucky University, 2003-2006.

Profession-level

Chair of "Freud/Kristeva: Semiotic Subversions," a panel at the International Association for Philosophy and Literature,
June 2006, Albert-Ludwig University, Freiburg, Germany.

Organized physical aspects of Kentucky Philosophical Association Meeting at Eastern Kentucky University, April 2006.

At-large Delegate to the Board of Officers of the American Association of Philosophy Teachers, 2005-2007

Member of the Lenssen Prize for Teaching Excellence in Philosophy Committee,
American Association of Philosophy Teachers, 2005-2006

Program Committee, Eastern Society for Women in Philosophy Spring Conference,
2004-2006.

Book review of *Destined for Evil?* edited by Pedrag Cicovacki, Prentice Hall Publishers,
Spring 2003.

Member of American Philosophical Association, 2002-2004.

Reviewer for *Hypatia: A Journal of Feminist Philosophy*, edited by Linda Lopez McAlister, Joanne Beil Waugh,
and Cheryl A. Hall, 1996-1998.

Community-level

"Kevin's Journey: One Year Later" presented at the Universalist Unitarian Fellowship,
October 2008, Richmond, Kentucky.

"What Happens After We Die?" presented at the Universalist Unitarian Fellowship,
November 2006, Richmond, Kentucky.

References Available Upon Request

NAME: Lynnette Noblitt

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E-MAIL: lynette.noblitt@eku.edu

ADDRESS:

Department of Government
113 McCreary
Eastern Kentucky University
521 Lancaster Avenue
Richmond, Kentucky 40475

EDUCATION:

Juris Doctorate, The University of Michigan Law School, May, 1999.

Master of Science, Biological Chemistry, The University of Michigan Graduate School,
May, 1999.

Bachelor of Science, Molecular Biophysics & Biochemistry, Yale University, May, 1995.

ACADEMIC POSITIONS

Associate Professor, Director of Paralegal Programs, Department of Government, Eastern Kentucky University, 2005-present.

OTHER POSITIONS

Ropes & Gray, Associate in Fish & Neave Intellectual Property Group, 1996-2005.

TEACHING

Course Prefix and Number	Title	Times Taught
ASO 100	Academic Orientation	5
FOR 465	Expert Witness Testimony	4
HON 100	Honors Seminar	4
LAS 210	Introduction to Law	6
LAS 399	Paralegal Internship	13
LAS 490	Independent Study of Law	75 Credit Hours

POL 302	Science and the Liberal Arts	1
POL 765	Administrative Law	1

PUBLISHED WORKS

Refereed Journal Articles:

Lynnette Noblitt, Diane E. Vance, and Michelle DePoy Smith, "A Comparison of Case Study and Traditional Teaching Methods for Improvement of Oral Communication and Critical Thinking Skills," *Journal of College Science Teaching*, accepted for publication 2009.

Non-Refereed Journal Articles:

Lynnette Noblitt, "The Role of the Patent Law Paralegal: Are your students ready?," *Paralegal Educator*, Volume 20, No. 1, 2006, pp. 14-16.

Lynnette Noblitt, "Continuing Paralegal Education: Life-long Learning is a Professional Necessity," *Paralegal Management: The Magazine of the International Paralegal Management Association*, Vol. XXIII, No. 2, 2007, pp. 7-12.

Other published works:

Michael Hale, Lynnette Noblitt, "The First Amendment and Licensing Laws" published in *Encyclopedia of the First Amendment*, CQ Press, 2008. (Peer-reviewed.)

Michael Hale, Lynnette Noblitt, "Case Review of *Virginia v. American Booksellers Association*," In *Encyclopedia of the First Amendment*, CQ Press, 2008. (Peer-reviewed.)

Lynnette Noblitt, 2008, "Unconstitutional as Applied" In the *Encyclopedia of the Supreme Court of the United States*, by Macmillan Reference, 2008. (Peer-reviewed.)

Lynnette Noblitt, 2008, "Territories" In the *Encyclopedia of the Supreme Court of the United States* by Macmillan Reference, 2008. (Peer-reviewed.)

Lynnette Noblitt, 2008, "Government Employees" published in the *Encyclopedia of the Supreme Court of the United States* by Macmillan Reference, 2008. (Peer-reviewed.)

ORAL PAPERS PRESENTED/ INVITED LECTURES

“Improvement of Oral Communication and Critical Thinking Skills: A Comparison of Case Study and Traditional Teaching Methods” 29th Annual Conference on Critical Thinking Berkeley, California, July 2009.

“Bias on the Bench?” 80th Annual Meeting of the Southern Political Science Association, New Orleans, Louisiana, January, 2009.

“Improvement of Oral Communication and Critical Thinking Skills: A Comparison of Case Study and Traditional Teaching Methods” 28th Annual Lilly Conference on College Teaching, Miami, Ohio, November, 2008.

“Critical and Creative Thinking in the Paralegal Classroom” American Association for Paralegal Educators National Conference in Dallas, Texas, October, 2008.

“Patent Law for Chemists” University of Kentucky Chemistry Department Seminar, Lexington, Kentucky, September, 2008.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Charlotte, North Carolina, March 2008.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, New York City, New York, October, 2007.

“Managing Tough Clients and Overbearing Supervisors” Annual Greater Lexington Paralegal Association Continuing Legal Education Conference, Richmond, Kentucky, September, 2007.

“United States Trademark Law” Monthly Greater Lexington Paralegal Association Continuing Legal Education, Lexington, Kentucky, August, 2007.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Washington, DC, July, 2007.

“Copyright Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Miami, Florida, February, 2007.

“Copyright Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Philadelphia, Pennsylvania, October, 2006.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Chicago, Illinois, October, 2006.

“Unique Paralegal Course Offerings” American Association for Paralegal Educators National Conference, New Orleans, Louisiana, October 2006.

“Intellectual Property Issues and Online Courses in the Internet Age” American Association for Paralegal Educators National Conference, New Orleans, Louisiana, October, 2006.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Minneapolis, Minnesota, September, 2006.

“Patent Law for Paralegals,” “Copyright Law for Paralegals,” and “Trademark Law for Paralegals” Paralegal SuperConference, Washington, DC, July, 2006.

“Patent Law for Paralegals” and “Copyright Law for Paralegals” Paralegal SuperConference, Houston, Texas, June, 2006.

“Academic Integrity Issues” American Association for Paralegal Educators Southeast Regional Conference, Greenville, South Carolina, April, 2006.

“H.R. 2795: The Patent Reform Act of 2005: Proposed Changes and Notable Omissions” Kentucky Political Science Association Meeting, Richmond, Kentucky, March, 2006.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Chicago, Illinois, February, 2006.

PROFESSIONAL MEETINGS/WORKSHOPS

Attended American Association for Paralegal Educators National Conference, New Orleans, Louisiana, October, 2005.

GRANTS & CONTRACTS

Funded Projects as PI

Federal Perkins Grant funded in the following amounts:

- 2009-10: \$51,500
- 2008-09: \$8,400, \$8,999 carry-forward for total of \$17,399
- 2007-08: \$11,700, \$1,500 carry-forward for total of \$13,200
- 2006-07: \$10,700

Science and Society Project: Critical Thinking with a Thematic Approach, request for proposal accepted by QEP Committee. Proposal funded \$49,800 for 2007-2012.

Active Student Learning Fund: Request to send paralegal students to the Kentucky Paralegal Association meeting as part of LAS 490 Independent study of Law course. Funding in the following amounts:

- Fall 2005: \$2,378
- Fall 2006: \$1,728

- Fall 2007: \$1,428
- Fall 2008: \$916
- Fall 2009: \$1,733

Proposals not funded as CoPI

Annual Strategic Budgeting Request Proposal for Interactive Civic Engagement (ICE): \$20,000 plus \$10,500 recurring funds requested 2005.

STUDENT SUPERVISION (Scholarly/Creative Activities)

Honors Thesis Mentoring:

Katrina Winkler, Indian Surrogate Pregnancy and Adoption, 2008-09
 Ashley Johnson, Domestic Violence and the Response of the Family Court System
 2007-08

Undergraduate Independent Study Students:

Diane Young	Fall 2009
J. Michelle Hoffman	Fall 2008
Jacob Gerke	Fall 2008
Laurel Hightower	Fall 2008
Ivory Hill	Fall 2008
Rebecca Hoffman	Fall 2008
Leonard Johnson	Fall 2008
Janie Lewis	Fall 2008
Angela Smith	Fall 2008
Brandi Robinson-Walker	Fall 2008
Chelsey Watkins	Fall 2008
Kimberly Gregory	Fall 2008
Clay White	Fall 2008
Bethsheba Hollon	Fall 2008
Shannon Bradbury	Spring 2008
Deborah Earle	Fall 2007
Ashley Johnson	Fall 2007
Shannon Bradbury	Fall 2007
Brittney Seals	Fall 2007
Nancy Jenkins	Fall 2007
Ivory Hill	Fall 2007
Laurel Hightower	Fall 2007
Susannah Roitman	Fall 2007
Angela Smith	Fall 2007
Janie Lewis	Fall 2007

Brittany Seals			Fall 2007
Donna Huddleston			Fall 2006
Melinda Brock			Fall 2006
Mary Campbell			Fall 2006
Sheila Miller-Cobb			Fall 2006
Christy	May	Fall	2006
Ivory	Hill	Fall	2006
Christy L. May			Fall 2006
Jessica Wells			Fall 2006
Ashley	Neu	Fall	2006
Heather Harmon			Fall 2006
Donna Huddleston			Fall 2006
Kendra Gaines			Fall 2006
Nancy S. Davis			Fall 2006
Sara Fox			Fall 2006
Michelle Hoffman			Fall 2006
Alison E. Hash			Spring 2006
Aleia R. Bush			Fall 2005
Stacy R. Dickerson			Fall 2005
Alison E. Hash			Fall 2005
Christy L. May			Fall 2005
Ashley D. Stacy			Fall 2005
Paula L. Willoughby			Fall 2005
Nancy S. Davis			Fall 2005

INSTITUTIONAL SERVICE

University Committees:

Department of Government Faculty Senate Representative (2006-11)

Faculty Senate Executive Committee Member (2008-11)

General Education Committee, Faculty Senate Representative (2008-10)

Honors Program Advisory Board Member (2006-10)

Constitution Day Committee (Member 2005-07, Chair 2007-present)

Hearing Officer for Residency Appeal Hearings (2006-present)

Copyright Education Work Group (2008-present)

Rights and Responsibilities Committee for Faculty Senate (2006-09), (Chair

2008-09)

Model Pre-K Taskforce Member (2007-09)

Intellectual Property Committee Liaison for Jerry Pogatschnik (2005-06)

College Committees:

College of Arts & Sciences Strategic Planning Committee (2006-09)

College of Arts & Sciences Faculty Development Committee (2005-06)

Department Committees:

Department of Government Undergraduate Programs Committee (2005-present)

Department of Government Strategic Planning Committee (2005-present)

Department of Government Merit Committee (2005-07, 2008-10) (Chair, 2006-07)

Department of Government Student-Faculty Relations Committee (2005-present)

Department of Government Teaching Evaluation Committee (2008-09)

Department of Government Academic Practices Committee (2005-06)

SERVICE TO THE PROFESSION

Member, New York State Bar Association, Second Appellate Division (2000-present)

Treasurer, Ogichidaa Scholarship Foundation, Inc. (2001-present)

Hosted Conference for Greater Lexington Paralegal Association on Eastern Kentucky University Campus (September, 2007)

PROFESSIONALLY RELATED COMMUNITY SERVICE

Guest Speaker, Model Laboratory School Constitution Day (2009)

Guest Speaker, Somerset Community College (2008-09)

Host, Eastern Kentucky University High School Mock Trial Tournament (January 2008)

Member of League of Women Voters and Moderator of several candidate debates for Madison County political offices and judicial positions (2007-present)

EKU Paralegal Program representative to ECU Color of Justice and Safety Day (November 2006 and April 2008)

Judge, Kentucky Middle School Mock Trial Team (Spring 2008)

Host, Teen Court Initiation Ceremony (November 2007)

Judge, Kentucky High School Mock Trial Team (Spring 2007)

Guest Speaker, Madison County Career Day (November 2007)

Judge, Eastern Kentucky University Mock Trial Competition (Fall 2006-07)

OTHER ACTIVITIES/ACCOMPLISHMENTS

Pre-law student advisor (2008-present).

Advisor to ECU Paralegal Program students on academic and related matters (2005-present).

Curriculum Vita

ROSE M. PERRINE

Office Address:

Department of Psychology
Eastern Kentucky University
Richmond, Kentucky 40475-3108
Phone: (859) 622-2378
Fax: 859 622-5871
Email: rose.perrine@eku.edu

Home Address:

200 Dale Lane
Paint Lick, KY 40461
Phone: (859) 986-9506

Present Position

Professor, Department of Psychology, Eastern Kentucky University (1991- Present)
Coordinator General Education Assessment, Eastern Kentucky University (2006 – Present)
Coordinator General Education, Eastern Kentucky University (2007 – Present)

Education

Ph.D. Social Psychology, University of California, Santa Cruz 1990
Emphasis: Program Evaluation, Statistics, Research Methodology
Dissertation: The Emotional Consequences of Providing Social Support

M.S. Psychology, University of California, Santa Cruz 1987
Masters Thesis: Human-Computer Interaction

B.A. Psychology, California State University, Northridge 1985
Emphasis: Statistics, Research Methodology

Honors and Awards

Ψ University of California, Santa Cruz

- Teaching Assistant of the Year 1990
- Earned Distinction on all three Doctoral-level qualifying exams

Ψ California State University, Northridge

- Graduated Summa Cum laude
- Outstanding Psychology Student of the Year 1985
- Delmar C. Nicks Memorial Scholarship Award 1985
- National Dean's List 1981-1985
- Life Member Psi Chi Honor Society

Ψ Eastern Kentucky University

- Distinguished Consultant Award, SAEOPP, 1998
- Outstanding Faculty Coordinator, Cooperative Education, 2001 - 2002

- **Teaching Experience**

Ψ *Department of Psychology, Eastern Kentucky University, 1991 – Present*

- Academic Orientation for Psychology Majors
- Introduction to Psychology
- Research Methods / Statistics
- Senior Research Thesis
- Information Literacy in Psychology
- Research in Professional Psychology (Graduate)
- Social Psychology and Cultural Diversity (Graduate)
- Program Evaluation for the Social and Behavioral Sciences (Graduate)

ψ *Department of Psychology, University of California, Santa Cruz, 1988-1991*

- Introduction to Psychology
- Statistics for Psychology
- Data Analysis / Intermediate Statistics / Research Methods
- Child Development
- Beginning UNIX for the Computer-Shy / Computer Workshops

ψ *Honors Faculty, Department of Psychology, West Valley College, Saratoga, CA 1990*

- Experimental Psychology
- Research Methods with Psychophysiology Laboratory

Publications

- Williams, K. S. & Perrine, R. M. (2008). Retaining Disadvantaged Students through Leadership Development Involving Service Learning and Political Advocacy. *Opportunity Matter, 1*, 33-43.
- Perrine, R. & Spain, J. W. (2008). Impact of a pre-semester college orientation program: hidden benefits? *Journal of College Student Retention: Research, Theory & Practice, 10*(1).
- Perrine, R. & Wells, M. (2006). Labradors to Persians: Perceptions of pets in the workplace. *Anthrozoos, 19*(1), 65-78.
- Wilson, S., & Perrine, R. (Fall/Winter, 2005). We know they are smart, but have they learned anything? Strategies for assessing learning in honors. *Honors in Practice, 27-37*.
- Perrine, R. & King, A. S. (2004). Why do you want to see me? Students' reactions to a professor's request as a function of attachment and note clarity. *The Journal of Experimental Education, 73*(1), 5-20.
- Perrine, R. (2001). College stress and persistence as a function of attachment and social support. *Journal of the First Year Experience & Students in Transition, 13*(1), 7-22.

- Perrine, R. & Wilkins, S. (2001). College students' reactions to tutoring: The role of prior experience and attachment. *Journal of the First Year Experience and Students in Transition*, 13(2), 55-72.
- Wells, M. & Perrine, R. (2001). Critters in the cube farm: Perceived psychological and organizational effects of pets in the workplace. *Journal of Occupational Health Psychology*, 6(1), 81-87.
- Wells, M. & Perrine, R. (2001). Pets go to college: The influence of pets on students' perceptions of faculty and their offices. *Anthrozoos*, 14(3), 161-168.
- Perrine, R. & Heather, S. (2000). Effects of picture and even-a-penny will help appeals on anonymous donations to charity. *Psychological Reports*, 86, 551-559.
- Perrine, R. (1999). Please see me: Students' reactions to professors' request as a function of attachment and perceived support. *The Journal of Experimental Education*, 68 (1), 60-72.
- Perrine, R. (1999). Stress and college persistence as a function of attachment style. *Journal of the First Year Experience & Students in Transition*, 11, 25-38.
- Perrine, R. (1998). Students' views of characteristics of instructors' approachability. *Psychological Reports*, 82, 519-529.
- Perrine, R. & Osborn, H. (1998). Personality characteristics of dog and cat persons. *Anthrozoos*, 11 (1), 33-40. Reprinted in C. P. Flynn (Ed.), *Social Creatures: A Human and Animal Studies Reader* (2008) (pp.280-291). New York: Lantern Books.
- Perrine, R., Lisle, J. & Tucker, D. (1995). Effects of syllabus offer of help, student age, and class size on college students' willingness to seek support from faculty. *The Journal of Experimental Education*, 64 (1), 41-52.
- Perrine, R. (1995). Computer learning and feelings of control. *Eastern Kentucky University Educational Review*, 19 (1), 26-33.
- Wagner, J. & Perrine, R. (1994). Women at risk for homelessness: Comparison between housed and homeless women. *Psychological Reports*, 75, 1671-1678.
- Perrine, R. (1993). On being supportive: The emotional consequences of listening to another's distress. *The Journal of Social and Personal Relationships*, 10 (3), 371-384.

Research Activities and Professional Presentations

- Does Openness to Diversity Influence College Success? (Peer-Reviewed) Poster Presentation at the 12th Annual National Conference on Students in Transition, November, 2005, Costa Mesa, CA.
- Program Evaluation of New Student Days Orientation Program, Eastern Kentucky University. Longitudinal Study: 2002—2006. Three reports submitted to administration: One-semester retention: Spring 2003; One-year retention: Fall 2003. Two-year retention: Fall 2004
- Please See Me: Students' Reactions to Professors' Request as a function of Attachment. Poster. Kentucky Psychological Association Conference, Louisville, KY, Nov 1999.
- Stress, Social Support and College Persistence as a function of Attachment. Poster. Midwestern Psychological Association Conference, Chicago, May 1999.
- What Makes an Instructor Approachable? Poster Presentation. Kentucky Psychological Association Conference, Louisville, Oct 1996.
- Women at Risk for Homelessness: Comparison between Housed and Homeless Women. Poster Presentation. Southeastern Psychological Association Conference, New Orleans, April 1994.
- Codependency: Relationship to Adult Attachment Style, Alcohol/Drug Use, Parental Alcohol Abuse, and Childhood Abuse. Poster Presentation. Southeastern Psychological Association Conference, New Orleans, April 1994.
- Computer Learning and Students' Feelings of Control. Poster Presentation. Kentucky Psychological Association Conference, Louisville, Oct 1993.
- Santa Cruz City County Public Library: The Public Access Computer Catalog (PAC) Project. Program Evaluation conducted for the director of libraries. California, 1989

Grant Activities

- ψ Eastern Kentucky University Assessment Grant (2006; funded). \$500 for Outcome Assessment Activities (Development of Grading Rubric: Research Papers)
- ψ Paul P. Fidler Research Grant. Center for the First-Year Experience and Students in Transition. (2005; not funded) Transitions through college: Engaging citizens and promoting student success.
- ψ Eastern Kentucky University Assessment Grant (2005; funded). \$15000 for Outcome Assessment Activities (ACAT Exam) in Psychology Department.

ψ NSF Equipment Fund Grant (1994; funded) \$25,000 for a joint Economics and Psychology Statistics Laboratory

ψ Eastern Kentucky University Research Grant (1999; funded) \$522.80 for research project: Pets in the Workplace

Service

ψ *Eastern Kentucky University*

University-Level Service

- Chair: University General Education Committee
- Ex Officio Member: College of Arts & Sciences Curriculum Committee
- Founding member: Committee for Institutionalizing Undergraduate Research
- Director: Undergraduate Presentation Showcase
- University Contact Person: Posters-at-the-Capitol Undergraduate Research Conference
- Consultant: Student Support Services Research/Statistics
- Program Evaluator: Student Success Institute, Nova Program & Education Pay\$ Program
- Member: University Institutional Review Board
- Member: University Student Retention Committee
- Member: Promotion and Tenure Committee. College of Arts & Sciences
- Advisor: Undergraduate Students, Undeclared Majors
- Member: University Committee on The Hallmark of Excellence
- Member: University Search Committee Associate Provost & Dean of Graduate Education/Research
- Chair: Orientation Course Committee, College of Arts & Sciences
- Consultant: Research/Statistics PT3 Federal Grant, College of Education/A & S

Department-Level Service

- Chair: Strategic Planning Committee
- Chair: Outcome Assessment Committee
- Organizer & Member: Human Subjects Ethics Committee
- TracDat Database Specialist
- Coach: Psych Bowl Team
- Chair and Member: Graduate Admissions Committee
- Member: Graduate Curriculum Committee
- Member: Undergraduate Curriculum Committee,
- Mentor: Graduate-Student Instructors for Introductory Psychology course
- Advisor: Undergraduate Students, Psychology Majors

ψ *Community*

- Consultant: University of Kentucky Graduate Course: Preparing Future Faculty
- Consultant: Estill County School District: Program Evaluation
- Consultant/Instructor: KAEOPP: Program Evaluation Expert

ψ *Professional*

- Ad Hoc Reviewer: *The Journal of Social and Personal Relationships*
- Ad Hoc Reviewer: *The Journal of Applied Social Psychology*
- Ad Hoc Reviewer: *The Journal of Social Science and Medicine*
- Ad Hoc Reviewer: *Psi Chi Journal of Undergraduate Research*
- Ad Hoc Reviewer: *Society and Animals*
- Ad Hoc Reviewer: *Anthrozoos*
- Annual Reviewer: Southeastern Psychological Association Conference. Student Research Papers 1993-present
- Judge: Kentucky Psychological Association Conference. Student Research Posters, 1991-98

Dr. Bruce R. Pratt

Eastern Kentucky University
Department of Agriculture
(859) 622-2237
Email: Bruce.Pratt@eku.edu

Education

- Ph D** West Virginia University, Morgantown, WV, 1979.
Major: Reproductive Physiology
Supporting Areas of Emphasis: Claude Worthington Foundation Fellow
- MS** West Virginia University, Morgantown, WV, 1976.
Major: Reproductive Physiology
Supporting Areas of Emphasis: Claude Worthington Foundation Fellow
- BS** Delaware Valley College, Doylestown, PA, 1974.
Major: Animal Husbandry

Professional Positions

Academic

- Director, EKU CRAFT** (Center for Renewable and Alternative Fuel Technology),
August 2009 – Present; Eastern Kentucky University, Richmond, KY
- Chair, Department of Agriculture**, 2004 - Present
Eastern Kentucky University, Richmond, KY
- Professor of Agriculture**, 1998 - Present
Eastern Kentucky University, Richmond, KY
- Associate Professor of Agriculture** -1988 – 1998
Eastern Kentucky University, Richmond, KY
- Assistant Professor of Animal Science** – 1981-1987
University of Maine, Orono, ME
- Postdoctoral Research Associate** – 1979 – 1981
Oklahoma State University, Stillwater, OK

Development Activities Attended

Conference, KACTE Conference, KACTE, Louisville, KY. (July 6, 2009 - July 8, 2009).
Attended the annual conference for Career and Technical Education. Participated in proceedings and Ag Teacher Workshops.

Conference, International Biomass Conference, Portland, OR. (April 28, 2009 - April 30, 2009).
Attended the International Biomass Conference to update current technologies and make contacts in biomass area.

Conference, Energize Kentucky, UK, U of L, Berea College & Centre College, Lexington, KY. (April 16, 2009).
Served on a panel with other college representatives to discuss energy issues and programs at various institutions.

Conference, International Poultry Convention, Poultry Federation, Atlanta, GA. (January 28, 2009 - January 30, 2009).
Attended the International Poultry Convention. Helped coordinate student interviews with poultry companies.

TEACHING

Teaching Experience

Eastern Kentucky University

- ⊕ AGR 125, Principles of Animal Science, 1 course.
- ⊕ AGR 126, Animal Science Laboratory, 2 courses.
- ⊕ AGR 255, Companion Animal Management, 1 course.
- ⊕ AGR 770, Advanced Technical Agriculture, 1 course.

RESEARCH

Presentations Given

Pratt, B. R. (Presenter Only), Ohio River Valley Algae Symposium, "EKU CRAFT," KY Dept of Energy, Henderson, KY. (August 13, 2009).
Discussion on the scope and nature of the Center for Renewable and Alternative Fuel Technology. Funding sources, research areas and future plans.

Pratt, B. R. (Presenter Only), Earth Days Presentation, "Biofuels - Energy of the Future," EKU Earth Days Committee, Carter Building. (April 14, 2009).

Strategic Area: Agriculture, Economic Development, Environment, Science and Technology

Presented a lecture on Biofuels as part of Earth Day Activities. Approximately 30 students plus 2 staff were in attendance.

Pratt, B. R. (Presenter Only), Kansas State University - Biofuels Exploratory Program, "EKU CRAFT - Biofuels Program," Kansas State University/General Atomics, Manhattan, KY. (February 11, 2009).

Gave a presentation as to the scope and nature of the newly formed EKU CRAFT Biofuels program at EKU.

Pratt, B. R. (Presenter Only), Kentucky County Judge Executive Annual Meeting, "EKU CRAFT - Local Solutions," Kentucky County Judge Executive Annual Meeting, Lexington, KY. (February 5, 2009).

Invited Presentation on the scope of EKU CRAFT and the potential it has for local governments.

Pratt, B. R. (Presenter & Author), Board of Regents Meeting, "EKU - CRAFT," Eastern Kentucky University, Student Services Building. (January 26, 2009).

Gave an overview of EKU CRAFT and the Potential for EKU and Commonwealth of Kentucky

Contracts, Grants and Sponsored Research

Grants

Pratt, Bruce Robert (Project Director & Principle Investigator), "Cellulosic Based Algae Derived Biofuels" – Federal, \$3,636,099. (September 2009 - September 2013).

The four-year goal of the project is to complete the biomass surveys and technology development sufficiently to prove the feasibility of full-scale heterotrophic algae production of biofuels in Kentucky using locally-grown cellulosic feedstocks. This project lays the foundation for establishment of biomass and the technological infrastructure for evaluation of biomass for feedstock to be used in heterotrophic oil producing algae.

Pratt, Bruce R. (Co-Investigator), Llewellyn, Don (Principal), "The Transition to Biofuel Feedstock Production in Kentucky," Sponsored by Kentucky Ag Development Funds, State, \$220,000.00. (August 2009 - June 2011).

Strategic Area: Agriculture

Evaluation of Biomass Crops to be used as an alternative crop while transitioning for use as a biofuel crop.

Pratt, Bruce R. (Co-Investigator), "Eastern Kentucky University - Center for Renewable and Alternative Fuel Technologies (EKU-CRAFT)," Sponsored by ARC, State, \$350,000.00. (October 2009 – September 2011).

SERVICE

Eastern Kentucky University

Committee, Member, EKV Chairs Association - Member, Serve on Steering Committee
February 2004 - Present.

Committee, Member, Southern Growth Policy - Energy Forum, Member
February 20, 2009.

Strategic Area: Agriculture, Economic Development, Science and Technology
Was a member of the Organizational Committee for the Southern Growth Energy
Forum hosted by EKV.

Professional

Committee, Member, Kentucky Johne's committee
January 2008 - Present.

Committee is developing strategies for identification and control of Johne's
Disease in Cattle

Committee, Member, Kentucky Agriculture Council
February 2004 - Present.

During 2007, helped develop a strategic plan for the direction of Agriculture in
Kentucky. Meet approximately 6 times throughout the state to assist in the
development of the plan that was completed in December 2007.

Student Organization

Student Organization, Advisory - Unrelated to Dept./College, EKV Pre-Vet Club
1990 - Present.

Teaching Experience

Courses developed and instructed

Eastern Kentucky University

Fall 2006-present;

Undergraduate/introductory

Introduction to Biology Laboratory

Introduction to Biology

Human Physiology

Upper level undergraduate/graduate

Behavioral Ecology

Hormones and Behavior

Current Topics in Ecology and Evolution

(students critique current research literature)

Teaching Assistant Courses

Lehigh University

2000; 2002-2003

Introductory to Cell and Molecular Biology Laboratory 1998-

Designed and Taught Histology Laboratory

Additional Teaching Lectures

Lehigh University

Behavioral Ecology – Mate Choice Theory

Behavioral Endocrinology – Hormones and Parental Behavior

Histology – Adrenal Gland; Hearing, Touch, and Taste Senses

Pigeon Key Foundation

Coral Reef Fish – Damselfish Reproductive Behavior

Teaching Awards

2006 - Distinguished Educational Leader Award: Exceptional Classroom Performance

presented by Student Government Association of Eastern Kentucky University

- one of four awards presented among all university professors

Grants and Research Awards

Competitive Subcontract: Institutional development

NIH

Network of Biomedical Research Excellence (INBRE); PI Nigel Cooper, University of Louisville

Title: Neuropeptide Modulation of Biparental Care in a Monogamous Fish

2008-2009

Award: \$174,116

Graduate Education and Research Scholarship

Eastern Kentucky U.

Award: teaching release time in 2008 to prepare a manuscript

2007

(Declined for NIH INBRE award)

Junior Faculty Summer Salary Research Award

Eastern Kentucky U.

Title: Neuropeptide modulation of parental behavior

2006

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NIH NRSA Post Doctoral Fellowship Grant
Title: Neuropeptide modulation of social behaviors
Award: \$130,972

Cornell University
2003 – 2006

Department of Neurobiology and Behavior Training Grant
(Declined for NIH award)

Cornell University
2003

Memberships and Affiliations

The Animal Behaviour Society	1997-present
The International Society for Behavioral Ecology	1998-present
The Society for Behavioral Neuroendocrinology	2001-present
New York Academy of Science	2003-present

Public Outreach

2007; 2008 - Kentucky Science and Technology Middle and High School Research Fair.
Judged student research projects; 6-8th grade organismal projects; and judged the winner of all the winners between all categories 9th-12th grade.

2007 - Lecture for San Diego High Tech High NOSCIB students

Presented a lecture on marine life and organisms to high school students competing in the National Ocean Sciences Bowl (high school students compete based on their knowledge of marine science).

2003 - Pigeon Key Foundation

Gave high school students and summer interns a hands-on approach to field research; gave lectures to high school students enrolled in the Pigeon Key Foundation Education Programs

Field Work

Costa Rica
December 1999

Study Species:
convict cichlid

Discovery Bay, Jamaica
Discovery Bay Marine Laboratory
Summer 1998

Study Species:
beaugregory damselfish

Florida Keys
Pigeon Key Foundation
August; November 2003
March; July 2004
March; May; July-August 2005
June 2006

Study Species:
beaugregory damselfish

Veterans Memorial Park
July 2007

Study Species:
beaugregory damselfish

Invited Addresses

Fall 2009, Lehigh University

Department of Biological Sciences

“The Physiology of Fighting is Fishy: Can natural history predict the neuroendocrine mechanisms of affiliation and aggression?”

Fall 2007, University of Kentucky

Department of Biology

“Ecological and Neuroendocrinological Determinants of Reproductive Behavior in Fishes.”

Fall 2006, Eastern Kentucky University

Department of Biological Sciences

“Exploring the mechanisms of monogamy and aggression in a biparental fish.”

Spring 2006, McMaster University

Department of Psychology, Neuroscience and Behavior

“When Tempers Flare: Field studies on the neuropeptide modulation of social dynamics in a territorial damselfish.”

Spring 2006, Eastern Kentucky University

Department of Biological Sciences Seminar Series

“From Behavioral Ecology to Physiology: An integrative approach to the evolution of aggression and social dynamics.”

Spring 2006 Hawaii Institute of Marine Biology, University of Hawaii

“From Behavioral Ecology to Physiology: An integrative approach to the evolution of aggression and social dynamics.”

Spring 2006 Long Island University, C.W. Post Campus

Biology Department Seminar Series

“New insights into the modulation of behavior: Field studies in a territorial tropical damselfish.”

Spring 2006 Cornell University

Department of Animal Science, Reproduction and Endocrinology Seminar Series

“New insights into the neuropeptide modulation of aggressive behavior: Field studies in a territorial tropical damselfish.”

Spring 2003 Cornell University

Department of Neurobiology and Behavior Seminar Series

“Mate searching and the influence of competition in a monogamous biparental fish, the convict cichlid, *Archocentrus nigrofasciatum*”

Student mentoring

Undergraduate and High School (noted by *) students trained

Eastern Kentucky University

2008 – present; Chris Snyder, Audrey Wilkerson, Ibrahim Jadoon*

Project “Do experienced females provide the same care as inexperienced females?”

2008-present; Eric Cook

Project “Does female parental care change with offspring age”

2006 – 2009; Alisha Hall, Wenshan Liu

Project “ Neuropeptides effects on aggression and the dear enemy effect”

2006 – 2009; Nirmalee Ratnamalala, McNair Scholarship

Project “AVT’s influence on male parental aggression in the convict cichlid.”

2006 – 2007; Amanda Wilks (aided graduate student; Bethany Westrick)

Project “Neuropeptides and female retrieval behavior in the convict cichlid”

Cornell University

2004 – 2006; Cornell University, Christina DuRoos.

Project “AVT’s influence on single male aggression in the convict cichlid.”

Honors Thesis committees

2006, Cornell University, Ryan Wong

2008. Eastern Kentucky University, Nirmalee Ratnamalala

Graduate Students Mentored

2006 – present; Bethany Westrick

2007 – present; Heather Govert

Graduate Student Committees served on

2006 – present:

Christine Lattin

Brad McLeod

Patrick Ian Horn

Kimberly Little

Chad Soard

Patrick Lee Droppelman

Patrick Gastrin

Jeffery Jackson

Jason Courter

Mary Jane Donaldson

Louise Peppe

Keith Rutz

Presentations at Meetings (First author = presenter, underline = undergraduate author)

Talks:

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Santangelo, N & N. Ratnamalala. 2008. Angry dads: Modulation of male parental aggression via the neuropeptide arginine vasotocin (AVT). International Society of Behavioral Ecology

Ratnamalala, N & N. Santangelo. 2008. Angry dads: Modulation of male parental aggression via the neuropeptide arginine vasotocin (AVT). Ronald McNair Post Baccalaureate Achievement Program. *Talk placed 2nd among Biological Sciences talks.*

Santangelo, N. 2008. Male aggression is modulated differently via the neuropeptides vasotocin and isotocin in males of a parental fish species versus a non-parental fish species. Kentucky Academy of Sciences.

Santangelo, N & A.H. Bass. 2006. New insights into neuropeptide modulation of aggression: Field studies in a territorial tropical damselfish. Kentucky Academy of Sciences.

Santangelo, N. & M. Itzkowitz. 2002. Courtship Differences Among Rejected and Selected Convict Cichlid Males. The Animal Behavior Society.

Santangelo, N. & M. Itzkowitz. 2001. How Does Mate Variation Influence Mate Searching in Female Convict Cichlid Fish? The Animal Behavior Society.

Santangelo, N. & M. Itzkowitz. 2000. Mechanisms Behind Mate Choice of Male Convict Cichlids. The Animal Behavior Society.

Santangelo, N. & M. Itzkowitz. 1999. The Male Beaugregory's Decision to Court or Defend. The Animal Behaviour Society.

Santangelo, N. & M. Itzkowitz. 1999. Mechanisms Behind Mate Choice of Female Convict Cichlids. The Animal Behaviour Society.

Posters:

Ratnamalala, Nirmalee and N. Santangelo. 2008. Angry dads: Male parental aggression as a measure of parental care and its modulation via the neuropeptide arginine vasotocin (AVT). Kentucky Posters at the Capitol.

Ratnamalala, Nirmalee and N. Santangelo. 2007. The effects of the neuropeptide arginine vasotocin (AVT) on male aggression in the monogamous convict cichlid, *Archocentrus nigrofasciatus*. Eastern Kentucky University. Kentucky Academy of Science

Santangelo, N. & A.H. Bass. 2006. Neuropeptide Modulation of Aggression: Field Studies in a Territorial Tropical Damselfish Reveal Inverted U-Shaped Dose Function for Arginine Vasotocin (AVT). Cornell University. The Society for Behavioral Neuroendocrinology.

Santangelo, N. & A.H. Bass. 2005. AVT Facilitation of Aggression in a Territorial Damselfish. Cornell University. The Society for Behavioral Neuroendocrinology.

Publications

- Gagliardi-Seeley, J., Joseph Leese, **N. Santangelo**, & M. Itzkowitz. 2009. Mate choice in female convict cichlids (*Archocentrus nigrofasciatus*) and the relationship between male size and dominance. *J. Ethology* 27:2 249-254
- Santangelo, N.** & A.H. Bass. 2006. New insights into neuropeptide modulation of aggression: Field studies in a territorial tropical damselfish. *Proceedings of the Royal Society, Series B: Biological Sciences* 273: 3085-3092. (highlighted paper on Proceedings web site).
- Santangelo, N.** & M. Itzkowitz. 2006. How does competition influence mate choice decisions for males and females in the monogamous convict cichlid fish, *Archocentrus nigrofasciatus*? *Behaviour* 143: 619-642.
- Richter, M, **N. Santangelo**, & Itzkowitz, M. 2005. Biparental division of roles in the convict cichlid fish: Influence of intruders numbers and locations. *Ethology, Ecology & Evolution* 17:1-15.
- Santangelo, N.** 2005. Courtship as communication; What are individuals saying to rejected and selected mates? *Animal Behaviour* 69: 143-149.
- Itzkowitz, M., **N. Santangelo**, A. Cleveland, A. Bockelman, & M. Richter. 2005. Is the selection of sex-typical parental roles based on an assessment process? A test in the monogamous convict cichlid fish. *Animal Behaviour* 69: 95-105.
- Santangelo, N** & M. Itzkowitz. 2004. Sex differences in the mate selection process of the monogamous, biparental convict cichlid, *Archocentrus nigrofasciatus*. *Behaviour* 141: 1041-1059.
- Itzkowitz, M., **N. Santangelo**, & M. Richter. 2003. How does a parent respond when its mate emphasizes the wrong role? A test using a monogamous fish. *Animal Behaviour* 66(5):863-869.
- Santangelo, N.**, M. Itzkowitz, M. Richter, & M.P. Haley. 2002. Resource attractiveness of the male Beaugregory damselfish and his decision to court or defend. *Behavioral Ecology* 13: 676-681.
- Itzkowitz, M, **N. Santangelo**, & M. Richter. 2001. How similar is the coordination of parental roles among different pairs? An examination of a monogamous fish. *Ethology* 108 (8): 727-738.
- Itzkowitz, M, **N. Santangelo**, & M. Richter. 2001. Parental division of labor in a monogamous fish: The shift from minimal to maximal role specialization. *Animal Behaviour*. 61(6): 1237-1245.
- Diruggiero, J, **N. Santangelo**, Z. Nackerdien, J. Ravel, F. T. Robb. 1997. Repair of

extensive ionizing-radiation DNA damage at 95 degrees C in the hyperthermophilic archaeon *Pyrococcus furiosus*. *Journal of Bacteriology*, 179 (14): 4643-4645.

CURRICULUM VITAE

STEPHEN SUMITHRAN

ADDRESS:

110 Primrose Circle
Richmond, KY 40475
Phone: (859) 626-1187

EDUCATION:

- 1997. Doctor of Philosophy in Wildlife Sciences.** Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA. *Dissertation title:* Status and Ecology of the Nilgiri tahr (*Hemitragus hylocrius*) in the Mukurthi National Park, South India.
- 1990. Wildlife Conservation and Management Training Program.** Conservation and Research Center, Smithsonian Institution, Virginia.
- 1990. Master of Science in Wildlife Sciences.** Department of Fisheries and Wildlife Resources, West Virginia University, Morgantown, WV. *Thesis title:* Small Mammal Predation on Gypsy moth (*Lymantria dispar*) larvae and pupae.
- 1987. Master of Science in Zoology.** Department of Zoology, Madras Christian College, INDIA. *Thesis title:* Studies on the Eco-biology of the Vedanthangal and Nellapattu Waterbird Sanctuaries, South India.
- 1985. Bachelor of Science in Zoology.** Department of Zoology, Madras Christian College. INDIA.

Stephen Sumithran

RELEVANT WORK EXPERIENCE

Assistant Professor – 1998 – to date. Department of Biological Sciences, Eastern Kentucky University, Richmond, KY.

- Responsible for the conduct of graduate and undergraduate courses: (a) **Conservation Biology**, (b) **Ecology and Management of Resident and Migratory Wildlife**, (c) **Ecology**, (d) **General Zoology**, (e) **Principles of Wildlife Management**, (f) **Evolution**, (g) **Upland Wildlife Management**, (h) **Conservation of Wildlife Resources**
- Designed curriculum, delivered all lectures, conducted labs, formulated and graded exams, and advised students

Lecturer - 1997-1998. Department of Wildlife, Humboldt State University, Arcata, CA.

- Responsible for the conduct of three senior level courses: (a) **Ecology and Management of Upland Habitats for Wildlife**, (b) **Conservation Biology** and, (c) **Ecology and Management of Upland Game**
- Responsible for three sections of Senior Seminar in Wildlife. Topics: (a) **Endangered Species Management**, (b) **Ecosystem Management** and, (c) **Recent Advances in Wildlife Study**.
- Designed curriculum, delivered all lectures, conducted labs with a weekend field trip, formulated and graded exams, and advised students

Graduate Teaching Assistant- Spring 1997. Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA.

- Assisted in the conduct of a three credit undergraduate course in **Wildlife Population Ecology**.
- Delivered lectures, graded exams and assignments, and advised students

Graduate Teaching Assistant- Fall 1996. Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA.

- Assisted in the conduct of a three credit undergraduate course in **Principles of Fisheries and Wildlife Management**.
- Delivered a lecture on conservation issues in India
- Graded assignments and advised students.

Course Instructor- Spring 1996. Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA.

- Responsible for a one credit course on **Introduction to Microcomputers**
- Delivered lectures and conducted lab sessions.
- Formulated, administered and graded quizzes and lab assignments.

Stephen Sumithran

Principal Investigator - September 1992 to December 1995. Indo-US Nilgiri Tahr Project c/o Nilgiri Wildlife and Environment Association, Nilgiris.

Objectives of the study were to determine:

- Status and distribution of the Nilgiri tahr within the Mukurthi National Park, S. India
- Ranging patterns and habitat use by Nilgiri tahr
- Key ecological factors that regulate tahr population
- Viability of the tahr population

The duties and responsibilities included:

- Prepared proposal and generated funding
- Planned, designed and implemented data collection
- Analyzed data
- Coordinated and communicated results to State and Central Governments and NGO's
- Prepared of interim and final reports
- Made management recommendations

Course Instructor - Fall 1991. Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA.

- Responsible for a three credit course in **Wildlife Techniques** for undergraduate seniors
- Conducted lectures and fieldwork (lab) sessions.
- Formulated, administered and graded examinations and lab assignments.

Graduate Teaching Assistant- Spring 1992. Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA.

- Assisted in the teaching of a three credit undergraduate course in **Wildlife Ecology**.
- Assisted in delivering lectures and conducting fieldwork
- Administered and graded examinations and lab assignments.

Instructor- May-August 1991. Wildlife Conservation and Management Training Program. Conservation and Research Center, Front Royal, VA.

- Developed course curriculum for 20 students from developing countries, in wildlife conservation. Primary objective was to expose and train field personnel from developing countries to the latest techniques in ecological studies.
- Delivered lectures and conducted fieldwork in wildlife ecology, use of computers and wildlife study techniques.
- Assisted students in purchasing books and equipment to be taken back to their countries.

Graduate Teaching Assistant - August 1988 to April 1990. Department of Biology, West Virginia University, Morgantown, WV.

- Taught three sections of **Introductory General Biology** labs per semester
- Conducted laboratory sessions, graded homework assignments, and constructed and graded examinations.

Stephen Sumithran

Project Assistant- June 1987-July 1988. School of Animal Behavior, Madurai Kamaraj University, India.

- Conducted surveys to identify bat roosts, mist netting, radio tracking marked bats
- Maintained Short nosed fruit bat (*Cynopterus sphinx*) in captivity under different light regimes for circadian rhythm studies.
- Assisted fellow researchers in circadian rhythm studies on micro-chiropterans, rodents, birds and humans

Project Investigator - May 1985 to June 1986 - Studies on the Eco-biology of Vedanthangal and Nellapattu Waterbird Sanctuaries.

- Conducted inventory of waterbirds, censuses, and studies on nesting chronology.
- Conducted field experiments to compare and document paddy yields utilizing guano-enriched waters of the sanctuary versus conventional fertilizers.
- Funding for project was generated from the Range Rovers Foundation, Madras.
- Findings documented in masters thesis at Madras Christian College, Madras.

Technical Assistant - May 1986 to August 1986. Center for Research in New International Economic Order, Madras.

- Surveyed Kolli Malayalis (Tribals) to assess socio-economic status, demographics and utilization of local resources.
- Surveyed the Kolli hills to assess availability of local resources and potential
- Suggested eco-development strategy which included fruit growers' cooperatives, medicinal plant farms, pig-rearing, apiary (bee-keeping) and carpentry.
- Published findings in Indian Geographical Journal 60(2): 145-149

President - 1984-1987 PRAKRUTHI- NGO in Madras

- Launched and coordinated a major conservation effort to save the Olive Ridley sea turtles and their nests along the coast of Madras, with people's participation.
- Coordinated activities with other nature-oriented NGO's including World Wildlife Fund, Students Sea Turtle Conservation Network and Madras Crocodile Bank and the Tamil Nadu Forest Department
- Organized media campaigns to create eco-awareness among the citizens of Madras.
- Conducted eco-awareness camps for school children including handicapped students, developed curriculum for the camps and led discussions, field trips and delivered lectures.

WILDLIFE AND CONSERVATION ACTIVITIES AND RESEARCH:

1. Conducted a weeklong course on Wildlife and Forest Ecology for 20 students in the Semester In India Program organized by Gustavus Adolphus College and Concordia College, MN. October 1995.

Stephen Sumithran

2. Conducted study on the status and ecology of the Nilgiri tahr in the Nilgiris, S. India. 1992-1996
3. Session Chair at the VIth Annual meeting of the Society for Conservation Biology, VPI&SU. 1992.
4. Participated in the Wildlife Conservation and Management Training Program conducted by the Conservation and Research Center, Smithsonian Institution Virginia. June-August 1990.
5. Conducted a inventory of the Chiropteran fauna of Warren County, Virginia, study sponsored by the Friends of the National Zoo and Conservation and Research center, Front Royal. 1990-1991.
6. Conducted a study on the effects of NEMACUR on songbird populations, for Environmental Labs, Inc. at the Kennedy Space Center, Florida. 1989.
7. Collaborated with German scientists to setup study with radiotelemetry on Indian false vampire bat (*Megaderma lyra*). Madurai Kamaraj University. 1987-1988
8. Studied forest tribals in Kolli and Kal-Kadambur Hills, in relation to their conservation of wildlife. 1986.
9. Participated in workshop on 'Environmental Activities for Nongovernmental organizations at the Center for Environmental Education, Ahmedabad. 1986
10. Organized several environmental camps for School children at nature reserves in S. India under the auspices of PRAKRUTHI
11. Delivered lecture on Scrub jungle Birds, at the Wildlife Week celebrations, organized by the Madras Museum. 1986
12. Organized and participated in 'Turtle Walks' along the beaches of South Madras to locate sea-turtle nests.
13. Participated in the Sea Turtle Conservation Workshop, organized by the Central Marine Fisheries Research Institute, Madras. 1984.
14. Participated and delivered a lecture on birds at the wildlife study camp at Anamalai National Park, S. India, conducted by World Wildlife Fund (India)

Stephen Sumithran

15. Conducted avian ecological studies at the Vedanthangal and Nellapattu water bird sanctuaries, India.

PUBLISHED PAPERS, REPORTS, PRESENTATIONS, AND ABSTRACTS:

Inavovich, E., S. SUMITHRAN, R.B. Frederick. 2002. Spatially Explicit Modelling of the Allegheny Woodrat Habitat in Kentucky. Proceedings of the Southeastern Association of Fish and Wildlife Agencies.

Bauer, C. R., and S. SUMITHRAN. 2001. Effect of commercial and subsistence activities on the golden-rumped elephant-shrew, (*Rhynchocyon chrysopygus*). 8th. Annual Conference of the Wildlife Society, Reno, NV.

Ivanovich, E., S. SUMITHRAN, R.B. Frederick. 2001. Predicting habitat suitability for an endangered species. Kentucky GIS Conference, Lexington, KY

Cook, P.C., S. SUMITHRAN, and M.L. Foster . 2001. Comparative study of cranial and molecular characteristics of the eastern cottontail and Appalachian cottontail. Tennessee Academy of Science/Kentucky Academy of Science 2001 Joint Meeting, Murfreesboro, TN.

Scurlock, B. and S. SUMITHRAN. 2000. Ruffed Grouse Food Habits in Kentucky. KDFWR Annual Staff Meeting.

O'Keefe, J. and S. SUMITHRAN. 2000. Grouse Chick Survival Rates at Yatesville Lake WMA. KDFWR Annual Staff Meeting.

Ivanovich, E. and S. SUMITHRAN. 2000. A Predictive Model of Allegheny Woodrat Habitat in Kentucky Using a GIS. Annual Meeting of the Kentucky Chapter of the Wildlife Society.

Bauer, C. and S. SUMITHRAN. 2000. Ecology of the Golden Rumped Elephant-Shrew (*Rhynchocyon chrysopygus*). 86th. Annual Meeting of the Kentucky Academy of Sciences.

Scurlock, B. and S. SUMITHRAN. 2000. Ruffed Grouse Winter Diets in the Appalachian Plateau. 86th. Annual Meeting of the Kentucky Academy of Sciences.

O'Keefe, J. and S. SUMITHRAN. 2000. Use of Elevation by Ruffed Grouse at Clinch Mountain WMA, VA. 86th. Annual Meeting of the Kentucky Academy of Sciences.

Stephen Sumithran

Ivanovich, E., S. SUMITHRAN, and R.B. Frederick. 2000. A Geographical Information System Model to Predict Allegheny Woodrat Habitat in the Daniel Boone National Forest, KY. 86th. Annual Meeting of the Kentucky Academy of Sciences.

SUMITHRAN, S. and J. D. Fraser. 1997. Status and Conservation of the Nilgiri tahr, *Hemitragus hylocrius*, in the Mukurthi National Park, South India. 75th Annual Meeting of the Virginia Academy of Science, VA. Virginia Journal of Science 48(2):153. (Awarded Best Student Paper)

SUMITHRAN, S. and J. D. Fraser. 1997. Habitat Use by the Nilgiri tahr in the Nilgiris, S. India. Annual Meeting of the Society for Conservation Biology, Victoria, B. C. (Oral Presentation and Abstract)

SUMITHRAN, S. and J. D. Fraser. 1996. Status, Ecology and Conservation of the Nilgiri tahr (*Hemitragus hylocrius*) in the Mukurthi National Park, S. India. Ecological Society of America annual combined meeting, Providence, RI. Supplement to Bulletin of the Ecological Society of America. 77(Part 2):34.

SUMITHRAN, S., J. D. Fraser and R. Radcliffe. 1996. Ecology and population dynamics of the Nilgiri tahr (*Hemitragus hylocrius*) in the Nilgiris, S. India. Final Report submitted to the U.S. Fish and Wildlife Service.

SUMITHRAN, S., J. D. Fraser and R. Radcliffe. 1994. Ecology and population dynamics of the Nilgiri tahr (*Hemitragus hylocrius*) in the Nilgiris, S. India. Second Annual Report submitted to the U.S. Fish and Wildlife Service.

SUMITHRAN, S., J. D. Fraser and R. Radcliffe. 1993. Ecology and population dynamics of the Nilgiri tahr (*Hemitragus hylocrius*) in the Nilgiris, S. India. First Annual Report submitted to the U.S. Fish and Wildlife Service.

Rudran, R and S. SUMITHRAN 1992. Wildlife Conservation and Management Training Program (Poster) VIth. Annual meeting of the Society for Conservation Biology, Blacksburg, VA.

Audet, D., D. Krull, G. Marimuthu, S. SUMITHRAN, and J. B. Singh 1991. Foraging behavior of the Indian False Vampire bat (*Megaderma lyra*) (Chiroptera: Megadermatidae) Biotropica 23(1): 63-67.

SUMITHRAN, S. 1990. Studies on the Chiropteran fauna in Warren county, Virginia. Report to the National Zoological Park, Washington D.C.

SUMITHRAN, S. 1990. Small mammal predation on Gypsy moth (*Lymantria dispar*) larvae and pupae in West Virginia. Unpublished Masters thesis. West Virginia University.

Stephen Sumithran

- SUMITHRAN, S. 1989. Attitudes of the general public towards predators - A survey. West Virginia University Project Report.
- Audet, D., D. Krull, G. Marimuthu, S. SUMITHRAN, and J. B. Singh. 1988. Foraging strategies of the Indian False Vampire bat (*Megaderma lyra*). Bat Res. News 29(4) 43.
- SUMITHRAN, S. 1987. Studies on the ecobiology of the Vedanthanagal and Nellapattu water bird sanctuaries. Unpublished Masters thesis. Madras Christian College, India.
- SUMITHRAN, S. and A. Zohair. 1986. Eco-development strategy for the tribals of the Kolli hills, South India. The Indian Geographical Journal. 60(2): 145-149.
- SUMITHRAN, S. 1986. Nature: Mammals on the campus, Woodchips. Student magazine of Madras Christian College. India.
- SUMITHRAN, S. 1985. Breeding behavior of the Olive Ridley (*Lepidochelys olivacea*) on the South Madras coast. Independent Project Report.
- SUMITHRAN, S. 1984. Half a century of bird life on our campus. Centenary issue of the Madras Christian College Magazine.
- SUMITHRAN, S., M. Natrajan and T.L. Shashikala. 1982. Studies on the ecology and behavior of the White-headed Babbler (*Turdoies affinis*). Project Report, Madras Christian College.
- SUMITHRAN, S. 1981. Gecko feeding on mouse. Journal of the Bombay Natural History Society. 79 (3):691-692.
- SUMITHRAN, S. 1981. Magpie robin feeding on geckoes. Journal of the Bombay Natural History Society. 79 (3):671.
- SUMITHRAN, S. 1979. Birds of our school campus. Madras Christian College School Magazine.

RESEARCH GRANTS AND AWARDS:

1. Research Grant to study Influences of forest fragmentation on bat species richness and habitat use in Central Kentucky – Proposal funded by Institutional Research Grants, Eastern Kentucky University. 1999. - \$3,081.50
2. Research Grant to study Brood Survival and Habitat use by Ruffed Grouse in the Yatesville Lake Wildlife Management Area. 1999-2001– R.K. Mellon Foundation - \$85,000.00

Stephen Sumithran

3. Food Habits of the Ruffed Grouse – Kentucky Department of Fish and Wildlife Resources. 1999- \$609.00 (, in equipment)
4. Research Grant to study Small Mammal and Allegheny Woodrat Distribution in Kentucky – Kentucky Department of Fish and Wildlife Resources - \$7000.00
5. Small Mammal and Allegheny Woodrat Distribution in Kentucky (Year II) – Kentucky Department of Fish and Wildlife Resources - \$3500.00
6. Best Student Paper Award at the 75th Annual Meeting of the Virginia Academy of Science. Paper titled: Status and Conservation of the Nilgiri Tahr, *Hemitragus hylocrius*, in the Mukurthi National Park, South India.
7. Travel grant from the Graduate Student Assembly of Virginia Polytechnic Institute and State University, Blacksburg, to attend the Society of Conservation Biology Annual Meeting 1997. \$210
8. Research grant from the U.S. Fish and Wildlife Service to study the ecology and population dynamics of the Nilgiri tahr in the Nilgiris, S. India, 1992-1995. INR 110,000 (= \$60,000).
9. Research grant from Nilgiri tahr studbook keeper, Minnesota Zoological Park to study the ecology of the Nilgiri tahr in the Mukurthi National Park, S. India, 1992. \$1500
10. Career Development Award, Smithsonian Institution, August 1990. \$600.
11. Visiting Student Award, Smithsonian Institution, May 1990. \$550.
12. Research grant from the Friends of the National Zoo, Washington and The Conservation and Research Center, Front Royal to survey the Chiropteran fauna in and around Warren County, VA. 1990. \$1500
13. Research grant from Madurai Kamaraj University, to study circadian rhythms in the short-nosed fruit bat (*Cyanopterus sphinx*), 1987. INR 15,000.
14. Research grant from Range Rovers Foundation, to study Ecobiology of the Vedanthangal and Nellapattu Waterbird sanctuaries, June 1986. INR 400.
15. Research grant from Center for Research in New International Economic Order, to study eco-development strategy for tribals in Kolli Hills, S. India. 1986. INR 750.

Stephen Sumithran

MEMBERSHIP OF ENVIRONMENTAL GROUPS:

1. Member, PRAKRUTHI (NGO in Madras)
2. Member, Kentucky Academy of Sciences
3. Member, World Wildlife Fund (India)
4. Member, Nilgiri Wildlife and Environment Association, India

MEMBERSHIP OF HONOR SOCIETIES:

Inducted into Xi Sigma Pi, National Forestry Honorary, West Virginia Chapter 1990.

REVIEWER:

1. Member – Program Committee, Contributed paper or contributed poster Sub-committee - 9th Annual Meeting of the Wildlife Society in Bismarck, ND. 2002
2. Grant Proposal Reviewer - Scholarly Grants Program – Smithsonian Institution, Washington, D.C. 2000-2005
3. Grant Proposal Reviewer - Small Grants Program – Lincoln Zoo, Chicago, IL 1999-2001
4. Paper Reviewer - Journal of the West Virginia Academy of Science 1996-1997

LANGUAGES KNOWN:

English, Tamil, Telugu, and French

SARAH TSIANG

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Eastern Kentucky University
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E-mail: sarah.tsiang@eku.edu

EDUCATION

B.A. Linguistics University of Chicago, 1983.
M.A. Linguistics University of Illinois, Urbana, 1985.
Specialization: Applied Linguistics
Ph.D. Linguistics University of Illinois, Urbana, 1997.

Specialization: Sanskrit Studies.

Dissertation: The discourse functions of subordinate constructions in Classical Sanskrit narrative texts.

PROFESSIONAL WORK EXPERIENCE

Asst. Professor, Dept. of English & Theatre, EASTERN KENTUCKY UNIVERSITY, Richmond, (2001-2006).

Assoc. Professor, Dept. of English & Theatre, (2006-).

Dept. of English & Theatre:

ESL	Developmental Composition	ESL: Theory (grad)
World Literature 1, 2	Composition 1	Linguistics (grad)
Asian Literature	Grammar	History of English (grad)
Mythology		Indian Literature (grad)

Honors Program:

Legacy of Classical Languages	Mysteries of the East
The Foreigner Abroad	

Faculty advisor: World Mythology Club, International Students Organization.

Visiting Asst. Professor, Dept. of Linguistics, UNIVERSITY OF ILLINOIS, Urbana, (2000-2001).

Sanskrit I	Sanskrit II
------------	-------------

Faculty advisor: Sanskrit Club.

Visiting Professor, Faculty of Humanities, MIE UNIVERSITY, Tsu, Japan, (1997-2000).

Phonetics	English Conversation	Language in America
Language Communication	English Composition	UK & USA Today
Second Lang. Acquisition		

Faculty advisor: English Club.

Visiting Professor, Faculty of Law & Literature, SHIMANE UNIVERSITY, Matsue, Japan, (1995-1996).

Phonetics & Phonology	Second Lang. Acquisition	English Conversation
Morphology & Syntax	English as an Intl. Lang.	Western Culture

Faculty Advisor: University Scholarships.

Sessional Lecturer, Dept. of Linguistics, UNIVERSITY OF ALBERTA, Edmonton, Canada, (1991-1995).

Intro. to Ling. I & II	L1 Acquisition	Discourse Analysis (grad)
Sociolinguistics	L2 Acquisition	Experimental Psycholing. (grad)
Historical Ling.		

PROFESSIONAL PUBLICATIONS

Articles

- Tsiang, S. 2009. Straight from the horse's mouth: Animals in fiction and their linguistic ways. In Patricia Sutcliffe, Toby Griffen & Lois Stanford, eds. *LACUS 34: The 34th LACUS FORUM 2007*, Richmond, KY: LACUS.
- Shordike, Anne, Stewart, Kendra & Tsiang, Sarah. 2006. Participant perspectives on the Faculty Learning Communities experience. In Nancy Simpson & Jean Layne, eds. *Student Learning Communities, Faculty Learning Communities, & Faculty Development*. Stillwater, OK: New Forums Press, 103-20.
- Tsiang, S. 2004. New linguistic perspectives in a Post-September 11th world. In Gordon D. Fulton, William J. Sullivan & Arle Lommel, eds. *LACUS 30: The 30th LACUS Forum 2003*, Victoria, B.C., Canada: LACUS, 437-445.
- Tsiang, S. 2003. Linguistic lessons from the War on Terrorism. In Douglas W. Coleman, William J. Sullivan & Arle Lommel, eds. *LACUS 29: The 29th LACUS Forum 2002*, Houston: LACUS, 171-82.
- Tsiang-Starcevic, S. 2000. Connotation as a factor in lexical choice in media coverage of the Yugoslavian civil war. In A. Melby & A. Lommel, eds., *LACUS 26: The 26th LACUS Forum 1999*, Fullerton, CA: LACUS, 543-551.
- Tsiang-Starcevic, S. 2000. Usage patterns of non-finite verbs in Classical Sanskrit fables and stories. *Mie University Bulletin of the Faculty of Humanities and Social Sciences*, 17, 153-164.
- Tsiang-Starcevic, S. 1999. Patterns in the development and spread of the term 'ethnic cleansing'. *Philologia*, 31, 65-79.
- Tsiang-Starcevic, S. 1998. Contextual usage of special terms in media coverage of the Yugoslavian civil war. *Philologia*, 30, 35-54.
- Tsiang-Starcevic, S. 1998. Grammatical alternatives and their effect on discourse flow in Classical Sanskrit narrative texts. *Mie University Bulletin of the Faculty of Humanities and Social Sciences*, 15, 185-199.
- Stanford, L. & Tsiang-Starcevic, S. 1998. Discourse functions as a significant variable in *do*-support alternation in Shakespeare's English. In S. Embleton, ed., *LACUS 24: The 24th LACUS Forum 1997*, Chapel Hill, NC: LACUS, 326-339.
- Tsiang-Starcevic, S. & Stanford, L. 1997. The role of rhetorical factors in the usage of *do*-support in six Shakespeare plays. *Shimane University Memoirs of the Faculty of Law & Literature*, 2, 69-90.
- Stanford, L. & Tsiang-Starcevic, S. 1997. Use and diffusion of auxiliary *do* in interrogatives and negatives in Shakespeare's English. In A. Melby, ed., *LACUS 23: The 23rd LACUS Forum 1996*, Chapel Hill, NC: LACUS, 665-682.
- Tsiang-Starcevic, S. 1996. Discourse factors and temporal sequencing in Classical Sanskrit narrative texts. *Shimane University Memoirs of the Faculty of Law & Literature*, 1, 43-66.
- Tsiang, S. 1988. The discourse function of the absolutive in the *Pañcatantra*. *Studies in the Linguistic Sciences*, 18:2, 163-181.

Tsiang, S., & Watanabe, A. 1986. The *Pañcatantra* and Aesop's Fables: A comparison of rhetorical structure in classical Indian and western literature. *Studies in the Linguistic Sciences*, 17:1, 137-146.

Book Reviews

Tsiang, S. 2005. A thorough accounting of the distinguishing characteristics of American English. Book review of Gunnel Tottie: *An Introduction to American English*. *American Speech* 80:1.98-104.

Tsiang, S. 2003. Book review of Anita K. Barry: *English Grammar: Language as Human Behavior*. *Syntax in the Schools* 20:1.13-15.

Tsiang, S. 1985. Book review of Caroline MacAfee: *Varieties of English around the world: Glasgow*. *World Englishes*, 4:2.280-282.

Invited Contributions to Journals

Tsiang, Sarah. 2009. Preface. *LACUS Forum XXXIV: Speech and Beyond*. Houston, TX: LACUS. Pp. xi-xiii.

Tsiang-Furrier, Sarah. 2007. Two submissions to Tribute to Ladislav Zgusta. *Dictionaries* 28. Pp. 170-1, 173.

Online

Muroga-Mura and the Muroga Family. Los Angeles: Makai Media, March 15, 2006.
< <http://www.makaimedia.com/muroga/>>.

PROFESSIONAL CONFERENCES

Animals in translation: Animals in transition. *Kentucky Philological Association Annual Conference*. University of Louisville. Louisville, KY, March 7, 2008.

Straight from the horse's mouth: Animals in fiction and their linguistic ways. *The 34th LACUS Forum*. Eastern Kentucky University. Richmond, KY, July 25, 2007.

Larry McMurtry's horses: Steed characterization. *Kentucky Philological Association Annual Conference*. Pine Mountain State Resort Park. Pineville, KY, March 2, 2007.

Who are the players when all the world's a stage. *Kentucky Philological Association Annual Conference*. Western Kentucky University, Bowling Green, KY, March 2006.

Don Quixote's windmills as a window on popular culture. *Commemorative Conference on Cervantes' Don Quixote*. University of Texas, San Antonio, TX, November 2005.

Recycling war material: Bases for lexical repetition in the language of war. *The 32nd LACUS Forum*. Dartmouth College, New Haven, CN, 2005.

Linguistic views of Mt. Everest: Assigning the blame for the 1996 Expedition disaster. *Kentucky Philological Association Annual Conference*. Northern Kentucky University, Highland Heights, KY, 2005.

Discourse foundations of the dreamworld in Kazuo Ishiguro's *The Unconsoled*. *Kentucky Philological Association Annual Conference*. Morehead State University, Morehead, KY, 2004.

The rhetorical potential of verbs for perspective-switching in Sanskrit fable and story literature. *The 31st LACUS Forum*, University of Illinois, Chicago, IL, 2004.

Developing an empathetic response to non-standard English. *The Second Annual Symposium on Educator Dispositions*. Eastern Kentucky University, Richmond, KY, 2003.

New linguistic perspectives in a post-September 11th world. *The 30th LACUS Forum*, University of Victoria, Victoria, Canada, July 2003.

Reflections on the Faculty Learning Community experience. With Anne Shordike & Kendra Stewart. *The 23rd Annual Lilly Conference on College Teaching*. Miami University, Oxford, OH, 2003.

Dealing with dialect at Eastern Kentucky University. *Kentucky Philological Association Annual Conference*. Kentucky State University, Frankfort, KY, March 2003.

Linguistic lessons from the War on Terrorism. *The 29th LACUS Forum*, University of Toledo, Toledo, OH, 2002.

Ascertaining discourse motivations for grammatical choices. *The 27th LACUS Forum*, University of Quebec, Montreal, Canada, 2001.

Connotation as a factor in lexical choice in media coverage of the Yugoslavian civil war. *The 26th LACUS Forum*, University of Alberta, Edmonton, Alberta, 1999.

Rhetorical aspects of media coverage of the Yugoslavian civil war. *Committee on Institutional Cooperation Annual Fellows Conference*, Indiana University & Purdue University, Indianapolis, IN, 1998.

Discourse functions as a significant variable in *do*-support alternation in Shakespeare's English. Joint research presented by L. Stanford. *The 24th LACUS Forum*, York University, Toronto, Canada, 1997.

The influence of rhetorical factors on *do*-usage in Shakespearean drama. Joint research presented by L. Stanford. *Alberta Conference on Language (ACOL)*, Banff, Alberta, Canada, 1996.

Use and diffusion of auxiliary *do* in interrogatives and negatives in Shakespeare's English. Joint research presented by L. Stanford. *The 23rd LACUS Forum*, Brigham Young University, Provo, UT, 1996.

Factors associated with *aux-do* development in Shakespearean English. Joint research presented by L. Stanford. *Alberta Conference on Language (ACOL)*, Banff, Alberta, Canada, 1995.

The role of literacy in the Vedic tradition: A look at the evidence. *Alberta Conference on Language (ACOL)*, Banff, Alberta, Canada, 1993.

Finite vs. non-finite subordination in Classical Sanskrit narrative texts. *South Asian Languages Analysis Roundtable (SALA) XIII*, University of Illinois, Urbana, IL, 1991.

Clear descriptions of complex designs: The language of strategies in the *Vetalapañcavimsati*. *South Asian Languages Analysis Roundtable (SALA) XI*, University of Wisconsin, Madison, WI, 1989.

The Sanskrit revival movement: Its purpose and potential. *Committee on Institutional Cooperation Annual Fellows Conference*, Purdue University, West Lafayette, IN, 1988.

The discourse function of the absolutive in the Pañcatantra. *South Asian Languages Analysis Roundtable (SALA) X*, University of Washington, Seattle, WA, 1988.

The perception of Sanskrit in modern India. *South Asian Languages Analysis Roundtable*

(SALA) IX, Cornell University & Syracuse University, Ithaca, NY, 1987.

Western standards for non-western nations: The case of English abroad. *Committee on Institutional Cooperation Annual Fellows Conference*, Michigan State University, East Lansing, MI, 1986.

The *Pañcatantra* and Aesop's Fables: A comparison of rhetorical structure in classical Indian and western literature. Joint research presented with A. Watanabe. *South Asian Languages Analysis Roundtable (SALA) XIII*, University of Illinois, Urbana, IL, 1986.

PROFESSIONAL PRESENTATIONS

From Roman times to Times New Roman: Linguistic issues in the computer age. *Forum on New Developments*, Eastern Kentucky University, Richmond, KY, 2002.

From my old home to *My Old Kentucky Home*: Reflections on Japanese and Kentucky culture. *Lectures in Honor of Dr. Kinya Kobuchi on his 60th Birthday*. Ichishi, Japan, 2002.

It's not easy when they don't speak your language: An American in Japan. *Foreign Language Club*, Eastern Kentucky University, Richmond, KY, 2002.

Lives of wives of Buddhist monks. *Sanskrit Club*, University of Illinois, Urbana, IL, 2001.

Like a western woman in a sari: Reflections on my experiences in India. *Sanskrit Club*, University of Illinois, Urbana, IL, 2001.

The rhetoric of war: Development and usage of the term 'ethnic cleansing'. *English Dept. Lecture Series*, Nagoya Gakuin University, Nagoya, Japan, 2000.

The historical development of expressions related to particular wars. *Historical Linguistics Club*, University of Illinois, Urbana, IL, 2000.

How discourse factors can explain preferences among grammatical alternatives: Examples from Sanskrit literature. *English Dept. Lecture Series*, Nagoya Gakuin University, Nagoya, Japan, 1998.

The rhetorical potential of grammatical constructions. *Philologia Lecture Series*, Mie University, Tsu, Japan, 1997.

English in Japan: The good, the bad, and the ugly. *Faculty of Education Seminar Series*, Shimane University, Matsue, Japan, 1996.

Aux-do development in Shakespearean drama. Joint research presented by L. Stanford. *Research Initiatives Poster Session*, University of Alberta, Edmonton, Alberta, 1996.

The discourse functions of subordinate constructions in Classical Sanskrit narrative texts. *Department of Linguistics Colloquium*, University of Alberta, Edmonton, Alberta, Canada, 1991.

In search of Sanskrit scholars: My fieldwork in India 1986-1987. *Linguistics Department Seminar Series*, University of Illinois, Urbana, IL, 1987.

World Englishes: Characteristics and implications. *Linguistics Colloquium*, University of Illinois, Urbana, IL, 1986.

POPULAR PUBLICATIONS

Articles

Tsiang, Sarah. 2009. One club, three barrels, four champions. *Horse Resource*, February, 2:2.54-57.

Tsiang, Sarah. 2009. Cowboy Mounted Shooting: More barrels, more fun. *Horse Resource*, July, 2:7.26-27.

On-line

The Madison County Quarter Horse Association <<http://www.mcqha.com>>

2009

Speaking of horses ... <<http://www.mcqha.com/index.htm>>

2009 Babies <http://www.mcqha.com/html/Archive/Feature%20Articles/06_09%20Babies%202009.htm>

Cowgirls rule at Kentucky Junior Rodeo

<http://www.mcqha.com/html/Archive/Feature%20Articles/04_09%20Junior%20Rodeo.htm>

Happy St. Patrick's Day

<http://www.mcqha.com/html/Archive/Feature%20Articles/03_09%20St%20Patricks%20Day.htm>

Valentine's Day feature <http://www.mcqha.com/html/Archive/Feature%20Articles/02_09%20valentines.htm>

MCQHA 2008 Year in review

<http://www.mcqha.com/html/Archive/Feature%20Articles/01_09%20year%20review.htm>

2008

Special photo feature <http://www.mcqha.com/html/Archive/Feature%20Articles/12_08%20Funny.htm>

One club, three barrels, four champions

<http://www.mcqha.com/html/Archive/Feature%20Articles/11_08%20one%20club.htm>

Trial riding and more in Missouri <http://www.mcqha.com/html/Archive/Feature%20Articles/10_08_CCTR.htm>

William Ball & Will Bingham: Kentucky Futurity

<http://www.mcqha.com/html/Archive/Feature%20Articles/09_08%20ballBingham.htm>

Cowboy Mounted Shooting: Blast from the past

<http://www.mcqha.com/html/Archive/Feature%20Articles/08_08_MountedShooting.htm>

HONORS & AWARDS

Finalist. May 15, 2008. American Quarter Horse Association Team Wrangler Fix My Horse Essay Contest.

Faculty Development Grant. 2005. Granted by Eastern Kentucky University for expenses at the *Commemorative Conference on Cervantes' Don Quixote*, University of Texas, San Antonio.

Faculty Development Grant. 2003. Granted by Eastern Kentucky University for expenses associated with being an exchange teacher at the Liaoning Institute of Technology, Jinzhou, China. (deferred)

Grant to participate in a Diversity Learning Community. 2002. Granted by the Teaching & Learning Center, Eastern Kentucky University.

RESEARCH AREAS

- Sanskrit
- Discourse analysis
- Sociolinguistics
- Horses in culture, horses in language and literature, the animal in literature

LANGUAGE PROFICIENCY

English	Native
Sanskrit	Good
German	Fair

Japanese	Communicative
Serbian/Croatian	Communicative
Chinese	Communicative
French, Spanish	Reading

PROFESSION-RELATED COMMUNITY SERVICE

Madison County Quarter Horse Association, Richmond, KY. Secretary, 2006, 2007. Publicity Secretary, 2008-present. Creator of and writer for webpage: www.mcqha.com.

St. Panagia Greek Orthodox Church, Lexington, KY. Oratorical Festival Chair, 2006-2008. Editing church history for its 60th anniversary celebration.

Kobuchi Hospital, Ichishi, Japan, 1998-2000. Gave twice-monthly lectures on American and foreign cultures as an educational program for long-term patients.

REFERENCES

Professor Hans Henrich Hock, Dept. of Linguistics, University of Illinois

4088 FLB, Urbana, IL 61801

Phone: (217) 333-0357; Fax: (217) 333-3466; E-mail: hhhock@uiuc.edu

Professor Seiki Ayano, Dept. of English, Mie University

1515 Kamihhamacho, Tsu, Mie, Japan 514-001

E-mail: ayano@human.mie-uac.jp

Professor James Kenkel, Dept. of English & Theatre, Eastern Kentucky University

467 Case Annex, Richmond, KY 40475

Phone: (859) 622-3177; Fax: (859) 622-3156; E-mail: jim.kenkel@eku.edu

Professor Deborah Core, Dept. of English & Theatre, Eastern Kentucky University

467 Case Annex, Richmond, KY 40475

Phone: (859) 622-2098; Fax: (859) 622-3156; E-mail: deborah.core@eku.edu



September 22, 2009

TO WHOM IT MAY CONCERN:

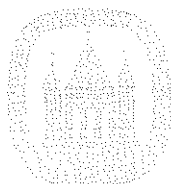
During the last six months, I have had the privilege of discussing the proposed Animal Studies course at Eastern Kentucky University with my colleague and friend, Professor Robert Mitchell. Bob and I worked together on an "Animal Minds" conference at the University of Toronto in the summer of 2008; and since then, I have been fortunate to hear of his plans for an Animal Studies major at ECU. I have also read the complete proposal for the major with enthusiasm and admiration.

Animal Studies is a burgeoning field, one that attracts many students. Thus far, no university has offered an Animal Studies major, although many provide one or two courses in the area. I have taught "Animals in Literature" class here at the University of Wisconsin, Whitewater several times as a special topics course, and it has always drawn a full classroom. Professor Mitchell has had the foresight to propose the first major in the field, and I have no doubt that it will be recognized as an important and pivotal contribution to Animal Studies and to ECU.

One of the great strengths of such a program, in my opinion, is its interdisciplinarity. Although "interdisciplinarity" is often cited as a desirable goal, few people realize the intellectual challenges it poses. It requires openness to a breadth of methodologies and perspectives that enhance critical thinking and regularly place one outside of his or her "comfort zone." This is precisely the kind of intellectual experience that excites students. And I think that Professor Mitchell is especially adept at bringing together people from all points of view. I have no doubt that the new major will provide a high quality experience for students, one that will be an asset in the job market after they graduate.

A handwritten signature in cursive script that reads "Julie A. Smith".

Julie A. Smith
Associate Professor
Department of Languages and Literatures
University of Wisconsin, Whitewater





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Career Services
Division of Student Affairs
career@eku.edu
www.career.eku.edu

SSB Room 463, SSB CPO 62
521 Lancaster Avenue
Richmond, KY 40475-3162
859.622.1568 – Fax: 859.622.1570

September 28, 2009

RE: ANIMAL STUDIES PROGRAM SUPPORT

This letter is in support of the Bachelor of Science in Animal Studies program being proposed by the Psychology Department and taught in conjunction with the departments of Agriculture; Anthropology, Sociology, & Social Work; Biology; English; Government; and Philosophy & Religion at Eastern Kentucky University.

The mission of EKU Career Services is to provide guidance and resources to a diverse student population, enabling them to achieve their career-related goals. In doing so, our office encourages students to follow their passions and set their goals high when considering their career options. We work directly with students in helping them with their career decisions, developing the tools necessary to compete in the job market, assisting with the graduate school process, helping them connect with potential employers, and ultimately finding a job.

In working with students making career decisions, I have personally talked with individuals who have a passion for working with and/or studying about animals. Other than Wildlife Management or Agriculture, we have never had an option for these students to pursue. So, I do think that many students would be very attracted to the degree just based on their areas of interest.

In terms of job opportunities for graduates of this degree program, like many of our liberal arts programs, we would work with the students individually to see how they can best apply their skill set in the work world. In our research of jobs currently posted that relate to animal studies, a majority of the positions are science-based. Students interested in pursuing these opportunities could easily be advised to take courses in their major requirements, general education requirements and free electives that would prepare them for these careers. Students not interested in science-based careers can apply their interdisciplinary skills in career fields such as county extension, marketing, sales, public relations, retail management, journalism, entrepreneurship, non-profit administration in **industries** related to animal care, products, husbandry, agribusiness, professional organizations, tourism, pharmaceuticals, research and governmental agencies. There are also occupations directly related to animal studies that are projected to experience increased hiring in Kentucky based on projections by the U.S. Department of Labor.



Occupation	Projected growth In KY 2006 – 2016	Projected growth in U.S. 2006 – 2016
Animal Breeders	+29%	+4%
Animal Control Workers	+12%	+12%
Animal Trainers	+23%	+23%
Nonfarm Animal Caretakers	+26%	+18%
Veterinary Assistants & Laboratory Animal Caretakers	+17%	+16%
Conservation Scientists	+19%	+5%

In addition, the degree would obviously be an excellent preparation for students considering graduate school in a more specialized field of study, either behavioral or science-based. As of our last graduation survey, 28% of ECU students planned to attend graduate school immediately after completing their undergraduate degree.

In conclusion, I think that there are a wide variety of opportunities that await students graduating with a degree in animal studies, both in Kentucky and nationally. I also feel that the degree would be a major draw for the many students passionate about working with and studying about animals.

Please feel free to contact me if you need further information.

Sincerely,

Laura Melius, Director
EQU Career Services



30 Sept 2009

To Whom It May Concern:

I am writing in support of the proposed major in Animal Studies. I am a professor in the Department of Biology at the University of Louisville, and my research is in the field of animal behavior.

I believe this major would be an excellent addition to the programs at Eastern Kentucky University. The degree plan is well thought out, and the course requirements are well balanced among varied fields, all of which address aspects of animals and their interactions and relationships with humans.

This program represents an interesting and highly functional blend of arts and sciences courses. A student with this degree would clearly be qualified for jobs in a wide variety of fields, some of which are mentioned in the proposal. Students interested in pursuing a graduate degree would similarly be qualified for programs in diverse subjects. In my own area of interest, students could enter graduate programs in animal ecology or animal behavior. Furthermore, if a student chose additional foundational biology courses to fulfill elective requirements, that student could be admitted into general graduate programs in biology such as the one at University of Louisville. As this suggests and the proposal notes, this degree plan is highly flexible, and its graduates could tailor their studies to emphasize areas of interest to them and to enable them to achieve further educational goals.

Programs in Animal Studies are at present rare. Their scarcity may in part be a result of the interdisciplinary nature of this field - some universities balk at accommodating interdisciplinary work, despite the obvious benefits for faculty and students, which include improved communication, increased opportunities for collaboration across departments, and more synthetic scholarship. With this program, ECU has the opportunity to be in the forefront of education in animal studies, and to develop a new major that is likely to be highly attractive to students.

Thank you for your attention.

Sincerely yours,

Dr. Perri Eason
Professor



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College of Arts and Sciences
Department of Psychology
521 Lancaster Ave: 127 Cammack Bldg
Richmond, KY 40475

Rose M. Perrine, Ph.D.
859 622-2378
rose.perrine@eku.edu

September 8, 2009

To Whom it Concerns:

I support the proposed Animal Studies Major at Eastern Kentucky University. As a social psychologist who conducts research on animal-human interaction, I am always seeking motivated undergraduate students who would be interested in learning about such research, and assisting in the research process. I believe that the Animal Studies Major will attract good students from across the country with whom I can collaborate on mutually beneficial scholarly activities.

Sincerely,

Rose M. Perrine
Psychology

Professor,



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College of Arts and Sciences
Department of Anthropology, 521
Sociology, and Social Work

Keith 223
Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-1644

To: Curriculum Committee

Cc: Robert Mitchell, Ph.D.
Department of Psychology

From: Stephanie McSpirit, Ph.D,
Sociology Program
Department of Anthropology, Sociology and Social Work

RE: Letter of Support, Animal Studies Major
Eastern Kentucky University

I would like to throw my full weight of support behind the momentum that is mounting, here at EKU, to develop, build and promote an Animal Studies major. As the formal justification for this major rightly claims, this will be the first Animal Studies major of its kind in the United States. While other universities may offer "specializations" and "concentrations," Eastern Kentucky University would be the first to have built a full university curriculum in animal studies for undergraduates. Can you imagine the draw that this will have in pulling undergraduate students from across the United States onto our university campus? As you know, there is an emerging ethic and growing understanding among young people especially regarding our connection to the environment and other species. This curriculum in Animal Studies will appeal to so many young minds. In fact, as rumor has gotten out on these developments, I have already received email inquiries from students from across the state and elsewhere on when such courses would be offered.

EKU already has an outstanding environmental studies and environmental research program which I am happy to be a part. EKU students who are interested in research and study of the environment have access to excellent faculty and field and research experiences and opportunities that few other universities can attest to. The development of a rigorous animal studies program would complement these undergraduate teaching, research and training experiences on the environment and would strengthen EKU's reputation as a leading campus on questions of sustainability and now, relationships between humans and other species.

This is an exciting (and historic) time to be at EKU as this new major develops and complements our existing programs in environmental studies. I can think of no one more qualified to lead up the start of this new major than Dr. Bob Mitchell, who is a leading and respected scholar in the field of animal studies, animal behavior and animals and society. With Bob at the helm, this new major will not only be a big draw nation-wide but will gain national recognition and reputation.

If you have any further questions, please do not hesitate to contact me directly. I would be happy to speak on behalf of EKU's efforts to build an animal studies major.

Sincerely,
Stephanie McSpirit, Ph.D.
Professor, Sociology Program
Office: 859-622-3070
Stephanie.McSpirit@eku.edu
Commissioner, KY Environmental Quality Commission





September 22, 2009

To whom it may concern:

College of Arts and Sciences
Department of Psychology
125 Kastle Hall
Lexington, KY 40506-0044
859 257-9640
fax 859 323-1979
www.uky.edu

I am writing this letter in support of the initiative to initiate an undergraduate major in animal science at Eastern Kentucky University. Animal studies is an area of interdisciplinary research that draws upon methodologies from a number of university departments. At the University of Kentucky I teach a course in animal behavior that is offered through the Psychology Department but that draws students from biology, anthropology, animal science, agriculture, physiology, geography, and sociology.

Students at the University of Kentucky have expressed an interest in the study of animals for several reasons. First, many students are interested in understanding the behavior of animals for their own sake. Many of these students come from biology and agriculture. Second, many students are interested in the strong bonds that form between humans and animals. Not only are students quite attached to their companion animals but they also have concerns about abused and feral animals in their community, the survival of wild populations, and the contribution of animals to the ecology of our state. These students come from many departments and their interest is often environmental. Finally, many students are interested in understanding animal behavior because of its implications for the biological basis of our own behavior. For example, I am currently studying the maladaptive choice behavior of animals because of the implications that it has for addictive behavior in humans (e.g., gambling, alcohol, and other drugs). Psychology, sociology, anthropology, and education students are particularly interested in the parallels that exist between us and other animals.

Although universities are forced to establish departments that focus on disciplinary studies for organizational reasons interdisciplinary majors of this kind can bring together faculty from different departments who share common interests and animal studies would provide an area of study that has great coherence. As a faculty member at the University of Kentucky who is involved in comparative cognition research and who is training graduate students for a career in this area, I have a personal interest in the establishment of an animal studies major at EKU. Most of the students who apply to our doctoral program have little background in animal studies and have done no research with animals. Many of my colleagues in the region, for example, at Indiana University, Ohio State University, and the University of Tennessee would give special attention to a student with a background in animal studies who applied to our doctoral program. Furthermore, I am sure that other graduate programs at the University of Kentucky and other universities (e.g., behavioral ecology, animal science, and behavioral science) would look favorably to admitting students with a major in animal studies.

A major in animal studies would be innovative and creative. I fully support your efforts to develop a major in animal studies at ECU and I believe that it would attract great student interest.

Respectfully,

A handwritten signature in black ink, appearing to read "Thomas R. Zentall". The signature is written in a cursive, flowing style.

Thomas R. Zentall
Professor of Psychology and
DiSilvestro Professor of Arts and Sciences



To Whom It May Concern:

This is a letter of enthusiastic support for the Animal Studies major at Eastern Kentucky University. In my opinion, the time is right for an institution of higher education in the US to offer such a major. And it would be an undeniable asset to ECU to be the first to do so. I say this from my own experience as a researcher and teacher in the field. My own research and publication falls squarely within the field of animal studies, and I have taught for several years a very popular course on philosophical issues concerning animal minds and their moral status. Since teaching this course, as well as from mentoring majors in my department, I have had many students every semester requesting additional courses, both within and outside of philosophy, on topics related to animals and our relationship to them. (Unfortunately, at my institution there are few such courses.) I would suspect that there is a similarly strong interest among undergraduates at ECU, as well. And keeping pace with this rise in student interest, there has been an unprecedented amount of growth in the field itself, with numerous conferences, publications, and special issues in academic journals devoted to topics in animal studies. Moreover, as the proposal itself clearly shows, there are a number of different types of employment opportunities and post-baccalaureate degrees for which a major in animal studies would provide an excellent foundation. In my opinion, ECU would be doing a great service to its students by offering an Animal Studies major.

And of course, the Animal Studies program at ECU could not be in better hands than with Robert Mitchell. Robert is a distinguished researcher in psychology and animal studies. He has made important and lasting contributions in both fields. Equally important is his unique gift for bringing together (either through conferences, books, or both) researchers from disparate academic fields and for facilitating a highly productive and agreeable level of conversation among them. Anyone who has worked with Robert on a book project or conference knows well his genius in this regard. And so the Animal Studies program, with its interdisciplinary curriculum, will be well served by someone like Robert who understands the specific content and terminology of the individual disciplines within the program and a notable talent for understanding how these disciplines contribute to the program as a whole.

The Animal Studies major will offer a rigorous and exciting academic program for students at ECU. Its curriculum is balanced and thoroughly interdisciplinary – the very type of program that undergraduates need and want in our ever increasingly interdisciplinary world. ECU will be remembered as a trail blazer in higher education for being the first to offer an Animal Studies major.

Sincerely,

Robert W. Lurz
Associate Professor

Department of Philosophy

Brooklyn College of The City University of New York

2900 Bedford Avenue • Brooklyn, New York 11210-2889 • Telephone (718) 951-5311 • Fax (718) 951-4675



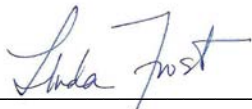
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Honors Program
Linda.Frost@eku.edu
(859) 622-2924
FAX 622-5089

168 Case Annex
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
www.honors.eku.edu

TO: Council on Academic Affairs

FROM: 

Dr. Linda Frost, Director
EKU Honors Program

DATE: November 12, 2009

SUBJECT: Agenda items for 11-19-2009 Council on Academic Affairs Meeting

The Honors Program submits the following *Catalog* copy revisions and hybrid course proposals for consideration at the November 19, 2009, meeting of the Council on Academic Affairs.

Program Revision

Honors Program - establish required courses for the program to be included in the program description/*Catalog* text

Hybrid Courses

HON 304S Special Topics
HON 312S Special Topics



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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input 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>NA</u> College <u>NA</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Honors Program</u> (Major ____, Option __; Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee (BCC)	_____	_____
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input type="checkbox"/>	_____
College Curriculum Committee	_____	Graduate Council* _____
General Education Committee*	_____	Council on Academic Affairs _____
Teacher Education Committee* (MBA Faculty)	_____	Approved <input checked="" type="checkbox"/> Disapproved _____
		Faculty Senate** <u>11/19/09</u>
		Board of Regents** <u>11/30/09</u>
		Council on Postsecondary Edu.*** <u>1/25/10</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.) Establish required courses for the Honors Program to be included in the program description/ <i>Catalog</i> text. A. 2. Effective Academic Year 2010-11 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: The Honors Program description needs additional course information added to clarify all courses required in the program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

Part 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.)

Honors Program
Dr. Linda Frost, Director

Page 65 of the 2009-10 *Undergraduate Catalog*
 (Add section below current *Catalog* language.)

Honors Program Course Requirements.....28 hours

HON 100.....1 hour

HON 420.....6 hours

Specific General Education requirements are determined by the student's first major. The Honors curriculum is attached as the student's second major. All Honors students are required to complete the honors general education courses.

Honors General Education Requirements.....21 hours

Honors students must complete the following honors courses in lieu of other general education offerings: HON 102 (Block IA and IB), HON 205W (IIIA), HON 210W (VA), HON 306W(IIIB), HON 311W(VC), and 3 hours from any one of the following as determined by their major: HON 304(VII)(QS), HON 308(VII)(AH), HON 312(VII)(SBS), HON 316(VII)(NSI).

Honors Scholar Requirement.....3.0 minimum cumulative GPA and successful completion of the honors thesis.

Total Curriculum Requirements.....28 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 <u>NA</u> College <u>NA</u> *Course Prefix & Number <u>HON 304S</u> *Course Title <u>(30 characters)</u> <u>Special Topics</u> *Program Title <u>Honors Program</u> (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by: <u>Departmental Committee</u> <u>NA</u> Date <u> </u> <u> </u> Graduate Council* <u> </u> Council on Academic Affairs <u> </u> Approved <u> </u> Disapproved <u> </u> Faculty Senate** <u> </u> Board of Regents** <u> </u> Council on Postsecondary Edu.*** <u> </u>		Date <u> </u> NA NA NA NA NA
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a hybrid section of HON 304, HON 304 S.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action: We will now offer a service learning section of HON 304 that has not existed previously.</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.)

HON 304S Special Topics. (3) A.

A service-learning topics course meeting the goals of the Honors Program. May be retaken with different topics to a maximum of six hours. Gen. Ed. VII (QS).

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HON	304S	Fall 2010	AS _____ JS _____ BT _____ EM <input checked="" type="checkbox"/> ED _____ PC _____ HS _____	NA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
<u>3</u>	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>NA</u> College <u>NA</u> *Course Prefix & Number <u>HON 312S</u> *Course Title <u>(30 characters)</u> <u>Special Topics</u> *Program Title <u>Honors Program</u> (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by: <u>Departmental Committee</u> <u>NA</u> <u>NA</u> Date <u> </u> Graduate Council* <u>NA</u> Council on Academic Affairs <u> </u> Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> Approved <u> </u> Disapproved <u> </u> College Curriculum Committee <u>NA</u> Faculty Senate** <u>NA</u> General Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Teacher Education Committee* <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u> TCAC Committee <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.) Create a hybrid section of HON 312, HON 312 S. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: We will now offer a service learning section of HON 304 that has not existed previously.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Operating Expenses Impact: None. Equipment/Physical Facility Needs: None. Library Resources: None.	

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

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

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

New or Revised* Catalog Text

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

HON 312S ~~Special Topics.~~ (3) A.

A service-learning topics course meeting the goals of the Honors Program. May be retaken with different topics to a maximum of six hours. Gen. Ed. VII (QS).

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HON	312S	Fall 2010	AS _____ JS _____ BT _____ EM <input checked="" type="checkbox"/> ED _____ PC _____ HS _____	NA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
<u>3</u>	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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)X	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

HONORS PROGRAM

HON 304/HON 312

CRN XXXXX

3 credit hours

Fall 2009

Go Figure: Spinning Data into Argument

Instructor: Dr. Lisa Kay

Office: Wallace 308/Case Annex 378

Mailbox: Wallace 313

Phone: 622-1621

E-mail address: Lisa.Kay@eku.edu

Office hours: Tues. and Thurs. 1-3
or by appointment

Dr. Susan Willis

Burrier 206

Burrier 102

622-1168

Susan.Willis@eku.edu

Mon. and Wed. 8-10
or by appointment

Catalog Description:

HON 304/HON 312 Special Topics. (3). A. A topics course meeting the goals of the Honors Program. May be retaken with different topics to a maximum of six hours. Gen. Ed. VII (QS or SBS).

Topic:

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

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

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

Textbooks:

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

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

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

Web sites, online newspapers and supplemental readings posted on Blackboard

General Education Goals and the Course:

Students will be able to . . .

- Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions (General Education Goal 2).
- Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities (General Education Goal 4).
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences (General Education Goal 7).
- Integrate statistical knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (General Education Goal 8).

In particular, the General Education Objectives for achieving General Education Goal 2 in this course

include the following:

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

Course-Specific Student Learning Outcomes:

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

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

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

Class Requirements and Points:

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

Graphical presentation of data
Presentation of project

Total 1500 points

Course Policies and Grading Procedure:

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

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

A:	90%-100%
B:	80%-89%
C:	70%-79%
D:	60%-69%
F:	0%-59%
5. **Academic Honesty and Responsibility:**
 - Academic dishonesty will not be tolerated. Students are advised that 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.
 - Students guilty of academic dishonesty in this course will receive a grade of "F" on applicable assignments and/or for the course grade. Anyone violating the usual standards for academic honesty, for example, anyone attempting to obtain or exchange information regarding any quiz or test, or anyone using a fraudulent excuse to qualify for a make-up, may receive a failing course grade.
 - Anyone behaving in a disruptive manner or refusing to follow the usual standards for academic behavior may be barred from attending class and may receive a failing course grade.
 - Grades are not given out over the phone. They may be posted on Blackboard.
 - During class, all cell phones and pagers must be turned off or set in a silent mode and be put away. Students using their phones for any purpose during class time will surrender their phones to the instructor, to be returned at the end of class.
 - During resource-limited activities, such as in-class exams, students may not use the calculator

function of a wireless communication device such as a cell phone or PDA.

Last day to withdraw from this course: XXXXX

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

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

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

WEEK	SAMPLE TOPIC AREAS	SAMPLE WEEKLY ACTIVITIES AND ASSIGNMENTS	SAMPLE READING ASSIGNMENTS	ADDITIONAL READINGS
1	Lies, half-truths and propaganda	Media homework assignments	Paul and Elder, 2-26	Kline, Factifuging (Bb)
2	What is a statistic? Variables and distributions; introduction to community agencies	Homework, lab assignments with software for organizing, collecting and analyzing data	Rossman and Chance, chapters 1-3	Websites (stats.org, dartmouth.edu/~chance/index.html)
3	Identifying local problems; how to interpret percentages and ratios	Phone interviews and guest speakers	Local newspapers and information sources	Websites of social action foundations and local agencies
4	Measures of central tendency; use and misuse; developing numerical support	Stage 1 of project due	Rossman and Chance, chapter 4	Media sources
5	Measures of variability; evaluation of sources	Home work and in-class group work	Rossman and Chance, chapter 5	
6	Sampling and surveys	In-class work and homework	Rossman and Chance, chapters 12 and 13	Bb articles

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

Project Stages and Timeline

Stage 1. Background Investigation: Due Week 4

Submit a short written proposal for your project idea stating:

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

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

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

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

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

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

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

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

Part I

Department Name	Criminal Justice & Police Studies		
College	Justice & Safety		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Police Studies B.S.		
	(Major <u>X</u> , Option ____; Minor ____; or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	Feb. 19, 2009	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Change the Major Requirements number of 42 hours to 48 hours which is the correct number. Not correct in the 2009-2010 catalog.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Spring 2010 College Curriculum Meeting 10.27.2009</p>

Part II. Recording Data for Revised Course

<p>1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.</p>
<p>New or Revised* Catalog Text</p> <p>(*Use strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>

Part III. Recording Data for Revised Program

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>

New or Revised* Program
(*Use ~~strikeout~~ for deletions and underlines for additions.)

Police Studies (B.S.)

CIP Code: 43.0107

Major Requirements.....~~42~~ 48 hours

PL S Core.....~~15~~ 24 hours

CRJ 101, 331, 388, 400, PLS 103, 326, 414, 415.

PLS Electives.....15 hours

Select from PLS or CRJ electives or select 3 hours of a Foreign language or American Sign Language (ASL) level 200 or above in consultation with major advisor.

Supporting Electives.....9 hours

Select from COR, FOR 301, APS 210, EMC 102 or 110, FSE 250, or TRS 332 or select 3 hours of a Foreign language or American Sign Language (ASL) level 200 or above in consultation with major advisor.

General Education Requirements.....48 hours

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

University Requirement.....1 hour

JSO 100.

Free Electives.....31 hours

Total Curriculum Requirements.....128 hours

B. The justification for this action:

EKU students in Criminal Justice, Homeland Security, and Political Science have shown interest in careers in the United States intelligence community. There is also a potential demand from students from other EKU departments. EKU already offers a number of research, analysis, and substantive threat courses that can be combined into a robust interdisciplinary certificate in intelligence studies. The content of the certificate has been coordinated with all departments offering courses in the certificate. A committee of faculty who offer courses in the certificate will manage the certificate program and submit recommendations for future changes as appropriate. The program coordinator will be in the College of Justice and Safety's Department of Safety, Security, and Emergency Management.

Program Level Learning Objectives: Certificate in Intelligence Studies

Students who complete this certificate will be able to:

Discuss the historical evolution of the U.S. intelligence community.

Identify the agencies and departments that are members of the U.S. intelligence community.

Assess the capabilities, functions, and roles of U.S. intelligence community members and their interface with various consumers, including the U.S. Congress.

Explain the intelligence cycle, including each element of the process and participants' responsibilities.

Explain the role of U.S. intelligence agencies in assessing and countering threats to U.S. and global security.

Discuss the ethical challenges in conducting intelligence operations.

Conduct basic applied research and provide professional analyses using qualitative and quantitative methods on issues critical to intelligence consumers.

Complete intermediate-level professional analyses in selected areas critical to intelligence consumers, based on student's career interests.

Appraise international and domestic security threats to the US, based on student's career interests.

Personnel Impact: None. Courses are already offered. Greatly increased enrollments are not expected in curriculum courses. All EKU departments offering courses in the certificate have approved their participation.

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 ~~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.)

Intelligence Studies

CIP Code: 43.9999

This certificate prepares students for careers in the U.S. intelligence community at federal, state, local, and tribal levels. The certificate includes 15 hours of required courses and 9 hours within a single option. Prerequisites for the below certificate course options do not count toward the total curriculum requirements.

Requirements.....15 hours

GEO 353, GEO 456, HLS 401.

Select 3 hours from:

CRJ 388, HLS 321, OR POL 280.

Select 3 hours from:

CRJ 400, FSE 200, STA 215, OR STA 270.

Options.....9 hours

Select 9 hours from one Option:

Intelligence Analysis Option:

CRJ 403, GEO 553, GEO 556, STA 320, STA 375, OR STA 501.

Threat Specialist Option:

CRJ 403, GEO 553, PLS 375, POL 321, POL 325, OR POL 415.

Total Curriculum Requirements.....24 hours

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Baccalaureate & Graduate Nursing Health Sciences NSC 486 Public Health Nursing _____ (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
	Date	Date
Departmental Committee	9/11/09	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	10/21/09	Approved Disapproved
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	N/A	Board of Regents** NA Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Addition of prerequisites A. 2. Effective date: Spring 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	B. The justification for this action: The justification for the addition of these prerequisites is for clarification for students. These prerequisites are already required for enrollment in the course; however, they are not stated in the University Catalog.
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.)

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.)
NSC 486 Public Health Nursing. (5) I, II. Prerequisites: NSC 385 or NSC 392 and 396 or Departmental approval. Synthesizes nursing concepts and applies the nursing process to develop practice partnerships with communities and their subsystems.

Part IV. Recording Data for New or Revised Course (Record 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	486	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	NSC 385 or NSC 392 and 396 or Departmental approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

Curriculum Change Form

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.	Family and Consumer Sciences Health Sciences FCS 400 Ethics and Advocacy in FCS _____ (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9/16/09	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	10/21/09	Approved <input checked="" type="checkbox"/> Disapproved _____ 11/19/09
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:** Add 'W' suffix to FCS 400 to designate the course as a writing intensive course.
- A. 2. Effective date:** Spring 2010
- A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

B. The justification for this action:

The course was submitted in May 2009 to the TCAC Advisory Committee. The committee approved the course at its first committee meeting in September 2009, notification received September 14. (See attached documentation.) The changes were implemented in Fall 2009.

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

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

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

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

New or Revised* Catalog Text

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

FCS 400W Ethics and Advocacy in Family and Consumer Sciences (3) ___ Undergraduate

Prerequisites: CDF 132 and 12 additional hours in the department. History and principles of the profession of Family and Consumer Sciences. Course emphasizes the interdisciplinary nature of the field and its commitment to public policy activism to benefit individuals and families.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
FCS	400W	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS XX	FCSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	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)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

Eastern Kentucky University - Department of Family and Consumer Sciences
Syllabus for FCS 400W, Ethics and Advocacy in Family and Consumer Sciences, CRN
Credit hours – 3
Fall 2010

Professor's name Susan C. Willis

Professor's Office Burrier 206 Phone: 622-1168 (o), 623-0168 (h) **E-mail:** Susan.Willis@eku.edu

Catalogue Course Description:

FCS 400W Ethics and Advocacy in Family and Consumer Sciences (3) ___ Prerequisites: CDF 132 and 12 additional hours in the department. History and principles of the profession of Family and Consumer Sciences. Course emphasizes the interdisciplinary nature of the field and its commitment to public policy activism to benefit individuals and families.

Text(s): Stage, S., & Vincenti, V. B. (Eds.). (1997). *Rethinking Home Economics: Women and the History of a Profession*. Ithaca, NY: Cornell University Press.

Additional readings will be posted on Blackboard.

Student Learning Outcomes:

The students will

- understand the process of research by creating a research project in incremental steps;
- become more effective writers by frequent writing and revision;
- demonstrate analytical writing skills in writing assignments and a paper;
- describe the mission and development of the profession of Family and Consumer Sciences;
- identify the major historical events and important people in the profession;
- explain the elements which contribute to social perceptions of the field;
- apply professional ethics of the field to public policy decisions;
- communicate effectively in both written and oral presentations;
- modify communication strategies for different audiences; and
- generate strategies of advocacy for public policy in the community.

Evaluation Methods:

Reading responses and revisions (200 points)

Group evaluations (100 points)

Essay on pioneer of profession (200 points)

Exam on history and ethics of profession (200 points)

Advocacy project (900 points - group assignment)

 Research development (100 points)

 Identification of funding sources (100 points)

 Identification of community resources and partners (100 points)

 Public service announcement (100 points - group assignment)

 Research paper (250 points - individual)

 PowerPoint advocacy presentation (250 points)

Grading scale (Total Points = 1600)

A 1440 – 1600 (90% of 1600)

B 1280 – 1439 (80% of 1600)

C 1120 – 1279 (70% of 1600)

D 960 – 1119 (60% of 1600)

Student Progress:

Midterm grades will be awarded based on the same percentage scale as the final grades. The midterm grade will be based on discussion boards responses, biographical essay, and exam.

Attendance Policy:

Absences will affect both your ability to participate in the group project as well as the work load for the other

members of your group. Unexcused absences will be deducted from your project grade.

Last Date to Drop the Course: TBA

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

Academic Integrity Statement: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

Official E-mail:

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

Course Requirements:

Late assignments will be accepted if the instructor has agreed to an extension before the assignment is due. Extensions will be given for only unforeseen events. Thus, students should be prepared for computer, printer, or other technology malfunctions while preparing assignments. These, and similar, situations will be considered poor planning, rather than “unforeseen.”

Plagiarism is absolutely unacceptable and will result in a 0 for any plagiarized work. All papers will be submitted through SafeAssignments on the Blackboard site for this course.

Course Outline

<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
Introduction		
Value of community	Berry article, Bb <i>Richmond Register</i> , Bb	
Lake Placid Conferences	<u>S&V</u> , Introduction & Ch. 1	
Sexism and FCS	<u>S&V</u> , Chapters 4 & 5	
Business vs. consumer	<u>S&V</u> , Chapters 11 & 12	
Professional homemaking	<u>S&V</u> , Chapter 13 Cowan article, Bb	
		Peer reviewed draft to me
Feminism and FCS	<u>S&V</u> , Chapter 14 Morgan article, Bb	
Chronology	<u>S&V</u> , pp. 321-330	
		<u>Biographical essay due</u>
AAFCS issues and ethics	Arcus article, B	
AAFCS and advocacy	AAFCS on public policy, Bb Braun & Williams article, Bb	
		<u>Exam</u>
Community design	Kunstler article, Bb	
Model communities	Ahwanhane Principles, Bb “Creating Great Neighborhoods”	
Citation format		<u>In-class assignment</u>
Non-profit foundations		<u>In-class assignment in lab</u>
		<u>Research cards</u>
Public agencies		<u>In-class assignment in lab</u>
		<u>Funding sources due</u>
Local support		<u>In-class writing review in lab</u>
Professional letters		<u>In-class assignment in lab</u>
		<u>Letters from local partners</u>
Publicity		<u>In-class writing review in lab</u>

Fund-raising
Grant-writing
Process of revision
Effective PowerPoints
Group speaking
Answering questions
Practice presentations

Public service announcement
In-class revision work in lab
Peer reviewed draft to me
Group work in Burrier 100
Research paper due
Groups work in Burrier 100
PowerPoint presentation due

DESCRIPTION OF FCS 400 ASSIGNMENTS AND RELATION TO CRITICAL THINKING AND WRITTEN COMMUNICATION GOALS

Discussion Board

Students will respond to prompt questions and to each other on the Bb discussion board for each reading assignment. These questions require that students exhibit comprehension of the material and reflect on its meaning to the profession. Each student will post individual answers and respond to the comments of two classmates. This assignment will begin the process of students' identification of evidence for their views as well as give them an exercise in recognizing the perspectives of others.

An example of a question that assesses students' comprehension and their ability to use evidence is "Marjorie Brown criticized the profession in 1984 for its emphasis on 'economic materialism.' Define economic materialism and give examples of what Brown was discussing."

A question which might elicit a discussion among students and illustrate their differences would be "Robin Morgan's 1973 speech to the annual meeting of AHEA in 1973 included the controversial statement that she was there 'addressing the enemy.' Would you have invited Morgan, now that you know what she said?"

Biographical Essay

Students will select, from a supplied list, an individual in the early domestic science movement on which to write a two-page essay. The essay will answer the question "How did this person influence the direction of home economics?" This assignment will require students to synthesize information from multiple sources in order to address the essay question. Each paper will be peer-reviewed with an opportunity for rewrite prior to its first submission for a grade. The final grade on the paper will be an average of a draft grade and a grade on the final product. Rubrics and checklists will focus on organization of the student's ideas, the student's information literacy, and the control of written language.

Exam on Professional History

The exam will be an essay asking students to select and defend the five/seven most significant events in influencing the current status of the family and consumer sciences professions. An adequate response to this prompt will require students to identify the significant features of the profession and to analyze the major causes of those features.

Advocacy Project

This project is intended to take students through the steps of advocacy, emphasizing the processes of research, communication, and collaboration. I assign students to groups early in the semester. In doing so, I make an attempt to ensure that students with different majors must work together. With some guidance from me, student groups select their own advocacy area and begin to develop a case that the local community has a problem for which they have a solution. Evidence to support their position is put on index cards which also include the bibliographic information in APA form (identification of evidence, information literacy). Although students work together to collect the research sources, each student will have an individual set of cards. During this research, students also begin to identify non-profit and government agencies that provide funding for projects similar to theirs as well as models that have already been implemented and evaluated.

In order to increase students' understanding of the many audiences with which they must interact (audience/ tone), the assignment also includes their preparation of a script for a public service announcement and the solicitation of letters of support from community partners they identify.

All research is assembled by students into an individual paper, five to seven pages in length, with citations in accordance with APA style. The papers are formatted as an introduction to a grant application. Papers will be peer-reviewed and reviewed by me in draft form. Students' final grades will again be an average of their grade on the draft and on the revised paper.

At the end of the semester, students present their project to an authentic audience, some of whom are selected from their list of partners and some of whom are selected because of their likely opposition. As a group, students prepare a fifteen-minute PowerPoint program on their proposal, followed by a question and answer session. The audience members submit evaluations of presentation effectiveness, and I use them in awarding the grade for the PowerPoint portion of the assignment.

In addition to the application of research to a local concern, students also collect evidence from a wide range of sources and communicate this information to multiple audiences with differing perspectives. Each assignment requires that students choose a method of organization, what evidence to include, and an approach which recognizes the perspectives from which class members and community representations may view their profession and their specific concern.

In summary, the advocacy project contains these parts:

- Research development (100 points – group assignment)
- Identification of funding sources (100 points – group assignment)
- Identification of community resources and partners (100 points – group assignment)
- Public service announcement (100 points - group assignment)
- Research paper (250 points – **individual** assignment)
- PowerPoint advocacy presentation (250 points – group assignment)

Group evaluations

In order to get students to take seriously the evaluation of one another's contribution to group work, I give them a grade for submitting each of a series of evaluations for the group portions of the advocacy project.

Total percent of course in individual writing assignments and writing instruction

The course is worth 1600 total points. Individual writing assignments (the discussion board, biographical essay, essay exam, and advocacy research paper) total to 850 points, or 53% of the total points. There will be approximately seven days of class time devoted to in-class writing or revision and parts of a number of other class periods will also have this focus.



EASTERN KENTUCKY UNIVERSITY

Richmond, Kentucky 40475-3102
Serving Kentuckians Since 1908

College of Arts and Sciences
Department of English and Theatre
(859) 622-5861

Professor Susan Willis
Department of Family and Consumer Science
Burrier 102

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

14 September 2009

Dear Susan:

I'm writing to let you know that the TCAC Advisory Committee has approved your proposal for FCS 400W. We're very happy to be adding this major-area course to those available to students.

The next step is to get the W course approved by your department curriculum committee, and then on to your college committee. You and your department will need to decide whether you intend to drop the old FCS 400 and add the new writing-intensive version in its place, or keep both the old one and the new one. I'm copying this letter to Dr. Diane Leggett, so that she will know officially that your course is approved at the TCAC level.


When you teach FCS 400W, 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. Basically, it will be a day-long session in the summer. All W faculty will be invited to attend, and those who attend will receive a stipend.

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

Best regards,


Deborah Core
Director, TCAC
Professor of English

cc. Dr. Diane Leggett
Dr. Onda Bennett



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

Curriculum Change Form

Part I

(Check one)	Department Name	Health Promotion and Administration
<input type="checkbox"/> New Course (Parts II, IV)	College	College of Health Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MAS 200
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Medical Terminology I
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	9/29/2009	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	10/21/09	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
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.)

<p>A. 1. Specific action requested:</p> <p>To change the course prefix from MAS to HSA. The course would then be HSA 200 – Medical Terminology I Change the terms the course is offered.</p> <p>A. 2. Effective date:</p> <p>Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: The Medical Assisting Practice Program is being eliminated from the College of Health Sciences. The Health Services Administration program is the most likely program to take over the class as it is required by their majors and is considered a very important course in the HSA curriculum. HSA faculty are highly qualified to teach the course.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA</p>
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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.)
MAS HSA 200 Medical Terminology I. (3) I, II, -A. FORMERLY MAS200. Basic medical vocabulary consisting of prefixes, suffixes, roots, anatomical, symptomatic, and common disease terms of body 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)*
MAS HSA	200	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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 MAS200</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Health Promotion and Administration College of Health Sciences MAS 201 Medical Terminology II Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
Proposal Approved by:		
	Date 9/29/2009	Date NA
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee General Education Committee* Teacher Education Committee*	10/21/09 NA NA	NA NA NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: To change the course prefix from MAS to HSA. The course would then be HSA 201 – Medical Terminology II
 Revise the terms the course is offered.

A. 2. Effective date: Fall 2010

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

B. The justification for this action: The Medical Assisting Practice Program is being eliminated from the College of Health Sciences. The Health Services Administration program is the most likely program to take over the class as it is required by their majors and is considered a very important course in the HSA curriculum. HSA faculty are highly qualified to teach the 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.)

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.)
MAS <u>HSA</u> 201 Medical Terminology II. (3) I, II, -A. FORMERLY MAS201 . Instruments and procedures, diseases, laboratory tests, clinical procedures, and abbreviations for each system. Terms related to oncology, radiology, nuclear medicine, pharmacology, psychiatry, systemic disorders, and autopsy procedures.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MAS HSA	201	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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 MAS201</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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 College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Health Promotion and Administration College of Health Sciences Post-Baccalaureate HIM Certificate (Major __, Option __; Minor __; or Certificate <u>X</u>)
--	---	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/29/2009	Graduate Council*	NA
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	10/21/09	Approved <input checked="" type="checkbox"/> Disapproved	11/19/09 Contingent upon
General Education Committee*	NA	Faculty Senate**	receipt of grant.
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 ECU's Office of Institutional Effectiveness.

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

- A. 1. Specific action requested:** To create a new Post-Baccalaureate HIM Certificate program.
- A. 2. Effective date:** Fall 2010
- A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

B. The justification for this action: The HSA program has been included in a federal grant designed to facilitate the rapid entry of health informatics and information management professional into the workforce. This accelerated post-baccalaureate certificate has been designed to be completed in 6 months (full time). During these months, students will take two courses at a time on a five-week pattern.

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

Though the HSA program is currently seeking approval of this certificate, implementation will be contingent on receipt of the grant. If funded, there are no projected costs to the university anticipated. If not funded, the courses will not be offered.

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

New or Revised* Program Text
<p><u>Students who have earned a baccalaureate degree and taken the following courses will be eligible for enrollment in the Post-Baccalaureate HIM Certificate.</u></p> <ul style="list-style-type: none"> Computer Foundations Healthcare Delivery Systems Anatomy and Physiology Medical Terminology Medical Science (Pathophysiology)
<p>Major Requirements.....21 hours</p> <p style="padding-left: 20px;">HSA 412, 420, 425, 430, 435, 440, 445, 450, and 455.</p>
<p>Total Curriculum Requirements.....21 hours</p>

Post-Baccalaureate HIM Certificate Curriculum

Prerequisites

- Computer Foundation (either through college course or demonstration of knowledge)
- Medical Terminology
- Anatomy and Physiology
- Medical Science (Pathophysiology)
- Health Care Delivery Systems

Prerequisite Semester			
1 st 4 Weeks	2 nd 4 Weeks	3 rd 4 Weeks	4 th 4 Weeks
HSA 200 (Medical Term. I)	HSA 201 (Medical Term. II)	HSA 203 (Medical Science)	HSA 325* (Health Care Delivery Systems)
Computer Foundations Course			

Post-Baccalaureate HIM Certificate Courses

- HSA 420 (3 cr) – Health Informatics Information Management*
- HSA 425 (2 cr) – The Legal Health Record*
- HSA 430 (3 cr) – Healthcare Coding and Reimbursement*
- HSA 435 (3 cr) – Healthcare Information Systems*
- HSA 440 (2 cr) – Healthcare Quality Management*
- HSA 445 (2 cr) – Fundamentals of Healthcare Research*
- HSA 450 (2 cr) – Healthcare Systems Development*
- HSA 455 (3 cr) – Healthcare Management and Leadership*
- HSA 412 (1 cr) – Professional Practice Experience in HIM

Credits = 21

*New Course

Course Sequencing

Post-Baccalaureate Certificate Semester				
1 st 5 Weeks	2 nd 5 Weeks	3 rd 5 Weeks	4 th 5 Weeks	5 th 2Weeks
HSA 420	HSA 430	HSA 440	HSA 450	HSA 412
HSA 425	HSA 435	HSA 445	HSA 455	

or

Post-Baccalaureate Certificate Semester				
1 st 4 Weeks	2 nd 4 Weeks	3 rd 4 Weeks	4 th 4 Weeks	5 th 2Weeks
HSA 420	HSA 430	HSA 440	HSA 450	HSA 412
HSA 425	HSA 435	HSA 445	HSA 455	

Health Data Management

1. Manage health data elements and/or data sets
2. Develop and maintain organizational policies, procedures, and guidelines for management of health information
3. Ensure accuracy and integrity of health data and health record documentation
4. Manage and/or validate coding accuracy and compliance
5. Manage the use of clinical data required in reimbursement systems and prospective payment systems (PPS) in healthcare delivery
6. Code diagnosis and procedures according to established guidelines
7. Present data for organizational use (e.g., summarize, synthesize, and condense information)

Health Statistics and Research Support

1. Identify and/or respond to the information needs of internal and external healthcare customers
2. Filter and/or interpret information for the end customer
3. Analyze and present information for organizational management (e.g., quality, utilization, risk)
4. Use data mining techniques to query and report from databases

Information Technology and Systems

1. Implement and manage use of technology application
2. Develop data dictionary and data models for database design
3. Manage and maintain databases (e.g., data migration, updates)
4. Apply data and functional standards to achieve interoperability of healthcare information systems
5. Apply data/record storage principles and techniques associated with the medium (e.g., paper-based, hybrid, electronic)
6. Evaluate and recommend clinical, administrative, and specialty service applications (e.g., financial systems, electronic record, clinical coding)
7. Manage master person index (e.g., patient record integration, customer/client relationship management)

Organization and Management

1. Develop and support strategic and operational plans for facility-wide health information management
2. Monitor industry trends and organizational needs to anticipate changes
3. Perform human resource management activities (e.g., recruiting staff, creating job descriptions, resolve personnel issues)
4. Conduct training and educational activities (e.g. HIM systems, coding, medical and institutional terminology; documentation and regulatory requirements)
5. Establish and monitor productivity standards for the HIM function
6. Optimize reimbursement through management of the revenue cycle (e.g., chargemaster maintenance)
7. Develop, motivate, and support work teams and/or individuals (e.g., coaching, mentoring)
8. Prepare and manage budgets

9. Analyze and report on budget variances
10. Determine resource needs by performing analyses (e.g., cost-benefit, business planning)
11. Evaluate and manage contracts (e.g., vendor, contract personnel, maintenance)
12. Organize and facilitate meetings
13. Advocate for department, organization and/or profession
14. Manage projects
15. Prepare for accreditation and licensing processes (e.g., Joint Commission, Medicare, state regulators)

Privacy, Security, and Confidentiality

1. Design and implement security measures to safeguard Protected Health Information (PHI)
2. Manage access, disclosure, and use of Protected Health Information (PHI) to ensure confidentiality
3. Investigate and resolve healthcare privacy and security issues/problems
4. Develop and maintain healthcare privacy and security training programs

Legal and Regulatory Standards

1. Administer organizational compliance with healthcare information laws, regulations and standards (e.g., audit, report and/or inform; legal health record)
2. Prepare for accreditation and licensing processes (e.g., Joint Commission, Medicare, state regulators)

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Health Promotion and Administration College of Health Sciences HSA 325 Healthcare Delivery Systems Graduate Council* Council on Academic Affairs Approved x Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
Proposal Approved by:		
	Date 9/29/2009	Date NA
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee General Education Committee* Teacher Education Committee*	10/21/09 NA NA	11/19/09
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be 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 HSA 325 (3 credits) to the Post-Baccalaureate HIM Certificate.</p> <p>A. 2. Effective date: Fall 2010 Summer 2010</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 one of the foundational courses needed prior to starting the accelerated Post-Baccalaureate HIM Certificate program.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>

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

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

1. For a new course, provide the catalog text. 2. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.
New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HSA 325 Healthcare Delivery Systems. (3) I, II. Prerequisite: Department Approval. Overview of the healthcare delivery system of the United States, select healthcare organizations, and the external forces impacting the management of these organizations.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
<u>HSA</u>	<u>325</u>	Fall 2010 Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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>Department Approval</u>
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

Eastern Kentucky University - Department of Health Promotion and Administration
Syllabus for HSA325, Health Care Delivery Systems, CRN
3 Credit hours - Fall 2010

Professor's Name Dawn Jackson, DrPH, RHIA, CCS-P, FAHIMA
Professor's Office Dizney 114; EXT 2-6307 **E-mail:** dawn.jackson@eku.edu

Catalogue Course Description: HSA 325 Healthcare Delivery Systems. (3) I, II. Prerequisite: Department Approval. Overview of the healthcare delivery system of the United States, select healthcare organizations, and the external forces impacting the management of these organizations.

Text(s): LaTour, K. and Eichenwald-Maki, S. (2010). *Health Information Management: Concepts, Principles, and Practice*. AHIMA.
ISBN: 978-1-58426-217-6

Student Learning Outcomes:

Students will:

1. be able to explain the major components of the U.S. health care delivery system.
2. analyze cost, access and quality in the U.S. health care delivery system.
3. be able to apply accreditation, licensing, and/or certification processes to ensure a health care organization's survey readiness.
4. interpret, communicate, and apply current laws, accreditation, licensure, and certification standards to health information and healthcare initiatives.
5. analyze ethical choices among healthcare managers and the importance of choices and consequences to the decision-makers.

Evaluation Methods:

Tests	75%
Homework	25%

Each test and homework assignment will carry different grading weights or percentages depending on the length and complexity of the test or assignment.

Grading Scale: The following grading scale is used:

92-100 = A 83-91 = B 74-82 = C **60-73 = D** **Below 60 = F**

Student Progress: Each student will be notified of his or her class average prior to the last day to withdraw from a class, as well as mid-semester.

Attendance Policy:

1. Students are expected to attend all classes. If it is necessary to miss a class, the student must see the instructor prior to the next scheduled class period to identify any work missed during the absence.
2. A student that misses (unexcused) more than 20% (6 days) of the class may be assigned an F. 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 (and early departures) will be considered one-third of an absence.
3. The instructor may excuse some absence, such as those due to a documented medical encounter or approved University activity. Examples of documentation include a written doctor's excuse or an official University excuse.
4. At the discretion of the instructor, any time away from class in excess of the number of 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.
5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures. The responsibility for initiating make-up work rests with the student.
 - a. Make-up assignments and exams may be provided for excused absences, although it often is not possible to make-up an in-class discussion or exercise.
 - b. If a student does not have an excused absence and needs to make up an exam or assignment, the grade will be lowered by a 10% late penalty.
 - c. No assignment will be accepted after 10 days.
 - d. At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.

Last Date to Drop the Course: TBA

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain

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

Academic Integrity Statement: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

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

Course Requirements:

Examinations: There will be three exams, each having equal weight.

Creation of an Organizational Chart: Students will be required to create and defend the organizational structure of a hospital, given certain parameters.

Relationship of Ancillary Departments to HIM: Students will be required to select a health care profession and prepare a poster board that describes the profession and its interaction with HIM professionals.

Miscellaneous: Students will be expected to 1) complete miscellaneous small assignments and to 2) participate in class activities and discussion

Course Outline

Topics	Week
Unit 1 – Introduction to U.S. Health Care System I. Historical Overview of U.S. Health Care Delivery II. Major Characteristics of U.S. Health Care Delivery System III. Health Care Systems of Other Developed Countries	Week 1
Unit 2 – Standardization and Structure of Health Services I. Standardization Health Care Services II. Typical Health Care Workers (Education and Licensure/Credentialing) III. Relevant Professional Organizations IV. Organization and Structure of Hospitals	Weeks 2 & 3
Unit 3 – Healthcare Organizations I. Integrated Delivery Systems/Networks II. Hospitals III. Critical Access Hospitals (CAHs) IV. Long Term Acute Care Hospital V. Hospital-Based Ambulatory Care VI. Freestanding Ambulatory Care VII. Rehabilitation Facilities VIII. Inpatient Psychiatric Facilities IX. Nursing Facilities X. Hospice XI. Correctional Facilities XII. Veterinary Services	Weeks 4 & 5

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate <u>X</u>) *Provide only the information relevant to the proposal.	Health Promotion and Administration College of Health Sciences HSA 420 Fundamentals of HIM (Major __, Option __; Minor __; or Certificate <u>X</u>)
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Proposal Approved by:	Date		Date
Departmental Committee	9/29/2009	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	10/21/09	Approved <input checked="" type="checkbox"/> Disapproved	11/19/09
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: To add HSA 420 (2 credits) to the Post-Baccalaureate HIM Certificate.

A. 2. Effective date: ~~Fall 2010~~ Summer 2010

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

B. The justification for this action: This is one of the required courses needed to complete the Post-Baccalaureate HIM Certificate program.

C. The projected cost (or savings) of this proposal is as follows:
 Personnel Impact: NA
 Operating Expenses Impact: NA
 Equipment/Physical Facility Needs: NA
 Library Resources: 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.)

HSA 420 Fundamentals of Health Information Management. (2) I, II. Prerequisite: Department Approval.
 Emphasizes form, content and regulations impacting the health record in the acute care setting. Explores electronic health records as well as the functions and responsibilities of health information services.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HSA	420	Fall 2010 Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
2	Lecture 2	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	2	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<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>	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Department Approval</u>
Course Prefix and No.	

Test Scores _____

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

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

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

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

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

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

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

Eastern Kentucky University - Department of Health Promotion and Administration
Syllabus for HSA 420, Fundamentals of Health Information Management, CRN
2 Credit hours - Fall 2010

Professor's Name Dawn Jackson, DrPH, RHIA, CCS-P, FAHIMA
Professor's Office Dizney 114; EXT 2-6307 **E-mail:** dawn.jackson@eku.edu

Catalog Course Description: HSA 420 Fundamentals of Health Information Management. (2) I, II. Prerequisite: Department Approval. Emphasizes form, content and regulations impacting the health record in the acute care setting. Explores electronic health records as well as the functions and responsibilities of health information services.

Text(s): LaTour, K. and Eichenwald-Maki, S. (2010). *Health Information Management: Concepts, Principles, and Practice*. AHIMA.
ISBN: 978-1-58426-217-6

Student Learning Outcomes:

Students will:

1. analyze documentation in the health record to assess the extent to which it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.
2. demonstrate the ability to develop health record documentation guidelines.
3. be able to apply health record documentation regulations and standards to ensure organizational compliance.
4. analyze and present data for health care decision-making.

Evaluation Methods:	Tests	75%
	Homework	25%

Each test and homework assignment will carry different grading weights or percentages depending on the length and complexity of the test or assignment.

Grading Scale: The following grading scale is used:

92-100 = A 83-91 = B 74-82 = C **60-73 = D** **Below 60 = F**

Student Progress: Each student will be notified of his or her class average prior to the last day to withdraw from a class, as well as mid-semester.

Attendance Policy:

1. Students are expected to attend all classes. If it is necessary to miss a class, the student must see the instructor prior to the next scheduled class period to identify any work missed during the absence.
2. A student that misses (unexcused) more than 20% (6 days) of the class may be assigned an F. 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 (and early departures) will be considered one-third of an absence.
3. The instructor may excuse some absence, such as those due to a documented medical encounter or approved University activity. Examples of documentation include a written doctor's excuse or an official University excuse.
4. At the discretion of the instructor, any time away from class in excess of the number of 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.
5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures. The responsibility for initiating make-up work rests with the student.
 - a. Make-up assignments and exams may be provided for excused absences, although it often is not possible to make-up an in-class discussion or exercise.
 - b. If a student does not have an excused absence and needs to make up an exam or assignment, the grade will be lowered by a 10% late penalty.
 - c. No assignment will be accepted after 10 days.
 - d. At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.

Last Date to Drop the Course: TBA

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please

contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

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

Course Requirements:

Examinations: There will be four exams, each having equal weight.

Statistical Assignments : Given a variety of data, students will be required to calculate common healthcare statistics, analyze the findings, and present outcomes using a variety of data display tools.

Retrospective Documentation Review: Students will perform a retrospective medical record review to determine organizational compliance with established documentation policy.

Miscellaneous: Students will be expected to 1) complete miscellaneous small assignments and to 2) participate in class activities and discussion.

Course Outline

Topics	Week
Unit 1 – Health Informatics and Information Management I. Evolution of Healthcare Informatics II. National and State Initiatives Related to Informatics III. Health Informatics v. Health Information Management IV. The HIM Profession	Week 1 (1-2 days)
Unit 2 – The Health Record I. The Health Record II. Documentation Requirements III. Content of a Health Record IV. Incomplete Record Control V. Record Retention and Destruction VI. Technical Functions Health Information Management Department	Weeks 1 -3
Unit 3 – Electronic Health Records I. The Need for Change II. Core Functions of an EHR IV. Advantages of EHRs V. Implementation Issues VI. Conversion Methods VII. Personal Health Records (PHRs)	Weeks 4 & 5

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Health Promotion and Administration College of Health Sciences HSA 425 Fundamentals of Healthcare Law Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***										
Proposal Approved by:		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50%; text-align: center;"><u>Date</u></td> <td style="width: 50%; text-align: center;"><u>Date</u></td> </tr> <tr> <td style="text-align: center;">9/29/2009</td> <td style="text-align: center;">NA</td> </tr> <tr> <td style="text-align: center;">10/21/09</td> <td style="text-align: center;">11/19/09</td> </tr> <tr> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </table>	<u>Date</u>	<u>Date</u>	9/29/2009	NA	10/21/09	11/19/09	NA	NA	NA	NA
<u>Date</u>	<u>Date</u>											
9/29/2009	NA											
10/21/09	11/19/09											
NA	NA											
NA	NA											
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>												
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.												

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

A. 1. Specific action requested: To add HSA 425 (2 credits) to the Post-Baccalaureate HIM Certificate. A. 2. Effective date: Fall 2010 Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: This is one of the required courses needed to complete the Post-Baccalaureate HIM Certificate program. C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA
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Part II. Recording Data for New, Revised, or Dropped Course

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

1. For a new course, provide the catalog text. 2. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.	<p style="text-align: center;">New or Revised* Catalog Text</p> (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) <u>HSA 425 Fundamentals of Healthcare Law (2) I, II.</u> Prerequisite: Department Approval. A review of legal principles critical to the practice of health information management.
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Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
<u>HSA</u>	<u>425</u>	Fall 2010 Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>2</u>	Lecture <u>2</u>	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>2</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

Eastern Kentucky University - Department of Health Promotion and Administration
Syllabus for HSA 425, Fundamentals of Healthcare Law, CRN
2 Credit hours - Fall 2010

Professor's Name Jan Hecht, MBA, RHIA
Professor's Office Dizney 113; EXT 2-6306 **E-mail:** jan.hecht@eku.edu

Catalog Course Description: HSA 425 Fundamentals of Healthcare Law. (2) I, II. Prerequisite: Department Approval. A review of legal principles critical to the practice of health information management.

Text(s): Brodnik, McCain, Rinehart-Thompson, and Reynolds. (2009). *Fundamentals of Law for Health Informatics and Information Management*. AHIMA.

Student Learning Outcomes:

Students will:

1. The student will be able to analyze a situation to ensure proper access, disclosure, and use of protected health information to ensure confidentiality.
2. The student will be able to develop healthcare privacy and security policies and procedures.

Evaluation Methods:	Tests	60%
	Homework	20%
	Research Paper	20%

Each test and homework assignment will carry different grading weights or percentages depending on the length and complexity of the test or assignment.

Grading Scale: The following grading scale is used:

92-100 = A 83-91 = B 74-82 = C **60-73 = D** **Below 60 = F**

Student Progress: Each student will be notified of his or her class average prior to the last day to withdraw from a class, as well as mid-semester.

Attendance Policy:

1. Students are expected to attend all classes. If it is necessary to miss a class, the student must see the instructor prior to the next scheduled class period to identify any work missed during the absence.
2. A student that misses (unexcused) more than 20% (6 days) of the class may be assigned an F. 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 (and early departures) will be considered one-third of an absence.
3. The instructor may excuse some absence, such as those due to a documented medical encounter or approved University activity. Examples of documentation include a written doctor's excuse or an official University excuse.
4. At the discretion of the instructor, any time away from class in excess of the number of 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.
5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures. The responsibility for initiating make-up work rests with the student.
 - a. Make-up assignments and exams may be provided for excused absences, although it often is not possible to make-up an in-class discussion or exercise.
 - b. If a student does not have an excused absence and needs to make up an exam or assignment, the grade will be lowered by a 10% late penalty.
 - c. No assignment will be accepted after 10 days.
 - d. At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.

Last Date to Drop the Course: TBA

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

Academic Integrity Statement: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

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

Course Requirements:

Examinations: There will be four examinations, equally weighted.

Research Paper: The student will be required to write an 8-10 page research paper on a medico-legal topic approved by instructor.

Release of Information Disclosure Form: The student will be required to create a HIPAA compliant disclosure form for an assigned health care organization.

Miscellaneous: Students will be expected to 1) complete miscellaneous small assignments and to 2) participate in class activities and discussion

Course Outline

Topics	Week
Unit I – American Legal System I. Definitions of Law II. Types and Sources of Law III. State and Federal Court Systems IV. Pretrial and Trial Proceedings V. Evidence VI. Arbitration and Mediation	Week 1
Unit II – Federal Healthcare Law I. Enforcement Sources II. Types of Criminal Penalties Inflicted on Health Care Providers Unit III – Civil Liability of Health Care Providers I. Tort Law II. Immunity from Liability III. Liability for the Acts of Others IV. Defenses to Malpractice	Week 2
Unit IV – Use and Disclosure of Health Information I. Ownership of the Record II. Disclosure of Information (Release of Information) II. HIPAA Privacy & Security Standards	Weeks 3 & 4
Unit V – Consent for Treatment I. Validity of Consents II. Types of Consents III. Consent to Special Procedures IV. Refusal of Consent V. End of Life Issues	Week 5

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
<u>HSA</u>	<u>430</u>	Fall 2010 Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>4</u>	Lecture <u>4</u>	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>4</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Department Approval</u>
Course Prefix and No.	

Test Scores _____

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

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

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

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

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

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

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

Eastern Kentucky University - Department of Health Promotion and Administration
Syllabus for HSA 430, Healthcare Coding and Reimbursement, CRN
4 Credit hours - Fall 2010

Professor's Name Dawn Jackson, DrPH, RHIA, CCS-P, FAHIMA
Professor's Office Dizney 114; EXT 2-6307 **E-mail:** dawn.jackson@eku.edu

Catalog Course Description: HSA 430 Healthcare Coding and Reimbursement. (4) I, II. Prerequisite: Department Approval. An introduction to medical coding, healthcare reimbursement systems, and fraud and abuse.

Text(s): 1) Jackson, D. (2010) *ICD-9-CM Training Manual* (available in Blackboard).
 2) Jackson, D. (2010) *CPT Training Manual* (available in Blackboard).
 3) Castos, A. and Layman, E. (2009) *Principles of Healthcare Reimbursement Systems*. AHIMA, Chicago, IL. (ISBN: 978-1-58426-192-6)

Student Learning Outcomes:

Students will:

1. analyze documentation in the health record to assess the extent to which it supports the patient's diagnosis, clinical findings, and discharge status.
2. apply processes, policies, and procedures to ensure the accuracy of coded data.
3. use electronic applications for clinical classification and coding.
4. demonstrate an ability to manage applications and processes for clinical classification and coding.
5. demonstrate an ability to manage processes for compliance and reporting, such as the National Correct Coding Initiative.
6. optimize reimbursement within the restrictions of the healthcare payer.
7. demonstrate an ability to manage processes related to healthcare reimbursement within a health care organization.

Evaluation Methods:	Tests	70%
	Homework	30%

Each test and homework assignment will carry different grading weights or percentages depending on the length and complexity of the test or assignment.

Grading Scale: The following grading scale is used:

92-100 = A 83-91 = B 74-82 = C **60-73 = D** **Below 60 = F**

Student Progress: Each student will be notified of his or her class average prior to the last day to withdraw from a class, as well as mid-semester.

Attendance Policy:

1. Students are expected to attend all classes. If it is necessary to miss a class, the student must see the instructor prior to the next scheduled class period to identify any work missed during the absence.
2. A student that misses (unexcused) more than 20% (6 days) of the class may be assigned an F. 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 (and early departures) will be considered one-third of an absence.
3. The instructor may excuse some absence, such as those due to a documented medical encounter or approved University activity. Examples of documentation include a written doctor's excuse or an official University excuse.
4. At the discretion of the instructor, any time away from class in excess of the number of 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.
5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures. The responsibility for initiating make-up work rests with the student.
 - a. Make-up assignments and exams may be provided for excused absences, although it often is not possible to make-up an in-class discussion or exercise.
 - b. If a student does not have an excused absence and needs to make up an exam or assignment, the grade will be lowered by a 10% late penalty.
 - c. No assignment will be accepted after 10 days.
 - d. At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.

Last Date to Drop the Course: TBA

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

Academic Integrity Statement: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

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

Course Requirements:

Examinations: There will be three examinations, equally weighted.

Case Studies: The student will be required to assign diagnosis and procedure codes to assigned patient cases.

Financial Analysis: The student will evaluate the financial impact of an out of date fee schedule and prepare an administrative report summarizing their findings.

Miscellaneous: Students will be expected to 1) complete miscellaneous small assignments and to 2) participate in class activities and discussion.

Course Outline

Topics	Week
Unit I – ICD-9-CM Coding I. Format, Structure, Conventions of ICD-9-CM II. Basic Principles of Coding III. Supplemental Coding Systems IV. Miscellaneous Coding Guidelines	Weeks 1 & 2
Unit II – CPT Coding I. Format and Structure of CPT II. Review of Modifiers III. Evaluation and Management Services	Weeks 2 & 3
Unit III – Supervision of Coding Services I. Coding Management Issues II. Alternative Classification Systems, Vocabularies, and Terminologies III. ICD-10-CM & ICD-10-PCS IV. Fraud and Abuse	Week 4 (3 days)
Unit IV – Reimbursement Systems I. Understanding the Language II. Types of Insurance III. Reimbursement Methodologies IV. Third Party Payers V. Medicare Prospective Payment Systems	Weeks 4 & 5

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Health Promotion and Administration College of Health Sciences HSA 435 Healthcare Info Systems and Tech _____ _____
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/29/2009	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	10/21/09	Approved <input checked="" type="checkbox"/> Disapproved	11/19/09
General Education Committee*	NA	Faculty Senate**	
Teacher Education Committee*	NA	Board of Regents** Council on Postsecondary Edu.***	

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

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

A. 1. Specific action requested: To add HSA 435 (3 credits) to the Post-Baccalaureate HIM Certificate.

A. 2. Effective date: ~~Fall 2010~~ Summer 2010

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

B. The justification for this action: This is one of the required courses needed to complete the Post-Baccalaureate HIM Certificate program.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: 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.)

HSA 435 Healthcare Information Systems and Technology (3) I, II. Prerequisite: Department Approval. An overview of clinical and administrative information systems, including management problems and solutions. Focus is on electronic health records and related technologies.

Part IV. Recording Data for New or Revised Course (Record 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>HSA</u>	<u>435</u>	Fall 2010 Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>3</u>	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 51	
<u>1</u>	<u>3</u>	<u>N</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. _____

Department 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)			

Eastern Kentucky University - Department of Health Promotion and Administration
Syllabus for HSA 435, Healthcare Information Systems and Technology, CRN
3 Credit hours - Fall 2010

Professor's Name TBA
Professor's Office TBA

E-mail: TBA

Catalog Course Description: HSA 435 Healthcare Information Systems and Technology. (3) I, II. Prerequisite: Department Approval. An overview of clinical and administrative information systems, including management problems and solutions. Focus is on electronic health records and related technologies.

Text(s): 1) LaTour and Eichenwald-Maki (2010) *Health Information Management: Concepts, Principles, and Practice, 3rd Edition*. AHIMA.
2) Amatayakul, M. (2009) *Electronic Health Records: A Practical Guide for Professionals and Organizations, 4th edition*. AHIMA.

Student Learning Outcomes:

Students will:

1. manage healthcare information systems.
2. communicate health information technology concepts to other healthcare professionals.
3. comply with regulations and standards related to the use of health information technology.
4. query public-use healthcare databases and appropriately obtain and use information to benefit patients, healthcare organizations, or communities.

Evaluation Methods: Healthcare Information Systems Presentation40 points
Database Exercises.....30 points
Healthcare Information Systems Model10 points
Terminology quiz10 points
Participation (includes attendance and class activities)...10 points

Grading Scale: The following grading scale is used:

92-100 = A 83-91 = B 74-82 = C **60-73 = D** **Below 60 = F**

Student Progress: Students will be given a grade update of their progress in the class prior to midterm.

Attendance Policy:

1. Students are expected to attend all classes.
2. If it is necessary to miss a class, the student must see the instructor prior to the next scheduled class period to identify any work missed during the absence.
3. At the discretion of the instructor, class attendance will be recorded at the beginning of each scheduled class meeting. When a student is late in getting to class or after attendance has been recorded, the student is responsible, immediately after class, to see that the absence is removed from the record. Tardies will be considered one-third of an absence.
4. At the discretion of the instructor, some absences may be excused, such as those due to a documented medical encounter or approved University activity. Examples of documentation include a written doctor's excuse or an official University excuse.
5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures. The responsibility for initiating make-up work rests with the student
 - a. Make-up assignments and exams may be provided for excused absences, although it often is not possible to make-up an in-class discussion or exercise.
 - b. If a student does not have an excused absence and needs to make up an exam or assignment, the grade may be lowered by a 10% late penalty.
 - c. At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.

Last Date to Drop the Course: TBA

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

Academic Integrity Statement: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

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

Course Requirements:

1. Develop a presentation about an assigned healthcare information system management or technology topic. References should be included. A model showing the relationships between the various topics presented by all the students will also be created and explained to the class. Detailed information will be provided in class.
2. Complete the assigned database exercises. These will include the use of public databases such as HCUP and CDC databases. MS-Access 2007 will also be used.
3. Provide definitions for the words on the Terminology List and pass the Terminology Quiz.
4. Participate in class activities and discussion.

Course Outline

Topics		Week
I. Introduction A. Course B. HSA Microcomputer Lab Orientation II. Health Care Information Systems & Technology A. Healthcare Informatics B. Impact of Technology on Health Information Management Systems 1. Computerization of patient data 2. Security issues C. Standards 1. Hardware 2. Software 3. Communication/network/messaging 4. Data 5. Organizations D. Chief Information Officer		Weeks 1 -3
III. Database Management A. Overview of database management systems B. Management issues 1. Design 2. Data collection and entry 3. Data maintenance 4. Data manipulation (queries, reports, graphs, statistics) 5. Implementation, training, and evaluation C. Using Databases 1. Access 2007 2. Public-use healthcare databases (ie: CDC, HCUP)		Weeks 4 & 5

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Health Promotion and Administration College of Health Sciences HSA 440 Healthcare Quality and PI _____ (Major __, Option __; Minor __; or Certificate <u>X</u>)
--	---	---

Proposal Approved by:	Date		Date
Departmental Committee	9/29/2009	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	10/21/09	Approved <input checked="" type="checkbox"/> Disapproved _____	11/19/09
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: To add HSA 440 (2 credits) to the Post-Baccalaureate HIM Certificate.

A. 2. Effective date: ~~Fall 2010~~ Summer 2010

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

B. The justification for this action: This is one of the required courses needed to complete the Post-Baccalaureate HIM Certificate program.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: 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.)

HSA 440 Healthcare Quality and Performance Improvement (2) I, II. Prerequisite: Department Approval. Provides a basic understanding of quality management and performance improvement in health care settings. Emphasizes the use of data to improve processes, systems and patient 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)*
HSA	440	Fall 2010 Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
2	Lecture 2	Laboratory _____ Other _____	Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	2	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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>Department Approval</u>
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

Eastern Kentucky University - Department of Health Promotion and Administration
Syllabus for HSA 440, Healthcare Quality and Performance Improvement, CRN
2 Credit hours - Fall 2010

Professor's Name Amanda Lewis, MPH, RHIA
Professor's Office Dizney 111; X 28901 **E-mail:** amanda.lewis@eku.edu

Catalog Course Description: HSA 440 Healthcare Quality and Performance Improvement. (2) I, II. Prerequisite: Department Approval. Provides a basic understanding of quality management and performance improvement in health care settings. Emphasizes the use of data to improve processes, systems and patient outcomes.

Text(s): *Quality and Performance Improvement in Healthcare*, 4th Edition; Shaw, Elliott, Isaacson and Murphy, AHIMA 2010

Student Learning Outcomes:

Students will:

1. analyze and present data on quality management.
2. analyze performance improvement plans.
3. develop a quality management project.
4. interpret and apply current regulations, licensure and accreditation standards to healthcare situations.

Evaluation Methods:

Exams	40%
Assignments	40%
Quality Management Project	20%

Grading Scale: The following grading scale is used:

92-100 = A 83-91 = B 74-82 = C **60-73 = D** **Below 60 = F**

Student Progress: Students will be given a grade update of their progress in the class prior to midterm.

Attendance Policy:

1. Students are expected to attend all classes. If it is necessary to miss a class, the student must see the instructor prior to the next scheduled class period to identify any work missed during the absence.
2. A student that misses (unexcused) more than 20% (___ hours) of the class may be assigned an F. 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 (and early departures) will be considered one-third of an absence.
3. The instructor may excuse some absence, such as those due to a documented medical encounter or approved University activity. Examples of documentation include a written doctor's excuse or an official University excuse.
4. At the discretion of the instructor, any time away from class in excess of the number of 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.
5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures. The responsibility for initiating "make-up" work rests with the student.
 - a. "Make-up" assignments and exams may be provided for excused absences, although it often is not possible to make-up an in-class discussion or exercise.
 - b. If a student does not have an excused absence and needs to make up an exam or assignment, the grade will be lowered by a 10% late penalty.
 - c. No assignment (including exams) will be accepted after 5 calendar days.
 - d. At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.

Last Date to Drop the Course: TBA

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

Academic Integrity Statement: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

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

Course Requirements:

Examinations: There will be 2 exams, each having equal weight.

Quality Management Project: Given a case study, the student will create a quality improvement study design and plan.

Miscellaneous: Students will be expected to 1) complete miscellaneous small assignments and to 2) participate in class activities and discussion.

Course Outline

Topics	Week
Unit 1 1) Defining a Performance Improvement Model 2) Identifying Improvement Opportunities Based on Performance Measurement 3) Using Teamwork in Performance Improvement 4) Aggregating and Analyzing performance Improvement Data	Week 1
Unit 2 5) Measuring Customer Satisfaction 6) Refining the Continuum of Care 7) Preventing and Controlling Infectious Disease 8) Improving the Provision of Care, Treatment, and Services 9) Building a Safe Medication Management System 10) Improving Care Environment and Life Safety	Weeks 2 & 3
Unit 3 11) Organizing for Performance Improvement 12) Navigating the Accreditation, Certification, or Licensure Process 13) Managing Healthcare Performance Improvement Projects 14) Managing the Human Side of Change 15) Developing the Performance Improvement Plan 16) Evaluating the Performance Improvement Program	Weeks 4 & 5

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Health Promotion and Administration College of Health Sciences HSA 445 Fund of Healthcare Info Research _____ (Major __, Option __; Minor __; or Certificate __)
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/29/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	11/19/09
College Curriculum Committee	10/21/09	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: To add HSA 445 (2 credits) to the Post-Baccalaureate HIM Certificate.

A. 2. Effective date: ~~Fall 2010~~ Summer 2010

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

B. The justification for this action: This is one of the required courses needed to complete the Post-Baccalaureate HIM Certificate program.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: 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 ~~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.)

HSA 445 Fundamentals of Healthcare Informatics Research (2) I, II. Prerequisite: Department Approval. An overview of research problems, methods, and applications in health information management and healthcare informatics.

Part IV. Recording Data for New or Revised Course (Record 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>HSA</u>	<u>445</u>	Fall 2010 Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>2</u>	Lecture <u>2</u>	Laboratory _____ Other _____	Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>2</u>	<u>N</u>	FR _____ JR _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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>Department Approval</u>
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

Eastern Kentucky University - Department of Health Promotion and Administration
Syllabus for HSA 445, Fundamentals of Healthcare Informatics Research, CRN
2 Credit hours - Fall 2010

Professor's Name TBA
Professor's Office TBA **E-mail:** TBA

Catalog Course Description: HSA 445 Fundamentals of Healthcare Informatics Research. (2) I, II. Prerequisite: Department Approval. An overview of research problems, methods, and applications in health information management and healthcare informatics.

Text(s): *Health Informatics Research Methods: Principles and Practice.* Edited by Elizabeth Layman and Valerie Watzlaf. AHIMA, Chicago, 2009.

Student Learning Outcomes:

Students will:

1. comply with research regulations and ethical principles.
2. comprehend the relationships between research, evidence-based medicine, and evidence-based management.
3. critique health informatics and information management research found in scholarly and professional media and research summaries found in popular media.
4. apply the results of appropriate research to improve policies or procedures at their site of employment.

Evaluation Methods: Assignments

Article Critiques	25 points
Homework/Exercises and Participation	15 points
NIH Human Participant Protection Certification	10 points

Points will be deducted for missing or late assignments.

Examinations

Research Exam 1	15 points
Research Exam 2	35 points

Grading Scale: The following grading scale is used:

92-100 = A 83-91 = B 74-82 = C **60-73 = D** **Below 60 = F**

Student Progress: Students will be given a grade update of their progress in the class prior to midterm.

Attendance Policy:

1. Students are expected to attend all classes.
2. If it is necessary to miss a class, the student must see the instructor prior to the next scheduled class period to identify any work missed during the absence.
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5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures. The responsibility for initiating make-up work rests with the student
 - a. Make-up assignments and exams may be provided for excused absences, although it often is not possible to make-up an in-class discussion or exercise.
 - b. If a student does not have an excused absence and needs to make up an exam or assignment, the grade may be lowered by a 10% late penalty.
 - c. At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.

Last Date to Drop the Course: TBA

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic

accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

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

Course Requirements:

1. Critique research articles
2. Complete the online NIH education and certification program in Human Participants Protection
3. Homework and discussion board exercises
4. Exams: midterm exam and comprehensive final exam

Course Outline

Topics		Week
I. Introduction <ol style="list-style-type: none"> 1. Steps of the Research Process 2. Computer Uses in Research II. Techniques, Methods, Definitions <ol style="list-style-type: none"> 1. Problems, Hypotheses, Models 2. Literature Review Sources 3. Research Study Designs 4. Analysis and Results <ol style="list-style-type: none"> A. Statistical Analysis B. Epidemiological Statistics C. Cause and Effect Determination 	Weeks 1 -3	
III. Conducting Research <ol style="list-style-type: none"> 1. Funding Sources 2. Ethical and Legal Considerations <ol style="list-style-type: none"> A. HIPAA B. Use of medical records C. Human participants D. Institutional Review Boards E. NIH certification IV. Evaluation of Research V. Roles of the Health Information Manager in Research	Weeks 4 & 5	

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Health Promotion and Administration College of Health Sciences HSA 450 Hlthcare Info Systems Dev Graduate Council* Council on Academic Affairs Approved Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
Proposal Approved by:		Date
Departmental Committee	9/29/2009	NA
Is this a SACS Substantive Change? Yes *** <input type="checkbox"/> No <input checked="" type="checkbox"/>		WITHDRAWN
College Curriculum Committee	10/21/09	NA
General Education Committee*	NA	NA
Teacher Education Committee*	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: To add HSA 450 (2 credits) to the Post-Baccalaureate HIM Certificate. A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This is one of the required courses needed to complete the Post-Baccalaureate HIM Certificate program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: 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 <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.	
New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)	
<p>HSA 450 Healthcare Information Systems Development (2) I, II. Prerequisite: Department Approval. The use of systems analysis and development procedures to select and implement appropriate health information management systems in healthcare organizations.</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)*
<u>HSA</u>	<u>450</u>	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>2</u>	Lecture <u>2</u>	Laboratory _____ Other _____	Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>2</u>	<u>N</u>	FR _____ JR _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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>Department Approval</u>
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

Eastern Kentucky University - Department of Health Promotion and Administration
Syllabus for HSA 450, Health Information Management and Leadership, CRN
3 Credit hours - Fall 2010

Professor's Name Amanda Lewis, MPH, RHIA
Professor's Office Dizney 111; X 28901 **E-mail:** amanda.lewis@eku.edu

Catalog Course Description: HSA 450 Healthcare Information Systems Development. (2) I, II. Prerequisite: Department Approval. An application of managerial functions to an HIM department with a focus on work flow, work design, education and training, productivity standards, policies, budgeting, and leadership.

Text(s):

- 1) LaTour and Eichenwald-Maki (2010) *Health Information Management: Concepts, Principles, and Practice, 3rd Edition*. AHIMA.
- 2) Lee, F. *If Disney Ran Your Hospital*. Second River Health Care Press.
- 3) Johnson, S. *Who Moved My Cheese?* G.P. Putnum's Sons.

Student Learning Outcomes:

Students will:

1. understand major health care management concepts.
2. analyze and create policies and procedures.
3. analyze job descriptions, disciplinary processes and job analysis.
4. carry out various management related functions (e.g. budgets, staffing, workspace engineering, etc).
5. create an employee inservice and training program.

Evaluation Methods:	Examinations	40%
	Assignments	30%
	Management Project	20%
	Inservice and Training Project	10%

Grading Scale: The following grading scale is used:

92-100 = A 83-91 = B 74-82 = C **60-73 = D** **Below 60 = F**

Student Progress: Each student will be notified of his or her class average prior to the last day to drop a class, as well as mid-semester.

Attendance Policy:

1. Students are expected to attend all classes. If it is necessary to miss a class, the student must see the instructor prior to the next scheduled class period to identify any work missed during the absence.
2. A student that misses (unexcused) more than 20% (___ hours) of the class will be assigned an F. 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 (and early departures) will be considered one-third of an absence.
3. The instructor may excuse some absence, such as those due to a documented medical encounter or approved University activity. Examples of documentation include a written doctor's excuse or an official University excuse.
4. At the discretion of the instructor, any time away from class in excess of the number of 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.
5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures. The responsibility for initiating "make-up" work rests with the student.
 - a. "Make-up" assignments and exams may be provided for excused absences, although it often is not possible to make-up an in-class discussion or exercise.
 - b. If a student does not have an excused absence and needs to make up an exam or assignment, the grade will be lowered by a 10% late penalty.
 - c. No assignment (including exams) will be accepted after 5 calendar days.
 - d. At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.

Last Date to Drop the Course: TBA

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please

contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

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

Course Requirements:

Examinations: There will be two exams, with equal weight.

Management Project: Given a case study, the student will re-engineer the administrative processes of a physician practice as it makes its transition to an electronic health record environment.

Employee Development and Training Project: The student will perform a 30-minute presentation for a healthcare provider or professional organization.

Miscellaneous: Students will be expected to 1) complete miscellaneous small assignments and to 2) participate in class activities and discussion.

Course Outline

Topics	Week
<p>Unit 1 1) Cultural Diversity: Managing the Changing Workforce 2) Time Management</p> <p>Unit 2 1) Managerial Ethics 2) Policy Making and Implementation 3) Position Descriptions and Performance Standards 4) Performance Feedback 5) Employee Disciplinary Process 6) Morale and Motivation 7) Networks and Organizational Politics 8) Rewards and Recognition 9) Employee Development and Training</p>	<p>Weeks 1-3</p>
<p>Unit 3 1) Organizing, Coordinating, and Reengineering Processes 2) Financial Management a. Budgets and Cost Control b. Principles of Accounting c. Financial Management Reports 3) Workspace Re-engineering and Ergonomics</p>	<p>Weeks 4-5</p>

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Health Promotion and Administration College of Health Sciences HSA 455 Health Info Mgt and Leadership Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
Proposal Approved by:		Date
Departmental Committee	9/29/2009	NA
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	10/21/09	11/19/09
General Education Committee*	NA	
Teacher Education Committee*	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: To add HSA 455 (3 credits) to the Post-Baccalaureate HIM Certificate. A. 2. Effective date: Fall 2010 Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This is one of the required courses needed to complete the Post-Baccalaureate HIM Certificate program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: 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 <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.	New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) HSA 455 Health Information Management and Leadership (3) I, II. Prerequisite: Department Approval. An application of managerial functions to an HIM department with a focus on work flow, work design, education and training, productivity standards, policies, budgeting, and leadership.
--	---

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
<u>HSA</u>	<u>455</u>	Fall 2010 Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>3</u>	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 51	
<u>1</u>	<u>3</u>	<u>N</u>	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Department Approval</u>
Course Prefix and No.	

Test Scores _____

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

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

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

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

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

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

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

Eastern Kentucky University - Department of Health Promotion and Administration
Syllabus for HSA 455, Health Information Management and Leadership, CRN
3 Credit hours - Fall 2010

Professor's Name Amanda Lewis, MPH, RHIA
Professor's Office Dizney 111; X 28901 **E-mail:** amanda.lewis@eku.edu

Catalog Course Description: **HSA 455 Health Information Management and Leadership (3) I, II.** Prerequisite: Department Approval. An application of managerial functions to an HIM department with a focus on work flow, work design, education and training, productivity standards, policies, budgeting, and leadership.

Text(s):

- 1) LaTour and Eichenwald-Maki (2010) *Health Information Management: Concepts, Principles, and Practice, 3rd Edition.* AHIMA.
- 2) Lee, F. *If Disney Ran Your Hospital.* Second River Health Care Press.
- 3) Johnson, S. *Who Moved My Cheese?* G.P. Putnum's Sons.

Student Learning Outcomes:

Students will:

6. understand major health care management concepts.
7. analyze and create policies and procedures.
8. analyze job descriptions, disciplinary processes and job analysis.
9. carry out various management related functions (e.g. budgets, staffing, workspace engineering, etc).
10. create an employee inservice and training program.

Evaluation Methods:	Examinations	40%
	Assignments	30%
	Management Project	20%
	Inservice and Training Project	10%

Grading Scale: The following grading scale is used:

92-100 = A 83-91 = B 74-82 = C **60-73 = D** **Below 60 = F**

Student Progress: Each student will be notified of his or her class average prior to the last day to drop a class, as well as mid-semester.

Attendance Policy:

6. Students are expected to attend all classes. If it is necessary to miss a class, the student must see the instructor prior to the next scheduled class period to identify any work missed during the absence.
7. A student that misses (unexcused) more than 20% (___ hours) of the class will be assigned an F. 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 (and early departures) will be considered one-third of an absence.
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 - a. "Make-up" assignments and exams may be provided for excused absences, although it often is not possible to make-up an in-class discussion or exercise.
 - b. If a student does not have an excused absence and needs to make up an exam or assignment, the grade will be lowered by a 10% late penalty.
 - c. No assignment (including exams) will be accepted after 5 calendar days.
 - d. At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.

Last Date to Drop the Course: TBA

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please

contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement: Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

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

Course Requirements:

Examinations: There will be two exams, with equal weight.

Management Project: Given a case study, the student will re-engineer the administrative processes of a physician practice as it makes its transition to an electronic health record environment.

Employee Development and Training Project: The student will perform a 30-minute presentation for a healthcare provider or professional organization.

Miscellaneous: Students will be expected to 1) complete miscellaneous small assignments and to 2) participate in class activities and discussion.

Course Outline

Topics	Week
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<p>Unit 3 1) Organizing, Coordinating, and Reengineering Processes 2) Financial Management a. Budgets and Cost Control b. Principles of Accounting c. Financial Management Reports 3) Workspace Re-engineering and Ergonomics</p>	<p>Weeks 4-5</p>

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Occupational Therapy <hr/> College Health Sciences <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Occupational Science (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	04/28/09	Graduate Council*	NA
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	10/21/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/19/09
General Education Committee*	NA	Faculty Senate**	11/30/09
Teacher Education Committee*	NA	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 ECU's Office of Institutional Effectiveness.

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

A. 1. Specific action requested: To revise and clarify progression and retention in the Program. To change the required grade point average from 2.0 to 2.5 to progress into Cycle 1 (junior year) of Occupational Science curriculum.

A. 2. Effective date: Spring 2010

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

B. The justification for this action:

A change to increase the required G.P.A. for students entering the junior year of the Occupational Science Program from 2.0 to 2.5 due to increased demand for the program, to clarify progression in the program, and to be congruent with the increased competition for Graduate School and the Masters degree program in Occupational Therapy.

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

Personnel Impact: None
 Operating Expenses Impact: None
 Equipment/Physical Facility Needs: No change
 Library Resources: No change

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

New or Revised* Program Text

Baccalaureate Degree in Occupational Science (BS) (page 146 of the 2009-10 *Undergraduate Catalog*)

Progression and Retention in the Program

In order for students to follow the established progression of the program sequence they must:

- Receive a 2.0 or better in all OTS and support courses.
- Maintain an overall GPA of 2.0.
- Successfully complete all Pre-cycle work before enrolling in Cycle 1 course work. In addition, students must successfully complete Cycle 1 course work before enrolling in Cycle II course work.

Progression to Cycle 1 (junior year) occurs when Precycle requirements are met:

- at least 57 hours of coursework completed
- an overall GPA of 2.5 or better
- "C" or better in human anatomy, human physiology, general psychology, and statistics.

To progress to Cycle 2 (senior year), all Cycle 1 required major and support courses must be completed with a grade of "C" or better.

To graduate, all Cycle 2 required major and support courses must be completed with a grade of "C" or better as well as completion of general education and university requirements for graduation. An overall GPA of 2.0 must be maintained throughout the Occupational Science Program.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Connie J. Callahan, Ph.D., Chair
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College of Education
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Richmond, Kentucky 40475-3102
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Nov. 2, 2009

CAA
Eastern Kentucky University

Last March (2009) the Counseling and Educational Psychology Department sent over a new EDD Program with 10 new courses for approval of the CAA. At that time, Dr. Vice presented a model for reviewing new doctoral level programs. Our program and courses received no action from your committee so we are presenting them once again. Your members will find Curriculum Change Forms for the new courses, a Curriculum Change Form for a New Program, a Faculty Qualification Summary, a Statement of Need and Demand for the Program, a packet with the Program Title, Federal CIP Code, with the purpose, program admission criteria, curricula requirements, comprehensive exams, and dissertation requirements.

The new material added to this includes two peer review documents of our courses and program and Dr. Edward Keeley's email from the Office of Institutional Effectiveness showing approval of the needs assessment we conducted for the EDD in Counseling.

We believe we have meet all of the "new requirements" set forth in last March's meeting of the CAA and that we have compiled a comprehensive report for you to consider.

Sincerely,

Connie J. Callahan, Ph.D.

Connie J. Callahan, Ph.D., LPCC, LMFT
Chair, Department of Counseling and Educational Psychology
Eastern Kentucky University

Checklist for Approval Process for Doctoral Degrees

Program Title: Ed.D. Counselor Education and Supervision

College/Department: Education/Counseling and Educational Psychology

PHASE 1

Departmental Showcase and Program Review

PHASE 2

Graduate Council

- Review Report from Departmental Showcase and Program Review
- Review Faculty Qualifications
- Review Scholarly Productivity, including Program's record and capacity for securing external funds
- Review Existing Support (e.g., Library Resources, Staffing)
- Review Proposed Admission Requirements
- Review Proposed Exit Requirements/Competencies

Action Taken: Approved

Date: 3/30/09

PHASE 3

Council on Academic Affairs

- Review Proposed Program's Curriculum
- Review External Reviewers' Report
- Review Graduate Council's Analysis
- Review Office of Institutional Effectiveness's Report

Action Taken: Approved

Date: 11/19/09

PHASE 4

Financial Planning Council/ Strategic Planning Council

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

Action Taken: _____

Date: _____

PHASE 5

Faculty Senate

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

Action Taken: _____

Date: _____

Provost Council

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

Action Taken: _____

Date: _____

President

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

Action Taken: _____

Date: _____

Board of Regents

Review President's Recommendation for Proposed Program

Action Taken: _____

Date: _____

Council on Postsecondary Education

Review President's Recommendation for Proposed Program

Action Taken: _____

Date: _____

(SACS) Southern Association of Colleges and Schools

Review President's Recommendation for Proposed Program

Action Taken: _____

Date: _____

Program Implementation Date: _____

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Counselor Education & Supervision (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	11/23/08	Graduate Council* Pending
<i>Is this a SACS Substantive Change? Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/></i>		
College Curriculum Committee	1/13/09	Council on Academic Affairs Approved <u> </u> Disapproved <u> </u>
General Education Committee*	n/a	Faculty Senate**
Teacher Education Committee*	2/24/09	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.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create an Ed. D. program in counselor education.	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This Ed.D. would be the only doctoral program in counselor education in the Commonwealth. This program will meet numerous school and community needs for more advanced practitioners, will address EKU's stakeholder needs, will help meet the need for competent student/counselor ratios in the schools, will help provide appropriate licensed supervisors to meet Kentucky state law and will help reduce incidence rates in psychopathology, substance abuse and domestic violence. A more complete explanation of the program's ability to meet school and community needs can be found in the attached documentation.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed, 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: Travel: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new course curriculum change forms.

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.)

1.

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 ~~strikethrough~~ 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 ~~strikethrough~~ for deletions and underlines for additions.)

SEE BELOW – ENTIRE TEXT IS NEW

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

DOCTOR OF EDUCATION (Ed.D.)

Counselor Education and Supervision

Cip code: 13.0401

I. GENERAL INFORMATION

The Doctor of Education (Ed.D.) program in counselor education and supervision works to improve school and mental health counseling services in Kentucky. We shall accomplish this through two complementary emphases: (1) counselor education and supervision training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs counselor education and supervision to improve school and mental health counseling services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national school counseling, mental health counseling and counselor education groups, we will develop, maintain, and continually update a research agenda.

Participation in this doctoral program will lead to enhanced understanding and practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental entities and processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work will be built on a knowledge base that reflects current research, theory, and practice; and doctoral faculty will serve as ongoing mentor resources – answering questions, helping to resolve administrative problems, collaborating on research projects, and referring individuals to job openings.

II. ADMISSION REQUIREMENTS

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master's degree in counseling or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below. Applicants must have completed three years of professional experience (preference will be given to those with counseling experience).

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Graduate degree must include 48 hours from a CACREP program or other nationally accredited program.
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant's professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed.

- A demonstration of the candidate's technology skills, to be evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol
- An interview with Doctoral Program Committee members

The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Students who do not meet the above requirements may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses.

III. PROGRAM REQUIREMENTS

Program of Study - Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. In consultation with the student's adviser, revisions can be made to the program of study. All revisions must have the approval of the student's program advisory committee.

Academic Core21 hours

COU 900, 901, 902, 903, 904, 905, 906

Rural Studies Core.....9 hours

EDL 930, 931, and COU 910

Field Experience6 hours

COU 907, 908

Completion of a structured set of field experiences relevant to the student's planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. The field experience should result in a product with the potential to make a substantive contribution to improving counseling services in Kentucky.

Research Core9 hours

EDL 810, 811, 812

Note: additional coursework in these areas may be required if the student has not completed coursework in statistics and research methodology or successfully completed and defended an appropriate thesis or specialist project.

Dissertation 9-15 hours

COU 909

Minimum Program Total 54-57 hours

Program Advisory Committee - The student's Program Advisory Committee will consist of no fewer than five members: three will possess expertise in the student's major area of concentration and will be selected by the student in consultation with his/her adviser and the Doctoral Program Director.

Admission to Doctoral Candidacy - Students are admitted to doctoral candidacy for the Ed.D. after they have accomplished the following:

- Completed approved course work satisfactorily
- Passed a comprehensive examination
- Formed a Dissertation Committee
- Secured the Committee's approval of a dissertation topic
- Made formal and successful application for doctoral candidacy

IV. EXIT REQUIREMENTS

Comprehensive Examination - The purpose of the comprehensive examination is to assess the candidate's knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:

- Content for the examinations will be program-oriented rather than course driven.
- The student will be responsible for the content in the total program of study.
- The student's Program Advisory Committee will be responsible for designing, preparing, and scoring the examination.

Dissertation Process

Students are required to enroll in a minimum of nine semester hours of dissertation credit. There is no fixed length for the dissertation manuscript. Rather than concentrating on the size of the document, students are well advised to consider the following purposes of a dissertation:

- To demonstrate technical mastery of the student's field
- To originate new knowledge or to advance or modify the present knowledge base in counseling
- To demonstrate the ability to conceptualize and complete a project of focused inquiry

The dissertation typically follows a five-chapter format. The most recent edition of the *Publication Manual of the American Psychological Association* will serve as the official style guide. The Dissertation Committee may approve another style should that format better suit the needs of organizing and presenting the research. In either case, the dissertation is evidence that the student is an expert in the chosen topic area. Students must work closely with their advisor in determining the topic and in formulating the research design.

Dissertation Committee: The doctoral student selects the dissertation chairperson from the Graduate Faculty according to faculty expertise and research interest and submits a request to the departmental chairperson.

The Dissertation Proposal Defense: Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Counseling and Educational Psychology will schedule the required defense. After the candidate has successfully defended the dissertation proposal, he/she may develop, with the supervision of the Committee, a completed dissertation.

Continuous Enrollment: Once doctoral candidates have passed the comprehensive examination and enrolled for dissertation credit, they must maintain continuous enrollment with a minimum of three semester hours of dissertation credit during each regular semester until the dissertation has been accepted by the Graduate Dean.

Faculty Qualifications Summary

(In support of Ed.D. in Counselor Education and Supervision)

The Department of Counseling and Educational Psychology has proposed a new Ed.D. in Counselor Education and Supervision and this is a summary of existing and proposed new faculty credentials to support this Doctorate. Vitas are attached to this Summary to verify this summary. The department currently has a total of nine full time faculty members including the department chair and the associate dean of the college who hold faculty status in the department. All full time faculty have doctorates in

appropriate disciplines. The existing nine Faculty have generated the scholarship summarized in the table below in the last two years (2007 to March 2009). Previous scholarship can be reviewed by viewing the full attached vitas.

Published Articles	Articles in Press	Chpts. In Books	Books National	Presentations	State or Regional Presentations
256		7	2	104 (90 of these are 6 hour workshops resented by faculty to diverse groups)	29

*this does not count invited presentation and publications

In addition to these examples of scholarship, the existing faculty include one member who is on the National Accreditation Board for the Profession (CACREP), another who holds national office in one of the counseling professions associations, and several who hold state office in the state association. At least three are currently on editorial boards for journals in the profession and one is the editor of the state Journal that has one best state journal for counseling from the American Counseling Association for 6 years in a row.

This program will use research classes (EDL 810, 811 and EDL 812) and rural studies (EDL 930 and 931) courses that are in common with the new Ed. D. in Educational Leadership and Policy Studies. This means we will be sharing faculty from that program such as Jim Rinehart and Aaron Thompson. There VITAs are also attached as examples of some of the out of the department faculty that will augment this program.

Finally, as a part of staffing for this Ed.D. program, the department will be requesting two additional positions. These positions will require applicants to have demonstrated experience in doctoral level programs supervising dissertations. The goal of these hires is to add the expertise needed in working with students program and dissertation committees and to add their expertise to the initial implantation of this degree.

Statement of Need and Demand for the Program

As part of the initial planning process, EKU faculty sought input from stakeholders within the service region to assess student demand for the proposed program. A total of 90 stakeholders were surveyed in Fall 2008 concerning the perceived need for this doctoral program. Survey data of currently-enrolled Master's students was extracted from that of currently employed school counselors.

QUESTIONS Cur	rent Master's Students	Currently Employed Counselors
1. There is a need for a terminal degree in Counselor Education in the eastern region of Kentucky	96.3% 81	.8%
2. I personally would be interested in such a program.	85.2%	57.1%

Numerous survey respondents indicated that their co-workers and colleagues enroll in doctoral programs in nearby states due to lack of an accessible program in Kentucky that meets their needs. Individuals wishing to complete doctoral studies in Counselor Education in EKU's service region are faced with commutes of 2-3 hours in order to attend institutions granting this degree. The data compiled for this report also noted the disparity between the American School Counseling Association's suggested 1: 250 ratio of counselors to students in P-12 settings and the numbers reported in Kentucky, as summarized below:

Ratio	Percentage Response Rate
1: 250 or fewer students	3.5%
1: 251-299	10.7%
1: 300-399 students	28.5%
1: 400-499 students	39.3%
1 : 500-599 students	7.1%
1: 600-699 students	10.7%

Furthermore, students who have achieved the Master's degree in Mental Health Counseling in the EKU service region face documented (Engebretson, Schmuldt & Hall, 2008) difficulties in finding an appropriate individuals to provide the supervision required for licensure as an LPCC in Kentucky. The need for doctoral-level counselor educators is further exacerbated by changes to the Council for Accreditation in Counseling and Related Education Programs (CACREP) standards for 2009, whereby all faculty teaching in Counselor Education programs must have an earned doctorate degree in Counselor Education. This coincides with the projected need for Counselor Education faculty, based on both growth and expansion of programs as well as an estimated 50% of current faculty members planning to retire within a ten-year period (Leinbaugh, Hazler, Bradley & Hill, 2003). Given the Department of Labor's (Bureau of Labor Statistics, 2008-09) anticipated job growth for counselors as "much faster than average" in comparison to all other occupations, (34% growth by 2016) the need to train new faculty for such positions is readily apparent.

The shortage of mental health workers in the region is well-documented. A review indicates that the 22-county service region of Eastern Kentucky University falls well below the national average in terms of licensed clinical professional counselor (LPCC) to resident ratio. Data indicates 91 LPCCs work in the EKU service region (total population 592,848), which roughly equals one licensed counselor for every 6,514 residents. A breakdown of each county by population and number of counselors is listed below:

County	Population	Number of LPCCs
Bell	30600	7
Boyle	27687	4
Casey	15447	0
Clay	24456	3
Estill	15307	2
Garrard	14792	3
Harlan	33202	2
Jackson	13495	0
Knox	31795	2
Laurel	52715	13
Lee	17916	0
Leslie	12401	0
Lincoln	23361	0
Madison	81103	18
McCreary	17080	1
Owsley	4858	0
Perry	29390	9
Powell	13237	2

Pulaski	59202	7
Rockcastle	16852	6
Wayne	19923	6
Whitley	38029	5

Specific Mental Health Issues

The shortage of trained mental health clinicians in the EKU service region should be considered in concert with the depth and breadth of mental health issues. Among these, domestic violence, substance abuse and severe psychological distress are particularly prominent in the region.

Domestic Violence

Statistics for 2002 (the most recent year for which data was collected) reflect a state-wide total of 41,583 domestic violence-related phone calls to authorities. The average number of women sheltered in residences specifically designated for protection from domestic violence was 2,125. Additionally, 2,002 children resided in domestic violence shelters during that year. An additional 22,155 individuals were non-sheltered victims of domestic violence (meaning these individuals received legal, advocacy and/or counseling services relevant to domestic violence. Finally, the Kentucky State Police report that during 2001 (the most recent year for which data was available), 29, 779 Emergency Protective Orders and 15,444 Domestic Violence Orders were issued. The issue of domestic violence is severe and pervasive in the EKU service region, with a pronounced shortage of professionals available to assist those in need.

Substance Abuse

Statistics from the United States Department of Health and Human Service paint a fairly bleak picture of substance abuse services in Kentucky. During 2005, an estimated 334,000 Kentuckians met the diagnostic criteria for a substance abuse, dependence or addiction. Based on Kentucky’s estimated population (4,206,074 residents), approximately 1 in 13 Kentuckians is afflicted with abuse, addiction or dependency. Yet, the number of residents who received substance abuse treatment during the same year was estimated only at 10,000.

Psychopathology

Mental Health Indicator	Percentage of Kentuckians	Ranking
<u>Serious Psychological Distress</u>	11.65%	4th of 51
<u>Adult physical disabilities</u>	7.9%	3rd of 54
<u>Disability prevalence</u>	24.8%	2nd of 54
<u>Low-Income Subsidy Eligible Medicare PDPs</u>	24	19th of 5]
<u>Needing Treatment for Drug Use</u>	2.89%	13th of 51
<u>Prevalence of Poor Mental Health</u>	27.1 %	46th of 50
<u>Resident population with serious mental illness</u>	170,710	25th of 52
<u>Resident population with serious mental illness (per capita)</u>	0.409 per 10 people	9th of 52

In comparison to the 50 states, Kentucky ranks 4th for adults experiencing “serious psychological distress” (11.65%), according to the Center for Disease Control. Kentucky also ranks 2nd and 3rd in the nation in terms of “adult physical disability” and “disability prevalence”, respectively. Mental health issues in Kentucky are also severe, according to the study. The prevalence of “poor mental health” among Kentuckians is estimated at 27.1%. Those individuals whose mental illness is described as “severe” in terms of debilitation is approximately 170,710, which ranks Kentucky as 25th overall. In comparison to the rest of the country, Kentucky ranks 9th in terms of “serious mental health needs” per capita, with 0.409 per 10 people meeting this qualification.

Considered together, the data describe a sharp contrast between the availability of mental health professionals relevant to the mental health needs of the region. EKU is in the unique position of serving a vast, diverse rural population with specific and severe mental health needs. The proposed doctorate degree in Counselor Education at Eastern Kentucky University will focus on the needs specific to the Appalachian region, thereby seeking to improve the quality of life for Eastern Kentuckians.

Counselor Education and Supervision at EKU: A Relevant and Informed Approach

The primary purpose of EKU's proposed doctoral program in counselor education and supervision is to improve school and mental health counseling services in Kentucky. We shall accomplish this through two complementary emphases: (1) counselor education and supervision training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs counselor education and supervision to improve school and mental health counseling services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national school counseling, mental health counseling and counselor education groups, we will develop, maintain, and continually update a research agenda.

We will collaborate with other Kentucky universities to leverage the resources of the broader commonwealth to provide students with the richest possible learning opportunities. Examples of possible collaboration include co-hosting of doctoral student symposia, dissertation "boot camps," etc. We will work with other universities to provide technology and policy support to make it possible for their students to access specialized course offerings from our curriculum, and for our students to access specialized curricular offerings from others. However, because of the special needs in our region for expertise in issues of rural and Appalachian schools, we must have specialized courses and experts in this area. This need for special courses and expertise as well as our desire to serve the needs of our students in the most effective manner and with the highest level of quality dictates that this program be specific to this university and under its sole management.

Discuss following at meeting:

1. The Ed.D. program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. Sustaining and improving these communities and schools requires unique knowledge bases and specific technical and practitioner skills. With that focus in mind, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbed educational, cultural, and sociological content within the coursework as appropriate. Our Ed.D. program will fulfill this purpose primarily through two distinct but complementary emphases: (1) developing counseling, counselor supervision and research capacity, and (2) research development and dissemination. We will build leadership and research capacity in participants through a rigorous sequence of coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students, in collaboration with and under the direction of faculty advisors, producing research that is (1) high quality, and (2) intended to inform counselor education and supervision relevant to the needs of the region. Students will be encouraged to develop research projects and dissertation topics from among agenda items, thus ensuring that their work will have an immediate audience and potential for impact.
2. EKU is committed to regional stewardship, and the Ed.D. program should reflect that commitment. Our doctoral program will be implemented with a conscious and deliberate recognition that rural schools and communities—the schools and communities in which most program participants will likely serve—face unique challenges and possess unique strengths with which to face those challenges. We believe that sustaining and improving rural mental health and school counseling services thus requires unique knowledge bases and specific technical and practitioner skills. With that in mind, the EKU doctoral program will include a Rural Studies Core Component (with a particular emphasis on Appalachian Kentucky), and will imbed rural educational, cultural, and organizational content within other coursework as appropriate. In developing curricula, delivering instruction, and conducting and fostering research, the program will cultivate relationships with regional and national organizations such as The Center for Rural Development, The Rural School and Community Trust (www.ruraledu.org), and The Appalachian Regional Commission (www.arc.gov).

Program Title:

Doctor of Education (Ed. D.) in Counselor Education & Supervision

Federal CIP Code: 13.0401

Proposing Institution:

Eastern Kentucky University

Primary Institutional Contact:

William Phillips
Dean of the College of Education
Eastern Kentucky University

Inside/Outside Institutional Band of Authority: Inside

Degree Designation: Doctoral

Doctor of Education – Counselor Education & Supervision

Purpose and Overview

The primary purpose of EKU's proposed doctoral program in counselor education and supervision is to improve school and mental health counseling services in Kentucky. We shall accomplish this through two complementary emphases: (1) counselor education and supervision training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs counselor education and supervision to improve school and mental health counseling services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national school counseling, mental health counseling and counselor education groups, we will develop, maintain, and continually update a research agenda.

Participation in this doctoral program will lead to enhanced understanding and practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental entities and processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work will be built on a knowledge base that reflects current research, theory, and practice; and doctoral faculty will serve as ongoing mentor resources – answering questions, helping to resolve administrative problems, collaborating on research projects, referring individuals to job openings, etc.

Program Admission

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master's degree in education or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below. Applicants must have completed three years of professional experience and must demonstrate competency in educational research and statistics. (See section below regarding *graduate coursework in education research and statistics*.)

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant's professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member

After a holistic review of the application packets, the Doctoral Program Committee¹ will select those applicants to be interviewed. The one-day interview will include:

- A review of the candidate's professional portfolio, using a rubric to be established by the Doctoral Program Committee
- A problem-solving exercise to be completed by the candidate and evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's technology skills, to be evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol

- An interview with Doctoral Program Committee members
- An interview with the Dean or Associate Dean

The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Additional requirements regarding graduate coursework in educational research:

To be approved for full admission into the doctoral program, students must meet the following requirement:

The student must have successfully completed (with a grade of B or higher) a graduate level course in educational research and statistics and/or successfully completed and defended a thesis or specialist project demonstrating research proficiency within the last four years, counting from the semester of admission.

Students who do not meet the above requirement may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses.

Admission to Candidacy

Students are admitted to candidacy for the Ed.D. after they have accomplished the following:

- Completed approved course work satisfactorily
- Passed a comprehensive examination
- Formed a Dissertation Committee that includes the dean's representative
- Secured the Committee's approval of a dissertation topic
- Made formal and successful application for candidacy

CURRICULUM REQUIREMENTS

Delivery Model

The ECU doctoral program in counselor education and supervision studies will employ a modified cohort model. Students will enter, continue, and finish the program with a group of colleagues. Some advantages of this model are these:

- Cohorts allow students to know the design and program of from the outset.
- Cohorts enable students to support each other as a group while accomplishing the major milestones of the program including the comprehensive examination and the dissertation.
- Cohorts allow high levels of ongoing support for individual student work and research development.
- Cohorts serve as a basis for continued collegial support after graduation.

The cohort model is modified in that it allows some coursework to be individually chosen, thus permitting students to individualize their programs of study to a degree, and allowing flexibility for students who wish to pursue the degree on a full-time basis.

To accommodate students' professional responsibilities, cohort classes will be scheduled for evenings and weekends during the summer, fall, and spring semesters. In the first two years, students will generally complete twelve courses: two each in the summer, fall, and spring sessions. Two additional field-based experiences will generally be completed concurrently with the coursework. The third year will typically consist of three courses – two in the summer and one in the fall, along with the comprehensive examination and the dissertation. Note: doctoral students must maintain continuous enrollment subsequent to passing the comprehensive examination. (See section on continuous enrollment.)

Program of Study

Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. In consultation with the student's adviser, revisions can be made to the program of study. All revisions must have the approval of the student's program advisory committee.

Program Advisory Committee

The student's Program Advisory Committee will consist of no fewer than five members: three will possess expertise in the student's major area of concentration and will be selected by the student in consultation with his/her adviser and the Doctoral Program Director.

Membership of the Program Advisory Committee may be changed if either the candidate or a member of the advisory committee feels that such a change is appropriate and if the requested change is subsequently approved by Doctoral Program Director.

Comprehensive Examination

The purpose of the comprehensive examination is to assess the candidate's knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:

- Content for the examinations will be *program*-oriented rather than course driven.
- The student will be responsible for the content in the total program of study.
- The student's Program Advisory Committee will be responsible for designing, preparing, and scoring the examination. Faculty members from cognate fields related to the program of study may be consulted as needed.

The Program Advisory Committee will develop four questions, one from each of the following program areas: research, academic core, and rural education.

The written component of the comprehensive examination will be conducted in four sessions of three hours each (one session for each of the four questions), and will take place over two consecutive days (two sessions each day). The Department of Counseling and Educational Psychology will provide students with an appropriate workspace and a computer for each session.

Written responses will be evaluated² by the Advisory Committee members, who will submit their evaluations to the student's advisor within ten working days following the examination. An oral defense will be scheduled for a date no later than twenty working days following the examination.

Any failed portion must be rewritten as an independent research project under the direction of the Program Advisory Committee. The Program Advisory Committee will then evaluate the quality of the independent research project and determine whether additional coursework is needed before the student can proceed in the program.

² Using the following rubric: 5 - Extremely strong response, considerably above average, likely to be attained by only a small minority of examinees; 4 - Above average, somewhat above what one would expect of an examinee; 3 - Adequate and reflects an average level of performance commensurate with the expectations of the Committee (minimum pass); 2 - Below the quality expected but with some positive indicators; 1 - Substandard and totally fails to reflect the quality one expects of an applicant for the doctoral degree.

Dissertation

Students are required to enroll in a minimum of twelve semester hours of dissertation credit. There is no fixed length for the dissertation manuscript. Rather than concentrating on the size of the document, students are well advised to consider the following purposes of a dissertation:

- To demonstrate technical mastery of the student's field
- To originate new knowledge or to advance or modify the present knowledge base in counseling, counselor education and counselor supervision
- To demonstrate the ability to conceptualize and complete a project of focused inquiry

The dissertation typically follows a five-chapter format. The most recent edition of the *Publication Manual of the American Psychological Association* will serve as the official style guide. The Dissertation Committee may approve another style should that format better suit the needs of organizing and presenting the research. In either case, the dissertation is evidence that the student is an expert in the chosen topic area. Students must work closely with their adviser in determining the topic and in formulating the research design.

In order to insure a high-quality product, a proposal consisting of the first three chapters of the dissertation is developed and presented to the Dissertation Committee for approval. Once accepted, the student will begin the actual research. Students are encouraged to work closely with the advisers while writing the dissertation.

Dissertation Committee: The Dissertation Committee and the Program Advisory Committee are not necessarily comprised of the same people. The doctoral student selects the dissertation chairperson from the Graduate Faculty according to faculty expertise and research interest and submits a request to the departmental chairperson. Once approved by the departmental chairperson, the dissertation chairperson consults with the student in recommending committee appointments to be approved by the Program Director. The Dissertation Committee consists of the following members:

- Dissertation chairperson
- Counselor Education & Supervision Faculty Member
- Counselor Education & Supervision Faculty Member
- Outside the Department Faculty Member

Dissertation Proposal: Specifically, the proposal is a detailed plan for conducting the investigation and should communicate to the Dissertation Committee precisely what the student plans to do, as well as why, how, when, and where the student plans to do it.

The proposal is significant. It becomes a contract between the student and committee. Any significant changes or deviation in the proposal will require committee approval.

The more accurate, complete, and detailed the proposal, the more efficient the process of completion. The format typically followed for an empirical research problem includes five parts:

Chapter I contains a clear and concise statement of the problem (*what* is to be studied), justification for the study (*why* it is important to investigate this particular problem), the conceptual or theoretical perspective from which the problem will be investigated, the objectives and hypotheses to be tested or the questions to be pursued, and a definition of terms.

Chapter II focuses on a complete critical review of the literature related to the problem statement and conceptual framework.

Chapter III describes *how* the study is to be produced (i.e., procedures). Included in this section are a detailed description of *how* the hypotheses will be tested or questions answered, a description of the population and sample, the instrument(s) used to gather data, and the treatment or analysis of the data. If the study involves human subjects, requirements for human subjects review must be satisfied.

The Appendix contains questionnaires or other instruments used to gather data for the purpose of carrying out the research.

The section entitled References (or Bibliography) includes all sources cited in the proposal.

The use of non-quantitative methodologies (e.g., historical, philosophical, theoretical, ethnographic) typically leads to a proposal somewhat different in structure from the example provided above. In such a situation, the student is expected to confer with the adviser and the Dissertation Committee to establish understandings about format.

Human Subjects Research - Review Guidelines: In accordance with federal and institutional regulations, any undertaking in which a member of the University faculty, staff, or student body investigates and/or collects data on human subjects for research purposes must be reviewed by the Institutional Review Board (IRB). Each investigator has the responsibility to seek review of any study involving human subjects before initiation of the project. See http://www.sponsoredprograms.eku.edu/IRB_SITE/

The Dissertation Proposal Defense: Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Counseling and Educational Psychology will schedule the required defense. The Dissertation Committee must receive the proposal at least two weeks in advance of the defense. Two copies of the proposal and a signed signature page of approval must be on file in the Center office; in addition one copy should be submitted to the Graduate School prior to beginning the dissertation. One copy and the signature page will be placed in the student's file. A second copy is for a library of sample proposals. Data collection may proceed only with unanimous approval of the five-member dissertation committee.

The candidate will be notified in writing of the Committee's decision regarding the proposal. The Committee may accept the proposal in its current form, require changes to be incorporated into the dissertation itself, or require that the proposal be revised and resubmitted for approval. After the candidate has successfully defended the dissertation proposal, he/she may develop, with the supervision of the Committee, a completed dissertation.

The Dissertation: Once approved by the committee, the proposal becomes the framework for the first three chapters of the dissertation. The student proceeds to gather data and reports the results in Chapter IV, with the summary, discussion, and recommendations composing Chapter V.

Continuous Enrollment: Once doctoral students have passed the comprehensive examination and enrolled for dissertation credit, they must maintain continuous enrollment with a minimum of one semester hour of dissertation credit during each regular semester, including at least one summer term each year, until the dissertation has been accepted by the Graduate Dean.

Time to Degree: All requirements for the doctoral degree must be completed within a period of four years from the semester in which the student passes the comprehensive examination. Students exceeding the time limit may be required to repeat the comprehensive examination, replace out-of-date credits with up-to-date work, and/or show other evidence of being current with regard to their program of study.

Students who have not completed the dissertation within four years from the semester in which they passed the comprehensive examination have two options to extend the time:

- Those who have completed a dissertation proposal that has been accepted by the Committee before the expiration date will be granted a one-year extension upon Committee approval.
- For those who have not had a proposal approved by their Committee, a two-year extension may be granted contingent upon Committee approval with the completion of additional prescribed course work and a retake of the written comprehensive examination.

<i>Name</i>	Representative Courses	Relevant Academic Degrees
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Connie Callahan (F/T)	TBD	Ph.D. (Counseling Psychology), University of New Mexico
Aaron Thompson (F/T)	Introduction to Qualitative Research Methods; Advanced Research Methodology	Ph.D. (Sociology), University of Kentucky
Kim Naugle (F/T)	TBD	Ph.D. (Counseling Psychology), Indiana University
Stephanie Hall (F/T)	TBD	Ph.D. (Counselor Education & Supervision), University of New Orleans
Deneia Thomas (F/T)	TBD	Ph.D. (Educational Psychology), University of Kentucky
Laura Schmuldt (F/T)	TBD	Ph.D. (Counselor Education & Supervision), University of Central Florida
Bianca Puglia (F/T)	TBD	Ph.D. (Counselor Education & Supervision), Old Dominion University
Sue Strong (F/T)	TBD	Ph.D. (Counselor Education), Southern Illinois University
Ann Chapman (F/T)	TBD	Ph.D. (Educational Psychology), University of Kentucky
Muriel Stockburger (F/T)	TBD	
James Wells (P/T)	Introduction to Quantitative Research Methods; Seminar in Advanced Research Methodology	Ph.D. (Research, Measurement, and Statistics) Georgia State University
New Faculty	TBD	
New Faculty	TBD	

Draft Questions
Counselor Education Program (EdD) Applications

1. Have you indicated a strong need for the program—not just that people want the degree, but how it will impact the success of the K-12 population in your area?

Need. Currently, Kentucky is at the bottom of states in our region in terms of the number of doctoral degree-granting public universities – Ohio (13), Illinois (11), Florida (9), Alabama (6), Indiana (6), Missouri, (6), North Carolina (6), Tennessee (6), Virginia (6), Georgia (5), Louisiana (5), Mississippi (4), South Carolina (3), Arkansas (2), Kentucky (2 with the new addition of Ed.D. Higher Ed programs at EKU, NKU, WKU there are now five doctoral degree institutes with 3 institutes in KY only granting 1 degree at this time), West Virginia (2).

As part of the initial planning process, EKU faculty sought input from stakeholders within the service region to assess student demand for the proposed program. A total of 90 stakeholders were surveyed in Fall, 2008 concerning the perceived need for this doctoral program. Survey data of currently-enrolled Master’s students was extracted from that of currently employed school counselors.

QUESTIONS Cur	rent Master’s Students	Currently Employed Counselors
3. There is a need for a terminal degree in Counselor Education in the eastern region of Kentucky	96.3% 81	.8%
4. I personally would be interested in such a program.	85.2%	57.1%

Numerous survey respondents indicated that their co-workers and colleagues enroll in doctoral programs in nearby states due to lack of an accessible program in Kentucky that meets their needs. Individuals wishing to complete doctoral studies in Counselor Education in EKU’s service region are faced with commutes of 2-3 hours in order to attend institutions granting this degree. The data compiled for this report also noted the disparity between the American School Counseling Association’s suggested 1: 250 ratio of counselors to students in P-K-12 settings and the numbers reported in Kentucky, as summarized below:

Ratio	Percentage Response Rate
1: 250 or fewer students	3.5%
1: 251-299	10.7%
1: 300-399 students	28.5%
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1 : 500-599 students	7.1%
1: 600-699 students	10.7%

Furthermore, students who have achieved the Master’s degree in Mental Health Counseling in the EKU service region face documented (Engebretson, Schmuldt & Hall, 2008) difficulties in finding an appropriate individuals to provide the supervision required for licensure as an LPCC in Kentucky. The need for doctoral-level counselor educators is further exacerbated by changes to the Council for Accreditation in Counseling and Related Education Programs (CACREP) standards for 2009, whereby all faculty teaching in Counselor Education programs must have an earned doctorate degree in Counselor Education. This coincides with the projected need for Counselor Education faculty, based on both growth and expansion of programs as well as an estimated 50% of current faculty members planning to retire within a ten-year period (Leinbaugh, Hazler, Bradley & Hill, 2003). Given the Department of Labor’s (Bureau of Labor Statistics, 2008-09) anticipated job growth for counselors as “much faster than average” in comparison to all other occupations, (34% growth by 2016) the need to train new faculty for such positions is readily apparent.

The proposed Doctor of Education (Ed.D.) program at EKU will engage participants in high-quality, reflective research, and will develop competencies and strategies critical to inspiring counselor education excellence and equity in the commonwealth.

2. Is your proposed program aligned with the guidelines for the master’s degree program in counseling? Does it go beyond these in rigor and relevance since this is a higher degree?

Program Alignment

In terms of content and pedagogy, several key foci are common to both the master's and newly designed doctoral program:

- A focus on linking theory with practice;
- A focus on understanding public schooling and mental health agencies as *open systems* that influence and are influenced by the external environment
- A focus on providing students with structured field experiences that are job-imbedded, explicitly linked to program curricula, and result in measurable outcomes;
- A focus on developing leaders who are efficient and critical interpreters of data;
- A focus on developing leaders who are well-versed in and skilled at applying leadership “best practices,” but are also responsive to the particularities of place and cognizant of specific needs associated with diversity, organizational culture, etc.

In terms of program design, the doctoral program will feature a counseling core common to all program participants, followed by specialized work in one of two tracks (e.g., school counseling or mental health counseling). The specialized leadership tracks will allow students to begin focusing their learning activities at an earlier stage, thus allowing for more intensive levels of engagement with relevant knowledge bases and skill sets. In addition, students will complete and defend a dissertation relevant to his/her track as part of the planned program. The dissertation is intended to provide students with an opportunity to enhance knowledge bases and build research capacity. It is expected that students completing and defending a doctoral dissertation will gain preparation for clinical work, administrative roles in school and mental health settings, and preparation for academe.

Going Beyond for Rigor and Relevance

In designing our doctoral program in Counselor Education, numerous nationally accredited models were examined and synthesized into our model. In addition, this model was designed to surpass the minimum counseling standards set by the National Council for Accreditation for Counseling and related Educational Programs (CACREP). To meet the researched needs of the Commonwealth and the ECU service region, this program provides an emphasis in rural education and service delivery.

3. How would you describe your university-district partnerships, and how have the districts been involved in this planning for a new doctoral program? Whom have you partnered with? Do you have formal memoranda of agreement with these districts? Have you discussed joint ownership of the candidates and how they will be supported?

We have partnered with the Kentucky Board for Licensed Professional Counselors, the Kentucky Counseling Association and the Southeast/South Central Co-Op at Eastern Kentucky University to obtain their input and support for a doctoral program in counselor education. We have formal memoranda of agreement with these organizations/programs. The Center for Education Research in Appalachia's (CERA) mission is to provide leadership and counseling for our 70 school districts in Kentucky. With an Ed.D. in Counseling, we could provide additional rich resources for each of the communities in our service region. During the research and dissertation phases of the doctorate in counseling, rich research questions will be addressed to enhance the counseling culture in Appalachia. With this in mind, CERA totally supports the rapid expansion of the programs at ECU. We also have the support of the Advisory Board for the Department of Counseling and Educational Psychology at Eastern Kentucky University. This advisory board is comprised of mental health associates, school associates, and community persons outside the university.

4. How have you added “rigor and relevance” to the candidate selection process? How does it go beyond the traditional methods? What kind of candidate are you looking for? Are the practitioners planning this process with you? Have you asked for their perspective?

**Rigor occurs through our interview process in which
ADMISSION REQUIREMENTS**

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master's degree in counseling or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below.

Applicants must have completed three years of professional experience (preference will be given to those with leadership experience).

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Graduate degree must include 48 hours from a CACREP program or other nationally accredited program.
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant's professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed.

- A demonstration of the candidate's technology skills, to be evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol
- An interview with Doctoral Program Committee members

The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Students who do not meet the above requirements may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses.

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission to the Ed.D. program at Eastern Kentucky University, the applicant must meet the minimal criteria identified below. The final decision to admit students to the doctoral program is a collective judgment of the faculty, however, and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments will take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

Kind of candidate. We will work to assemble a diverse group of students whose current positions and professional objectives represent various points of entry for impacting the teaching and learning/ counseling process—i.e., school counseling experience, mental health counseling experience from a variety of backgrounds, classroom teaching, school, district, regional, and state leadership, policy development and analysis, research, etc.

5. What is the vision for your doctoral program? Are you preparing the next generation of school leaders/ mental health counselors or university professors for Kentucky? This can best be determined by analyzing the courses you plan to offer.

The primary purpose of ECU's proposed doctoral program in counselor education is to improve school counseling and mental health counseling services in Kentucky. We shall accomplish this through two complementary processes: (1) leadership training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs policy and practice to improve the administration of school practitioners in counseling and mental health services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national education groups, we will develop, maintain, and continually update a research agenda.

The Ed.D. program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. Sustaining and improving these schools requires a unique knowledge base as well as specific technical and practitioner skills. With that focus in mind, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbed educational, cultural, and sociological content within the coursework as appropriate. In developing curricula, delivering instruction, and fostering research, we shall cultivate relationships with regional and national organizations such as The Center for Rural Development, The Rural School and Community Trust (www.ruraledu.org), and The Appalachian Regional Commission (www.arc.gov).

The Program

Students will complete a minimum of 54 hours of course work beyond the master's degree, distributed across the following areas:

- An academic core includes coursework in assessment, organizational theory, and advanced counseling skills.
- A research core will enhance competencies as critical interpreters of data, as well as developing the research skills necessary for conducting original research.
- In the rural education core, a rural sociology course establishes a knowledge base related to rural schools and communities, and a seminar on rural leadership will position that knowledge within the context of leadership theory and practice.
- Completion of a structured set of field experiences relevant to the student's planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. The field experience will result in a product with the potential to make a substantive contribution to improving counseling services in Kentucky.
- Following successful completion of the coursework, students will demonstrate mastery in the program areas through a comprehensive examination with written and oral components. They will then complete an original research project that culminates in a doctoral dissertation relevant to the improvement of school or mental health counseling services in rural Kentucky.

In analyzing the courses this program has to offer, we have a multidisciplinary approach in the sharing of five courses with the ECU Educational Leadership Ed.D. program and with the rest of the courses derived from national accreditation standards in counseling. These courses teach advanced clinical, research, and leadership skills to prepare the next generation of counseling leaders in the Commonwealth. The field experiences and rural focus will enhance the abilities of doctoral level practitioners in the schools and communities.

6. Will your program look at learning competencies and performance-based assessment as opposed to with whom the doctoral student is studying?

Student performance in meeting course objectives will be evaluated as part of a continuous authentic assessment processes.

In the initial stages of the program, assessments will be primarily based on the activities/projects that demonstrate mastery of content, research skills, writing skills, and presentations skills, as appropriate for individual courses.

Following successful completion of coursework, students will apply to take the comprehensive examination. The purpose of the comprehensive examination is to assess the candidate's knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:

- Content for the examinations will be program-oriented rather than course driven.
- The student will be responsible for the content in the total program of study.
- The student's Advisory Committee will be responsible for designing, preparing, and scoring the examination.

The Advisory Committee will develop four questions, one from each of the following program areas: research, academic core, leadership, and rural education.

The written component of the comprehensive examination will be conducted in four sessions of three hours each (one session for each of the four questions), and will take place over two consecutive days (two sessions each day). The Department of Counseling and Educational Psychology will provide students with an appropriate workspace and a computer for each session.

Written responses will be evaluated by the Advisory Committee members, who will submit their evaluations to the student's advisor. An oral exam will be scheduled for a date no later than twenty working days following the examination.

Any failed portion must be rewritten as an independent research project under the direction of the Program Advisory Committee. The Program Advisory Committee will then evaluate the quality of the independent research project and determine whether additional coursework is needed before the student can proceed in the program.

Following successful completion of the comprehensive examination, students will initiate work on the dissertation. The purposes of a doctoral dissertation are to demonstrate technical mastery in the student's field of study; to originate new knowledge or to advance or modify the present knowledge base in relevant subjects/disciplines; and to demonstrate the ability to conceptualize and complete a project of focused inquiry. Additionally, we expect that students completing dissertations in this program will generate research findings with the potential to inform policy and practice to improve educational or mental health outcomes.

Presentation and defense of the dissertation proposal serves as an interim assessment en route to finishing the dissertation. Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Counseling and Educational Psychology will schedule the required defense. Data collection may proceed only with unanimous approval of the dissertation committee.

Presentation and defense of the completed dissertation follows a similar format to the proposal defense. Unanimous approval of the dissertation committee is required before a recommendation can be made to the graduate school for the awarding of the degree.

As the culminating experience of the program, students will complete and successfully defend a doctoral dissertation. The purposes of the doctoral dissertation are to demonstrate technical mastery in the student's field of study; to originate new knowledge or to advance or modify the present knowledge base in relevant subjects/disciplines; and to demonstrate the ability to conceptualize and complete a project of focused inquiry.

Doctoral students will be encouraged to identify and develop research projects and dissertation topics from among agenda items, thus ensuring that their work will have an immediate audience and potential for impact.

7. How will you provide real-world experiences for these newly selected candidates? Who will be the next generation of counseling leaders? Is there any way these programs will meet the needs of the Kentucky practitioner? Are there options for meaningful action research based on real school or mental health problems? Do you have adequate faculty, with the appropriate background and experience, to direct research into these practical school problems? If not, what do you plan to do about it?

Real world experiences. Field-based experiences (individualized to meet students professional objectives and aligned with school or community needs) are a required element in the program of study.

Meeting practitioner needs. Yes, doctoral students will be able to use doctoral level experience to obtain administrative positions in school and mental health settings.

Action research. Ongoing collaboration with local school districts and interaction with EKU's Southeast/ South central Cooperative and regional and national organizations will insure that students are encouraged to conduct meaningful research. Indeed, it is an expectation of the program that students will generate research findings with the potential to inform policy and practice to improve educational and mental health outcomes.

Yes. This can be demonstrated with a faculty roster and CV's.

8. Are you open to considering joint programs with accessibility, opportunity, and full transferability? Is it feasible to ask all five institutions who might eventually be offering doctoral programs in counseling to sign agreements with one another to allow access to courses at any of the universities and to share resources to make this happen?

We will collaborate with other Kentucky universities to leverage the resources of the broader commonwealth to provide students with the richest possible learning opportunities. Examples of possible collaboration include co-hosting of doctoral student symposia, dissertation "boot camps," etc. We will work with other universities to provide technology and policy support to make

it possible for their students to access specialized course offerings from our curriculum, and for our students to access specialized curricular offerings from others. However, because of the special needs in our region for expertise in issues of rural and Appalachian schools, we must have specialized courses and experts in this area. This need for special courses and expertise as well as our desire to serve the needs of our students in the most effective manner and with the highest level of quality dictates that this program be specific to this university and under its sole management.

9. Are all of the institutions accredited at Level V by SACS-COC?

Yes, ECU is a Level V Institution.

10. How will the curriculum be different from the present master’s degree courses? Do you have sample syllabi and an overall detailed plan for this? How will you assess competency in all of the standards areas?

Students must have a master’s degree which includes the following courses.

Entry Level Core.....48 hours (to be transferred in from master’s degree)

- Professional Orientation and Ethics in Counseling (COU 813)
- Counseling Theory and Practice (COU 840)
- Process and Basic Techniques of Counseling (COU 846)
- Lifestyle and Career Counseling (COU 822)
- Mental Health Counseling OR Developmental Guidance (COU 803 or COU 825)
- Group Counseling (COU 820)
- Counseling Diverse Populations (COU 804)
- Child and Adolescent Counseling (COU 848)
- Crisis and Abuse Counseling (COU 847)
- Diagnosis and Treatment in Counseling (COU 855)
- Practicum in Counseling (COU 880)
- Internship in Counseling (COU 881)
- Research in Education (EPY 869)
- Tests and Measurements (EPY 816)
- Human Development and Learning (EPY 839)

****Entering doctoral students who have not completed these courses prior to enrollment will be required to complete them as a part of the doctoral planned program.**

Doctoral Program

Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. Each student’s individualized program of studies will be planned within the following curriculum framework:

Academic Core 24 hours

- COU 900: Advanced Counseling Theories
- COU 901: Supervised Experience in Group Work
- COU 902: College Teaching
- COU 903: Advanced Multicultural Counseling
- COU 904: Advanced Counseling Interventions
- COU 905: Advanced Marriage and Family Counseling
- COU 906: Advanced Supervision in Counseling

Courses in the academic core are designed to accomplish several goals: 1. These courses will enhance existing master’s level counseling skills so that the practitioner will be able to go into Kentucky communities and provide a higher standard of care in both educational and clinical settings. 2. New supervision skills will allow these practitioners to share their new knowledge and skill bases with others to enhance existing state programs and to promote licensure among practitioners. 3. Kentucky state law requires specialized training for those who will provide supervision to new counselors seeking licensure. This doctoral program in Counselor Education will provide that needed training to graduates, which addresses the deficit in qualified licensure supervisors in Kentucky. There is no other educational program in Kentucky that is providing this sort of training.

Research Core 9 hours

- EDL 810: Introduction to Quantitative Research Methods
- EDL 811: Introduction to Qualitative Research Methods
- EDL 812: Seminar in Advanced Quantitative Methods

Note: additional coursework in these areas may be required if the student has not completed coursework in statistics and research methodology or successfully completed and defended an appropriate thesis or specialist project.

These doctoral level research courses are advanced research courses that build on basic research knowledge to teach students ways to develop, utilize and apply research. Themes for research will be developed based on the needs identified by CERA, Southeast/South Central Educational Cooperative, the Kentucky Counseling Association and ECU's Advisory Board for Counseling and Educational Psychology.

Rural Studies Core..... 6 hours

- COU 910: Program Evaluation
- EDL 930: Seminar on Rural Schools and Communities
- EDL 931: Leadership in Rural Settings

There is a documented need for services in rural Appalachia. These particular courses will enhance the knowledge and awareness of issues specific to rural communities and will help develop practitioners who can meet those needs.

Field Experience6 hours

- COU 907: Advanced Practicum
- COU 908: Advanced Internship

Completion of a structured set of field experiences relevant to the student's planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. The field experience will result in a product with the potential to make a substantive contribution to improving counseling services in Kentucky.

Dissertation 9 hours

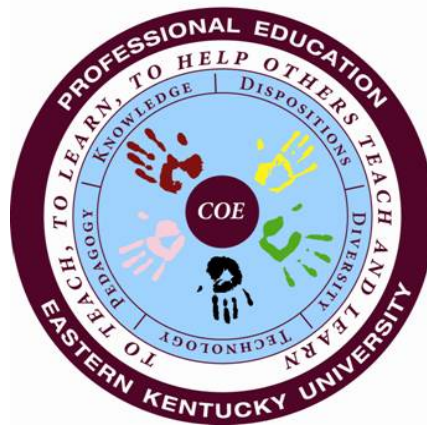
The dissertation will be an individual endeavor approved by the student's dissertation committee to add to the existing knowledge base of the field of counseling and it will include a rural studies component to address a specific need.

Minimum Program Total.....54-57 hours

Syllabi. Draft syllabi for all courses are complete and available for review (see degree proposal).

Assessing competency. See #6 above ... see also below

Course design and delivery will be built around the conceptual framework of the College of Education:



The complete text for the conceptual framework can be found at:
http://www.coe.eku.edu/coefactbook/DataManagement/Unit_Gov_Res/conceptualframework/

11. Do you have a sense for serving a variety of communities—urban, suburban, and rural?

Ours will be a rural focus. The Ed.D. program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. Sustaining and improving these schools and mental health issues in rural Kentucky requires unique knowledge bases and specific technical and practitioner skills. With that focus in mind, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbed educational, cultural, and sociological content within the coursework as appropriate.

12. Are you leveraging all of the resources the university has to offer this new type of program? Have you considered using resources from outside of the college of education, such as faculty from business, law, urban planning, etc.?

A guiding principle in the development of this program was the belief that an advanced graduate program should not rely solely on a single academic department to deliver instruction, but should draw on the strengths of the college, the university, P-K-12 education, and relevant regional, state and national agencies. This Ed.D. program allows for individualized programs of study with regard to field placement and research agenda. In addition, the Department of Counseling and Educational Psychology is partnering with the Department of Educational Leadership and Policy Studies in delivering the research core and part of the rural studies core for the doctoral program.

Faculty from outside the Department of Counseling and Educational Psychology with expertise in disciplines supporting the content objectives of the doctoral program will also serve on planned program, comprehensive exam, and dissertation committees for the program as affiliate doctoral faculty.

13. Who will mentor these candidates? How will they be chosen, trained, rewarded etc?

Students will be mentored through the program by designated doctoral faculty.

This department will follow the CACREP standards set forth regarding student instructor ratios. We will build the program gradually with one new cohort each year.

Doctoral Faculty Appointment Guidelines

Current faculty holding full graduate faculty status will be eligible to be considered for appointment as *doctoral faculty*. Procedures and requirements related to graduate faculty status are described in the [Faculty Handbook](#).

Faculty members assigned to provide instruction in the doctoral program will have received approval from the Dean of the Graduate School based on a recommendation from the Doctoral Program Coordinator and the Dean of the College of Education. Doctoral faculty members will be selected based upon their expertise and relevant qualifications within their specific discipline. Faculty who wish to apply for consideration as doctoral faculty will submit to the Dean of the College of Education evidence of (1) effective graduate-level teaching, (2) high quality scholarship, and (3) relevant service to the university, community, and profession.

14. A detailed program of study is required. Please be specific about what you will have in this program of study, who will teach it, how competency will be assessed, what real-world components will be included, and what culminating experiences are required.

The program and the syllabi answer all this.

15. Please be very specific about program content and be prepared to respond to the categories listed on the evaluation form.

The proposal that will be submitted to CPE is aligned with the categories on the evaluation form.

16. Look carefully at your capacity to have not only library resources but also people resources to get the job done.

In order to offer a quality doctoral program, Eastern Kentucky University Libraries is committed not only to maintaining a strong collection of resources to support research, but also to providing excellent instructional services to faculty and students. The library recognizes the importance of information literacy for all students. The library currently employs two full-time reference and instruction librarians dedicated to the college of education who collaborate with faculty to design assignments and instruction sessions that meet the research needs of students and faculty.

We currently have strong collections to support master's level programs in education and other academic disciplines relevant to the new program. These collections include journals and books in print and online formats. Listed below are a few examples of the libraries' databases that support relevant instructional and research activities:

- *Academic Search Premier*: "8,224 Abstracted and Indexed Journals; 4,486 Full Text Journals; 7,132 Peer-Reviewed, Abstracted and Indexed Journals; 3,718 Peer-Reviewed, Full Text Journals." A subset of this database is the Professional Development Collection, which includes full text for nearly 520 high-quality education journals.
- *ERIC*: "World's largest digital library of educational literature." We provide access via EBSCO host and CSA to allow for more flexibility to meet our clients' research needs.

- *Web of Science Social Science Citation Index*: “Provides access to current and retrospective bibliographic information, author abstracts, and cited references found in over 1,700 of the world's leading scholarly social sciences journals”
- *Sociological Abstracts*: “abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences; provides abstracts of journal articles and citations to book reviews drawn from over 1,800+ serials publications, and also provides abstracts of books, book chapters, dissertations, and conference papers.”
- *JSTOR Arts and Sciences Collections (I, III, IV)*: This large collection “represent(s) the building blocks of an interdisciplinary archive of over six hundred journals in the arts, humanities, and social sciences.” Titles focused on in the collections we subscribe to include history, sociology, law, psychology, public policy and administration, business, education titles.

With our ongoing commitment to electronic books, our print collection of education and social titles, and our archival holdings in databases like JSTOR and Project Muse, students have a strong base for their research needs. Students also may make use of automated interlibrary loan services, which allow them to easily request materials not available in our library. This invaluable loan service is especially useful to graduate students seeking more in-depth information for their research.

To meet future needs for the Ed.D. program, the library will use allocated funds to purchase additional materials that will support faculty and student research. The librarians assigned to collection development responsibilities for education and the social sciences will work closely with the Ed.D. faculty to assess needs based on curriculum changes and the research interests of students and faculty. Online resources will be selected as necessary in order to facilitate access by students who do not live in close proximity to EKU’s main campus. The funds allocated for library resources in support of this program will be ongoing since the costs associated with subscriptions to high-quality online journals and databases are recurring costs. Librarians will also provide excellent services to Ed.D. students and faculty, such as course- and assignment-specific instruction sessions and individual research appointments. All services will be available in person as well as by telephone and online communication methods (e.g. chat sessions, instant messaging, and email)

Sufficient resources have been allocated to support the library/learning resource objectives outlined above.



Eastern Kentucky University
Graduate School

Doctoral Program of Study

Required at the end of the first year of study for programs without a Qualifying Examination

Submit original and one copy

Name	
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Faculty Advisor: Transfer all credits student earned in his or her master’s degree plus up to 15 more, if available. If credits do not fit into one of the other categories, place them in electives at the end of the worksheet. **Please note: Students may not transfer more credits than they plan to take here at EKU in their doctoral studies.**

Doctoral students may transfer all graduate courses from their master’s degree program, no matter how long ago the courses were taken. A doctoral student may transfer no more than 15 semester hours of graduate credits taken after the master’s degree. The greater number of credits must be earned at EKU. Only courses passed with a grade of “**B**” or better may transfer. All transfer credits must appear on an official transcript. The faculty advisor must complete and submit a transfer of credit form for credits taken after the completion of the master’s degree. A transfer of credit form is not required for transfer courses from the master’s degree program.

Mark “**T**” if course content requirement has been met with a transfer course from another university. In the Date Completed/ Grade column indicate the number and name of the course, the transfer university, and the grade in the course.

Mark “**✓**” if the course has already been completed at EKU. In the Date Completed/ Grade column indicate the term taken and the grade in the course.

Mark “**CE**” for currently enrolled if the student is currently taking the course at EKU. In the Date Completed/ Grade column indicate the current term.

Mark “**N**” if the course is needed and will be taken at EKU. In the Date Completed/ Grade column indicate the term the student plans to complete the course.

Entry Level Core Courses (48 credits)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 813	3	Professional Orientation and Ethics in Counseling	
	COU 840	3	Counseling Theory and Practice	
	COU 846	3	Process and Basic Techniques of Counseling	
	COU 822	3	Lifestyle and Career Counseling	
	COU 803 or COU 825	3	Mental Health Counseling/ Developmental Guidance K-12	
	COU 820	3	Group Counseling	
	COU 804	3	Counseling Diverse Populations	
	COU 848	3	Child and Adolescent Counseling	
	COU 847	3	Crisis and Abuse Counseling	
	COU 855	3	Diagnosis and Treatment in Counseling	
	COU 880	3	Practicum in Counseling (100 hours)	
	COU 881	3	Internship in Counseling (900 hours)	
	EPY 869	3	Research in Education	
	EPY 816	3	Tests and Measurements	
	EPY 839	3	Human Development and Learning	

COUNSELING DOCTORAL PROGRAM OF STUDY

Academic Core (21 Credits)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 900	3	Advanced Counseling Theories	
	COU 901	3	Advanced Group Counseling	
	COU 902	3	College Teaching	
	COU 903	3	Advanced Multicultural Counseling	

	COU 904	3	Advanced Counseling Interventions	
	COU 905	3	Advanced Marriage and Family Counseling	
	COU 906	3	Advanced Supervision in Counseling	

Research Core (18 Credits)

✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	EDL 810	3	Introduction to Quantitative Research Methods	
	EDL 811	3	Introduction to Qualitative Research Methods	
	EDL 812	3	Advanced Quantitative Methods	

Rural Studies Core (9 Credits)

✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 910	3	Program Evaluation	
	EDL 930	3	Seminar on Rural Schools and Communities	
	EDL 931	3	Leadership in Rural Settings	

Field Experience (6 hours)

✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 907	3	Advanced Practicum in Counseling (100 hours)	
	COU 908	3	Advanced Internship (600 hrs)	

Dissertation (9 hours)

✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
COU	909	9	Dissertation	

Summary in Semester Hours

Credits earned and in progress at EKU	
Credits earned elsewhere	
Credits to be taken	
Total (must be a minimum of 102)	

Any changes to the program of study must be approved in writing by my doctoral advisor.

Signature of Student Date

Signature of Advisor Date

e

Signature of Chair

Date

**Consultant Report for
Eastern Kentucky University
Related to the Proposed Ed.D. Program
in School Counseling and Mental Health Counseling
July 31, 2009**

Reviewer

**Theodore P. Remley, Jr., J.D., Ph.D.
Professor and Batten Endowed Chair in Counseling
Department Chair
Department of Counseling and Human Services
Darden College of Education
Old Dominion University
Norfolk, Virginia**

Background for Review

I was engaged by Eastern Kentucky University to review the petition and accompanying materials related to offering an Ed.D. program in school counseling and mental health counseling. I was asked to provide this written report.

Prior to writing this report, I reviewed the following written documents that were provided to me:

- Counseling Ed.D. Proposal Preliminary Draft
- Ed.D. Goals, Objectives, and Assessments for Doctoral Program
- Proposal for Doctor of Education (Ed.D.) Program in Educational Leadership
- Questions and Answers Related to the Proposal for Ed.D. Program in Educational Leadership
- COU 900 Advanced Counseling Theories New Course Curriculum Change Form
- COU 901 Advanced Group Counseling New Course Curriculum Change Form
- COU 902 College Teaching New Course Curriculum Change Form
- COU 903 Advanced Multicultural Counseling New Course Curriculum Change Form
- COU 904 Advanced Counseling Interventions New Course Curriculum Change Form
- COU 905 Advanced Family Counseling New Course Curriculum Change Form
- COU 906 Advanced Supervision in Counseling New Course Curriculum Change Form
- COU 907 Advanced Practicum in Counseling New Course Curriculum Change Form
- COU 908 Advanced Internship in Counseling New Course Curriculum Change Form
- COU 909 Dissertation Research New Course Curriculum Change Form
- COU 910 Program Evaluation New Course Curriculum Change Form
- Ed.D. Objectives for COU 905: Advanced Family Counseling and EDL 810
- Curriculum Vitae for Dr. Connie J. Callahan, Dr. Ann Daniel Chapman, Dr. Kim Alan Naugle, and Dr. Sue Strong
- A List of Presentations for Dr. Bianca Puglia

In addition I reviewed the 2009 version of the accreditation policy manual for the Council on Accreditation of Counseling and Related Educational Programs (CACREP) on that organization's web page at www.cacrep.org. I also reviewed the current directory of CACREP accredited counseling graduate programs that is available on that website.

In addition, I reviewed the web pages for Eastern Kentucky University's College of Education Department of Counseling and Educational Psychology at <http://www.education.eku.edu/cep>.

Expertise of Reviewer

I hold a Ph.D. in counselor education from the University of Florida. I also have a law degree from Catholic University in Washington, DC. I have been a full-time faculty member in graduate programs that offer both master's and doctoral degrees in counselor education since 1981. I have served as a member of the accrediting body for counselor education, the Council on Accreditation of Counseling and Related Educational Programs (CACREP) and have authored CACREP self-studies and applications at three universities. From 1990-1994, I was Executive Director of the American Counseling Association (ACA). I have 38 years of professional experience as a counselor. I have held full-time faculty positions in counselor education programs at George Mason University in Fairfax, Virginia, Mississippi State University, and the University of New Orleans. I currently am a tenured full professor, hold the Batten Endowed Chair in Counseling, and serve as Chair of the Department of Counseling and Human Services at Old Dominion University in Norfolk, Virginia.

Findings Related to Eastern Kentucky University's Application to Establish an Ed.D. Program in Counselor Education

Status of the Counseling Graduate Program

The Counseling Graduate Program at Eastern Kentucky University, which currently offers master's degrees in mental health counseling and school counseling, is a well-established and successful graduate program. Faculty members are engaged in scholarly activities, appear to be capable teachers, and are providing leadership within the counseling profession at all levels: community, state, region, and nation. The two master's degree programs at Eastern Kentucky University are accredited by CACREP, which is an essential accreditation for counseling graduate programs today.

The department web page demonstrates that faculty members are actively engaged with students. The counseling graduate program has a chapter of Chi Sigma Iota, the national counseling honorary. Having this organization on campus demonstrates that faculty members are committed to the highest level of achievement within the field of counseling for their students, alumni, and faculty. Students are being encouraged to join and become active members of the Kentucky Counseling

Association. Students are required to purchase professional liability insurance, which is a CACREP mandate. Counseling graduate students are informed regarding important credentials such as the National Certified Counselor (NCC), Kentucky's school counselor certification, and Kentucky's Individual Intellectual Assessment Endorsement.

Rationale for Establishing this New Ed.D. Program

An overview of the proposed Ed.D. program in school counseling and mental health counseling at Eastern Kentucky University and a rationale for the program are offered in the application document.

Historically, rural communities and schools in the United States have been plagued by a lack of attention from counseling and mental health professionals. The special mental health needs of rural residents have not been adequately addressed. Surveys of mental health and counseling services have consistently shown that rural communities are underserved. The application for the Ed.D. program states that the primary purpose of the proposed doctoral program is to improve counseling services in P-12 public education and in rural communities in Kentucky. It is clear that this proposed counseling Ed.D. program is unique in that it will prepare counseling practitioners to become leaders in serving the needs of rural citizens in the state. The proposed doctoral degree program will include a creative Rural Studies Mental Health Core that will focus on Appalachian Kentucky and plans to imbed educational, cultural, and sociological content within the coursework. Program faculty members intend to cultivate relationships with regional and national organizations such as The Center for Rural Development, The Rural School and Community Trust, The Appalachian Regional Commission, and mental health agencies in various Kentucky counties.

Authors of the application make the case and provide evidence that there is a strong demand in Kentucky for a doctoral program in school counseling and mental health counseling.

The Proposed Program's Compliance with CACREP Standards

It is critical that any new doctoral program in counseling be designed to meet the rigorous standards of CACREP. A doctoral program without CACREP accreditation would not be desirable. Graduates of counseling doctoral programs that are not CACREP accredited often have the quality of their credentials questioned in the counseling community and are ineligible for many positions they might seek as counseling leaders, advanced level practitioners, or university faculty members.

The curriculum set forth in the application for the proposed Ed.D. program at Eastern Kentucky University in school counseling and mental health counseling obviously was designed to meet the requirements of CACREP. In addition, the entire proposed Ed.D. program has been formulated to ensure CACREP accreditation which will be possible once the new doctoral degree program has been implemented.

CACREP Requirements for the University

CACREP requires that universities that have doctoral degree programs in counseling provide sufficient financial support to the program, support program faculty in participating in professional associations and activities, and provide resources necessary for scholarly inquiry to occur. From reviewing the application for the Ed.D. program in school counseling and mental health counseling, I believe Eastern Kentucky University is prepared to provide the resources necessary to support this proposed program.

CACREP Requirements for Faculty

In order to be eligible for CACREP accreditation, a counseling doctoral degree program must have a minimum of 5 full-time faculty members. These faculty members must hold earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013. In addition program faculty members must be active in counseling professional associations, hold counseling credentials such as licenses and certifications, and must be engaged in scholarly activities.

From the information I was provided, it appears that the counseling graduate program at Eastern Kentucky University currently includes six full-time faculty members (Drs. Callahan, Chapman, Chapman, Puglia, Strong, and Thomas) and one faculty member who also holds an administrative appointment (Dr. Naugle who is also an associate dean). The program has plans to hire additional full-time tenure-track faculty members as well. It appears that there is a sufficient number of counseling faculty members to support the proposed new Ed.D. program at Eastern Kentucky University.

The credentials of all of the faculty members appear to be acceptable to CACREP. Three of the faculty members appear to have graduated from CACREP accredited counseling doctoral degree programs. The other four faculty members appear to hold doctoral degrees in counseling psychology or educational psychology. However, each of these faculty members will have been a full-time faculty member in a counselor education program for a minimum of one full academic year prior to July 1, 2013, which is the CACREP requirement when faculty members do not hold doctorates in counselor education and supervision. From the vitae of full-time faculty members I reviewed, it appears to me that faculty members generally are active in counseling professional associations, hold counseling credentials such as licenses and certifications, and are engaged in scholarly activities.

I strongly recommend that all future faculty members who are hired to participate in the counseling graduate program hold CACREP-accredited doctoral degrees in counselor education and supervision. CACREP requires faculty members with these credentials, but, as an exception, will accept faculty members with other types of doctoral degrees if they have had a year of full-time experience as a faculty member in a counseling graduate program. Since there are a number of faculty members at Eastern Kentucky University who hold doctoral degrees in fields that are not counselor education and supervision, all future faculty members hired should hold CACREP-accredited counselor education and supervision doctoral degrees.

In addition, because the current faculty members do not appear to have had experience chairing doctoral dissertations, I strongly recommend that at least one of the new faculty members that will be hired next year be either a full professor or senior associate professor who has successfully chaired a number of doctoral dissertations in counseling in a CACREP-accredited counseling graduate program. Simply having been a faculty member in a CACREP-accredited counseling graduate program that included a doctoral degree program would not be adequate. The new faculty member should have successfully chaired 10 or more dissertation committees successfully to completion. Hiring a faculty member with this background is essential to the success of this new Ed.D. program. This new senior faculty member should be expected to mentor existing faculty in the process of supporting doctoral students in completing their dissertations, and should be expected to successfully chair the dissertation committees of a number of the first doctoral students in the program to model the process for other doctoral students and for faculty members.

CACREP Requirements for Field Experiences

CACREP requires that doctoral students complete a 100 hour practicum and a 600 hour internship. The program proposal does not specifically address this field experience requirement. The 2009 CACREP standards include the requirements listed below.

CLINICAL EXPERIENCE

- A. *Doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student's practicum, supervision will occur as outlined in entry-level standards III.A and III.C–E. The use of student supervisors is not allowed in a doctoral-level practicum.*
- B. *Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.*
- C. *During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.*

When the details for the new Ed.D. program are developed, each of the standards listed above will need to be met.

CACREP Requirements for Curriculum Content

The new courses that are described in the materials I reviewed indicate that all of the curriculum requirements for CACREP-accredited doctoral programs have been included.

CACREP requires instruction in the following content areas (from the 2009 standards):

1. *Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.*
2. *Theories and practices of counselor supervision.*
3. *Instructional theory and methods relevant to counselor education.*
4. *Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.*
5. *Design, implementation, and analysis of quantitative and qualitative research.*
6. *Models and methods of assessment and use of data.*
7. *Ethical and legal considerations in counselor education and supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, standards of practice).*

Since the proposal for the Ed.D. program in school counseling and mental health counseling did not include a list of required courses, I was not able to determine whether CACREP requirements in the area of research and scholarship would be adequately met in this proposal. I recommend that faculty members review the courses they intend to require of doctoral students to ensure all of the following CACREP requirements from the 2009 standards in research and scholarship listed below are met.

E. Knowledge

1. *Understands univariate and multivariate research designs and data analysis methods.*
2. *Understands qualitative designs and approaches to qualitative data analysis.*
3. *Knows models and methods of instrument design.*
4. *Knows models and methods of program evaluation.*

F. Skill/Practices

1. *Demonstrates the ability to formulate research questions appropriate for professional research and publication.*
2. *Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.*
3. *Demonstrates professional writing skills necessary for journal and newsletter publication.*

4. *Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.*
5. *Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.*
6. *Demonstrates the ability to create and implement a program evaluation design.*

In my opinion, all other course content requirements will be met in this proposed new Ed.D. program.

CACREP Time Frame for Accreditation

CACREP requires that a new program be ready to graduate its first graduate before a site team will be scheduled to visit the campus. Eastern Kentucky University would prepare a written self-study in its second year of operation and apply for CACREP accreditation for the new Ed.D. program during the second year. After CACREP had approved the self-study, the site visit would most likely take place in the fall of the third year of the program and the program would receive accreditation in the spring, when the first doctoral students would be graduated.

Conclusions

In my opinion, Eastern Kentucky University's application to establish an Ed.D. program in school counseling and mental health counseling is a sound proposal worthy of approval. The proposal was developed to meet the rigorous standards of CACREP. From reading the proposal, I have reached the following conclusions:

- The application sets forth a compelling argument for the establishment of this Ed.D. program in counseling based on the program's planned unique focus on serving rural populations and the demonstrated need for the program in Kentucky;
- The university appears to be willing to support the program;
- The faculty has the capacity to deliver a sound Ed.D. program (with the addition of a senior faculty member who has extensive experience successfully chairing doctoral dissertation committees to conclusion in a CACREP accredited program);
- The field placement requirements of CACREP can be incorporated into the final specific plan for the Ed.D. program; and
- The curriculum appears to meet CACREP standards (assuming the research and scholarship requirements of CACREP will be met in the final specific plan for required courses).

Reviewer Contact Information:

(Home)

**Theodore P. Remley, Jr.
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Norfolk, VA 23508**

(Office)

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(757) 965-7782 (home)

(757) 683-3326 (office)

May 18, 2009

Dr. William Phillips
Dean of the College of Education
Eastern Kentucky University
521 Lancaster Avenue
420 Combs Building
Richmond, Kentucky 40475

Dear Dr. Phillips:

Dr. Connie Callahan, Chair of the Counseling and Educational Psychology Department, asked me to provide a review of the proposed Doctor of Education degree program in school counseling and mental health counseling for Eastern Kentucky University (EKU). To this review I bring 26 years of teaching in counselor education doctoral programs. I have a strong working knowledge of the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). From 2000-2007 I coordinated the CACREP-approved master's and doctoral counseling graduate programs at the University of New Orleans. I am currently department chair for two CACREP-accredited master's graduate counseling programs at Fairfield University.

The proposed Doctor of Education degree program is impressive. The proposed program meets all the 2009 CACREP doctoral standards that are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The proposed curriculum and learning modalities are recognizable as accepted features of a doctoral program in counselor education.

The proposal articulates the intent to train educators and practitioners with expertise to build more collaboration between communities and schools; to particularly improve services provided to P-12 education and rural communities. I am impressed with the survey data indicating that 58% of school counselors and 64% of mental health counselors in Kentucky are interested in this proposed doctoral program at EKU.

Page Two

The inclusion in the proposed curriculum of a Rural Studies Mental Health Core demonstrates the Department's understanding of and commitment to addressing significant rural educational and counseling needs across the Commonwealth of Kentucky. Additionally, the expectation that doctoral students will design and implement dissertation research applicable to rural school and community needs in Kentucky provides further evidence of the Department's desire to create a vibrant, contemporary, and culturally relevant doctoral program.

Finally, in the proposal it is clear that EKU has the resources in people and services to deliver the Doctor of Education degree program.

I appreciate the opportunity to review this proposal. I wish you and your colleagues much success.

Sincerely,

Diana Hulse, Ed.D., LPC, NCC
Professor and Chair
Counselor Education Department

cc. Dr. Connie J. Callahan

From: Keeley, Edward
Sent: Thursday, July 23, 2009 4:35 PM
To: Callahan, Connie
Subject: RE: Ed.D. Needs Assessment

No, nothing else -- you're good for the needs assessment as far as I'm concerned.

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

From: Callahan, Connie <Connie.Callahan@EKU.EDU>
Sent: Thursday, July 23, 2009 4:08 PM
To: Keeley, Edward <Edward.Keeley@EKU.EDU>
Subject: RE: Ed.D. Needs Assessment

Thank you so much. Is there anything else your office needs from me right now?
Connie J. Callahan, Ph.D.
Chair, Department of Counseling & Educational Psychology
406 Combs
Eastern Kentucky University
Richmond, Kentucky 40475

Ph: 859 622-1863

From: Keeley, Edward
Sent: Thursday, July 23, 2009 2:39 PM
To: Callahan, Connie
Cc: Phillips, Bill; Naugle, Kim
Subject: RE: Ed.D. Needs Assessment

Hi Connie: This needs assessment looks good with the additions that we discussed. This e-mail will serve as approval from the Office of Institutional Effectiveness for the needs assessment section of the Ed.D. in Counselor Education & Supervision program proposal.

Best, E. J.
Edward J. Keeley, Ph.D.
Executive Director
Institutional Effectiveness & Research
Eastern Kentucky University
(859) 622-8664

From: Callahan, Connie
Sent: Thursday, July 23, 2009 1:12 PM
To: Keeley, Edward
Subject: RE: Ed.D. Needs Assessment

Here is the document with all additions. It would help us greatly if you would prepare a memo or email stating that your office is satisfied with the work we have done on the Ed.D. proposal and for you this program has a green light. I apologize for not getting this to you sooner. One of our Assistant Profs supposedly sent this on to you in early May. I should have double checked to see that you had received it.

Connie J. Callahan, Ph.D.
Chair, Department of Counseling & Educational Psychology
406 Combs
Eastern Kentucky University
Richmond, Kentucky 40475
Ph: 859 622-1863

From: Keeley, Edward
Sent: Wednesday, July 22, 2009 3:36 PM
To: Callahan, Connie
Subject: RE: Ed.D. Needs Assessment

Hi Connie – Actually, all I asked was that you incorporate the additions you shared below into the original CAA proposal document that you sent me on April 27, and resend the entire document to me. We really don't need to meet if you will just add those pieces below into the appropriate place in the proposal and resend to me. Thanks....

Edward J. Keeley, Ph.D.
Executive Director
Institutional Effectiveness & Research
Eastern Kentucky University
(859) 622-8664

From: Callahan, Connie
Sent: Wednesday, July 22, 2009 3:26 PM
To: Keeley, Edward
Subject: RE: Ed.D. Needs Assessment

I thought we had taken care of this. Please check and let me know if I need to make an

AFTERNOON appointment with you on any day except for Friday. I remember you asking us to track job placement with students and we did that and forwarded a report to you and we also ran some satisfaction surveys with graduates and employers. Was there anything else?

Connie J. Callahan, Ph.D.

Chair, Department of Counseling & Educational Psychology

406 Combs

Eastern Kentucky University

Richmond, Kentucky 40475

Ph: 859 622-1863

From: Keeley, Edward

Sent: Monday, June 29, 2009 6:03 PM

To: Callahan, Connie

Cc: Naugle, Kim

Subject: RE: Ed.D. Needs Assessment

Hi Connie, Kim recently asked me for an update on the Ed.D. Needs Assessment. I believe that the last time we communicated you were going to make a few minor additions and get back to me with the full needs assessment that included the additional material we discussed. I also remember you mentioning some weddings and funerals which would delay your response somewhat. I just wanted to check in with you to see how all is going for you. I remember that we were very close to having this completed!

Best wishes, E. J.

Edward J. Keeley, Ph.D.

Executive Director

Institutional Effectiveness & Research

Eastern Kentucky University

(859) 622-8664

From: Callahan, Connie

Sent: Tuesday, May 12, 2009 2:58 PM

To: Keeley, Edward

Cc: Naugle, Kim; Phillips, Bill

Subject: Ed.D. Needs Assessment

I think this answers the questions you raised. If this does, along with our other needs assessment, I would like to request that you write a letter to:

Dr. Bill Phillips, Dr. Percy, and I guess the CAA stating that the Counseling and Educational Psychology Department has provided sufficient evidence that the Ed.D. has your blessings (or something). Anyway here are the answers to the material you requested. THANKS!

I. Ph.D. Programs in the Cincinnati/Lexington/Louisville triangle:

Few doctoral degrees are available to students in the region. Doctoral degrees in Counselor Education and Supervision are currently available in Louisville (University of Louisville), Cincinnati (University of Cincinnati) or online (Capella University; Walden University). Students surveyed typically find these options unappealing due to the long commute to campus locations or the perceived inferiority of an online degree.

II. Prospective Job Outlook

According to the US Department of Labor, the employment prospects for counselors in all specialties are within the "very good" to "excellent" range. It is anticipated that between 2006 and 2016 the demand for school counselors will rise approximately 13%. An increase of 34% is anticipated for substance abuse counselors and mental health counseling sub-specialties. Similarly, the expected increase in the demand for post-secondary educators is expected to be 23%. The demand for counseling professors would be higher given the increased demand for master's level counseling professionals. In summary, the job outlook for Ph.D. level professional counselors is

very good.

Graduates with the Ph.D. in Counselor Education and Supervision are trained counseling professionals who typically work as educators, researchers or practitioners. Upon completion of this degree, graduates may elect to pursue a career teaching in a K-12 or higher education setting, providing clinical supervision or working as a practitioner. Opportunities in private and non-profit agencies as administrators, evaluators or consultants are also options for graduates with this degree.

Connie J. Callahan, Ph.D.
Chair, Department of Counseling & Educational Psychology
406 Combs
Eastern Kentucky University
Richmond, Kentucky 40475
Ph: 859 622-1863

From: Keeley, Edward
Sent: Tuesday, April 28, 2009 9:44 AM
To: Callahan, Connie
Cc: Naugle, Kim; Phillips, Bill
Subject: RE: Meeting Thursday April 30

Hi Connie – I have a meeting at that time on Thursday, and we probably don't need to meet on this anyway. I think the needs assessment is good, and it can easily be strengthened to where I would fully support it.

Usually a section such as this states (1) what the total need is in a region, (2) how that need is currently being met in terms of other institutions, and (3) what the "residual" need is that the proposed program can help to meet. Also, it usually includes some sense of what graduates of the proposed program can expect to earn salary-wise. I think the county-specific LPCC counts you've provided and the KY "Specific Mental Health Issues" sections are compelling in terms of total need, but I think *how* the need is currently being met (i.e., competitive analysis) should be strengthened beyond "faced with commutes of 2-3 hours in order to attend institutions granting this degree."

Here's what I suggest – add a simple list of the competitive institutions offering doctoral programs in Counselor Ed that students in our region, plus the Lex-Lou-Cincy triangle, can attend (include those that a student could do at a distance from KY, such as Walden and Capella). If they are as far afield as you assert, then that should help make the case. Also, a brief statement as to what kind of salary and career expectations graduates of this program would have should be added.

If you want to send me the updated draft with these things added, I would be supportive of the needs assessment for the Ed.D. program.

Thanks, E. J.
Edward J. Keeley, Ph.D.
Executive Director
Institutional Effectiveness & Research
Eastern Kentucky University
(859) 622-8664

From: Callahan, Connie
Sent: Monday, April 27, 2009 3:32 PM
To: Keeley, Edward; Miller, Bethany
Cc: Naugle, Kim; Phillips, Bill
Subject: Meeting Thursday April 30

As you may or may not know, your department has been added to the Ed.D. program review list. The Counseling and Educational Psychology Department is seeking a second doctorate at ECU. By law, only Ed.D.'s have been approved for regional universities. You have become another hoop through which we must jump. • Dr. Naugle and I would like to visit with you and your staff about this on Thursday at 2:00 April 30. Is this possible? I believe CAA would like for you to either conduct a needs assessment or approve one from our department. I am attaching our needs assessment at this time to give you a few days to consider what we have already done.

As you read through the document I attached you will find first our curriculum change documents and then later a complete needs assessment. It would be helpful if you could review our needs assessment and see if there is any way we might strengthen what we have or whether you would consider this adequate.

Connie J. Callahan, Ph.D.
Chair, Department of Counseling & Educational Psychology
406 Combs
Eastern Kentucky University
Richmond, Kentucky 40475
Ph: 859 622-1863

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

Part I

(Check one)	Department Name	Counseling & Educational Psychology
X New Course (Parts II, IV)	College	Education
Course Revision (Parts II, IV)	*Course Prefix & Number	COU 900
Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Counseling Theories
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	11/23/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	n/a	Faculty Senate**
Teacher Education Committee*	2/24/09	Board of Regents**
		Council on Postsecondary Edu.***
		Date
		3/31/09
		11/19/09
		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.)
 Creating a new course for the Ed.D. program

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

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

B. The justification for this action:
 New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced instruction in the major and/or contemporary counseling theories.

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

Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000).

Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms. This is an overall amount for all courses, not just this one course.

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

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

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

COU 900 Advanced Counseling Theories. (3) A. This course provides advanced instruction in the major and/or contemporary counseling theories. Students will apply the original works of major theorists and will assess and construct a personal counseling orientation as backed by research.

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)*
COU 900	___ Fall	Fall 2010	AS ___ JS ___ BT ___ EM ___ ED x PC ___ HS ___	CEDP
<u>Credit Hrs.</u>	<u>Weekly Contact Hrs.</u>		<u>Repeatable Maximum No. of Hrs.</u> 0	
3 Lectu	___ re 3 Labo ___ ratory ___ Other ___		<u>Cip Code (first two digits only)</u> 13	
<u>Schedule Type*</u> (List all applicable)	<u>Work Load</u> (for each schedule type)	<u>Grading Mode*</u>	Class Restriction, if any: (undergraduate only)	
1	3	N FR	SO ___ JR ___ 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.)

Ed.D. Counseling Courses

1. **Department of Counseling and Educational Psychology**
COU 900: Advanced Counseling Theories (3 credit hours)

Instructor:

Office:

E-Mail:

Office Phone:

Office Hours:

2. COURSE DESCRIPTION:

This course provides advanced instruction in the major and/or contemporary counseling theories. Students will apply the original works of major theorists and will assess and construct a personal counseling orientation as backed by research.

3. TEXT and REQUIRED READINGS:

Ivey, A.E., Ivey, B.A., Simeck-Morgan, L. (2006). Theories of Counseling and Psychotherapy: A Multicultural Perspective (6th Edition)

Bankart, C. Peter (1997). Talking Cures: A History of Western & Eastern Psychotherapies. Brooks/Cole.

Current research as published in the professional peer reviewed journals as appropriate.

4. STUDENT LEARNING OUTCOMES:

This course is designed to achieve the following objectives:

1. Analyze and evaluate western and non western counseling theories
2. Synthesize the strengths and weaknesses of counseling theories
3. Examine the role of the therapist in each counseling approach
4. Demonstrate several approaches to the practice of counseling and construct a personal counseling orientation based in research
5. Apply theory to practice through case studies and role play
6. Apply theory and multicultural considerations specific to Appalachia

5. Evaluation Methods:

Group Project	50% of Grade
Personal Theoretical Paper	25% of Grade
Non-western Theoretical Paper	25% of Grade.

EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B

73% - 82%	C
63% - 72%	D
< 62%	F

6. **STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.
7. **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 that they are unable to access the web from their primary computer.**
8. **LAST DAY TO DROP A CLASS:**
See EKU academic calendar by clicking *calendars* on the EKU website at www.eku.edu.
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 accommodations you need. If you need 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. Upon individual request, this syllabus can be made available in alternative forms.
10. **ACADEMIC INTEGRITY**
Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.eku.edu/policy/
11. **COURSE REQUIREMENTS:**

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:
 - a. **Group Project:** Students will form small groups and present on a chosen school of thought in counseling theory. The school of thought chosen will be represented by one or more specific theories. The group will develop a scenario for at least one of these major theories and present to the class. Role-play will include counselor(s) and client(s), with the class functioning as participant-observer. At the end of the role play, the group will discuss their method of approaching the issue(s) with the client, the intervention skills and techniques used with a rationale. Care should be given to how such a theory(s) might be applied to diverse populations (including children), and such issues as grief and loss. The group also should provide a handout for the class that describes the appropriate intervention strategies. Presentation should be 45-60 minutes. (This assignment represents 50% of your grade).
 - b. **Personal Theoretical Paper:** Each student should construct an initial personal theoretical orientation to counseling. A research paper describing the theoretical orientation and any

- possible changes that might have occurred during the semester should be included. Students should include their strategies of implementation of their chosen theory to professional practice in Appalachia. (This assignment represents 25% of your grade).
- c. Non-western Theoretical Paper: Students will choose a non-western/major counseling theory to explore. They will write a paper discussing the implementation on this theory to the surrounding culture. Students should include strategies of implementation and appropriateness of theoretical fit to the population. In addition, identify the strengths and weaknesses of this counseling theory. (This assignment represents 25% of your grade).
 - d. Additional requirements: None

12. **COURSE OUTLINE:**

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on Blackboard.

13. **PROFESSIONAL EDUCATION MODEL COMPONENTS:**



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

Part I

(Check one)	Department Name	Counseling & Educational Psychology
X New Course (Parts II, IV)	College	Education
Course Revision (Parts II, IV)	*Course Prefix & Number	COU 901
Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Group Counseling
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	11/23/08	Graduate Council* <u>Date</u> 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.)
Creating a new course for the Ed.D. program

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

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

B. The justification for this action:
New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced instruction in group counseling.

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

Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000).

Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms. This is an overall amount for all courses, not just this one 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.)

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

COU 901 Advanced Group Counseling. (3) A. Enhance students' understanding of group dynamics and refine group facilitation skills. Students will organize, manage, facilitate and evaluate an experiential counseling group in order to develop counselor leadership skills.

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

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

New or Revised* Program Text

(*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)*
COU 901	___ Fall	2010	AS ___ JS ___ BT <u>EM</u> ___ ED x PC ___ HS ___	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3 Lectu	___ re 3 Labo ___ ratory ___ 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		
		Date of data entry		

		Internship _____	Data entry person _____
		Independent Study _____	
		Practicum _____	

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

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

Course Prefix and No.	
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Course Prefix and No.	
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Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
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Course Prefix and No.	
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Test Scores	
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Minimum GPA (when a course grouping or student cumulative GPA is required)	
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Co-Requisite(s) and/or Prerequisite(s) 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.	
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Course Prefix and No.	
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Course Prefix and No.	
-----------------------	--

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

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	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 Counseling and Educational Psychology**
COU 901: Advanced Group Counseling (3 Credit Hours)

Instructor:
Office:
E-Mail:
Office Phone:
Office Hours:

2. Course Description

The purpose of this course is to enhance students' understanding of group dynamics and refine group facilitation skills. Students will organize, manage, facilitate and evaluate an experiential counseling group in order to develop counselor leadership skills.

3. TEXT and REQUIRED READINGS:

Kline, W.B. (2003). *Interactive Group Counseling and Therapy*. Columbus, OH: Prentice Hall.

Yalom, I.D. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

Current research as published in the professional peer reviewed journals as appropriate.

4. Student Learning Outcomes:

This course is designed to achieve the following student learning outcomes:

1. Review and compare essential group leadership concepts and skills.
2. Investigate and apply theoretical conceptualizations and group leadership principles.
3. Continue to practice skills related to forming, facilitating, maintaining, and ending group experiences in a variety of settings with diverse populations. Construct methods to increase others' knowledge and understanding of: Ethical guidelines for working with task, psycho educational, counseling, and therapy groups.
 - ASGW Training Standards and Guidelines for Best Practice
 - Current trends in research and literature about group work.
 - Factors related to social ecology and the connection between group dynamics and political, cultural, and social influences.
 - Students' unique strengths and weaknesses as members, presenters, facilitators, and observers of groups.

5. Evaluation Methods:

Read more about the following under Course Requirements

Group Leadership Experience 50% of grade

Assigned Readings & Reflection Logs 25% of grade

Group Work Curriculum & Lecture 25% of grade

EVALUATION/GRADING SCALE:

93% - 100%	A	63% - 72%	D
83% - 92%	B	< 62%	F
73% - 82%	C		

6. **STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.
7. **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 that they are unable to access the web from their primary computer.
8. **LAST DAY TO DROP A CLASS:**
See ECU academic calendar by clicking *calendars* on the ECU website at www.ecu.edu .
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 accommodations you need. If you need 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@ecu.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in alternative forms.
10. **ACADEMIC INTEGRITY**
Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.ecu.edu/policy/
11. **COURSE REQUIREMENTS:**
Student performance in meeting the course objectives will be assessed based on the following required activities/projects:
 1. **Group Leadership Experience:** Students will facilitate or co-facilitate a 5 to 8 week psycho educational, counseling, or therapy group that meets consecutively at a school, community counseling organization, or other mental health facility. This includes weekly meetings outside of class (while I encourage students to hold 90 minute group sessions that occur once per week, the time and duration ultimately will be determined by students and co-leaders, if applicable). Students will present a video of group sessions in class in order to reflect upon/discuss group facilitation issues, process feedback, and prepare for and lead future group sessions. This involves being prepared to summarize recent leadership experiences and be involved in feedback related to group theory, facilitation skills, and various co-leadership dynamics. Students must investigate and apply theoretical conceptualizations and group leadership principles, in addition to incorporating ASGW training standards and guidelines for best practices. (This assignment is worth 50% of your grade).
 2. **Assigned Readings & Reflection Logs:** Extensive reading and guided reflections will be used to process leadership experiences and to address content related to group theory and dynamics. Students must examine current trends in research and literature about group work and include the application of this research into reflection logs. On-line interaction (email, possible

chat room, etc...) will serve as a supplemental means for communication throughout the duration of this course. Details regarding reading assignments and logs will be posted on Blackboard. (This assignment is worth 25% of your grade).

3. Group Work Curriculum & Lecture: In accordance with one of the objectives of this course, to prepare students to teach others about basic group theory and process, students will work as a “task group” to collectively design a master’s level group work course for hypothetical students enrolled in a CACREP accredited Counselor Education Program. Accordingly, students will work individually and in pairs/small groups to develop a curriculum and course lectures. Details regarding this assignment will be posted on Blackboard and will include:

Step One - Curriculum Development – In *groups* of two or three, you will develop a Syllabus and Course Schedule for a 10 week “Group Work” course that will utilize the Kline (2003) text as the required book for this course.

Step Two – Course Content & Lecture Development – *Individually*, students will generate a lesson plan, lecture, and activity related to one of the pre-determined topics involved in this course.

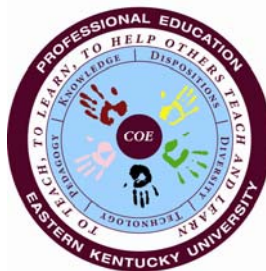
Step Three – Course Evaluation – In the same *groups* that students developed the syllabus & schedule for this course, they will generate a means to evaluate or assess master’s students’ acquisition of the content and material that is presented in this course. (This assignment is worth 25% of your grade).

Additional requirements: None

12. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on Blackboard.

13. PROFESSIONAL EDUCATION MODEL COMPONENTS:



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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 902 <hr/> *Course Title (30 characters) College Teaching <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	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</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>New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced clinical and administrative supervision experiences.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000)</p> <p>Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.</p>	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms. This is an overall amount for all courses, not just this one 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.)

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.)

COU 902 College Teaching. (3) A. Provides an overview of principles and practices associated with effective college teaching. Topics examined include learning and diversity; teaching models and strategies; student behaviors and learning outcomes and the interaction of theory and practice

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.

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)*
COU 90	2 Fall	2010	AS _____ JS _____ BT _____ EM _____ ED x PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3 Lectu	re 3 Labo ratory 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	SO _____ JR _____ 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 _____	
		Thesis _____		
		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.	
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Course Prefix and No.	
-----------------------	--

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

Course Prefix and No.	
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Course Prefix and No.	
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Test Scores	
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Minimum GPA (when a course grouping or student cumulative GPA is required)	
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Co-Requisite(s) and/or Prerequisite(s) 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.	
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Course Prefix and No.	
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Course Prefix and No.	
-----------------------	--

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

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	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 Counseling and Educational Psychology

COU 902: College Teaching (3 Credit Hours)

Instructor:

Office:

E-Mail:

Office Phone:

Office Hours:

2. COURSE DESCRIPTION:

This course provides an overview of principles and practices associated with effective college teaching. Topics examined include learning and diversity; teaching models and strategies; student behaviors and learning outcomes and the interaction of theory and practice.

3. TEXT and REQUIRED READINGS:

Bain, K. (2004). *What the Best College Teachers Do*. Cambridge MA: Harvard University Press.

Lowman, J. (2000). *Mastering the Techniques of Teaching*, Second Edition. San Francisco: Jossey-Bass.

McKeachie, W. J. (2005). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 12th Edition. Boston, MA: Houghton Muffin.

Current research as published in the professional peer reviewed journals as appropriate.

4. STUDENT LEARNING OUTCOMES:

This course is designed to achieve the following student learning outcomes:

1. Analyze the evolution of college teaching and learning in America in order to establish historical and philosophical perspective on the nature and practices of contemporary college teaching.
2. Compare, analyze, and apply a wide variety of traditional, contemporary, and emerging models and styles of college teaching.
3. Categorize the nature and diversity of various learning styles which you and your students will utilize to process information, and apply, analyze, and discuss various style-differentiated approaches to instruction.
4. Illustrate applications of behavioral, cognitive and developmental perspectives on learning theory.
5. Evaluate tenets of good practice in college teaching including various approaches to course preparation, planning and goal setting, and teaching for higher level goals.
6. Explore the teaching and learning implications associated with the many dimensions of college student diversity such as age, learning style, gender, ethnicity, epistemological, and intellectual.
7. Compare the relationships between meaningful learning outcomes and specific dimensions of

teacher and student behaviors in the college classroom.

8. Comprehend and utilize various collaborative learning approaches.
 9. Comprehend and evaluate a variety of instructional approaches including lecture, discussion, the case method, problem-based learning, and service-learning.
 10. Formulate an understanding of teaching effectiveness and its implications, both at the level of the instructor and in broader contexts, e.g. departmental, institutional; discuss and evaluate strategies for teaching improvement.
 11. Investigate and discuss organizational supports and approaches to development of faculty teaching skills.
5. Learn more about the following components by reading the course requirements:
- | | |
|--|---------------------|
| Class participation/involvement | 10% of grade |
| Mid Term Activity | 40% of grade |
| Mid Term Activity | 50% of grade |

EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

6. **STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.
7. **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 that they are unable to access the web from their primary computer.
8. **LAST DAY TO DROP A CLASS:**
See ECU academic calendar by clicking *calendars* on the ECU website at www.ecu.edu .
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 accommodations you need. If you need 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@ecu.edu or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.
10. **ACADEMIC INTEGRITY**

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.eku.edu/policy/

11. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. **Class participation/involvement** score will be based on the following:

- thorough preparation for class, including careful study of the main points in required readings and critical reflection on them using a reading journal (See Blackboard);
- committed, insightful, participation in classroom presentations, critiques, discussions, and other activities;
- demonstrated effort to improve your own teaching; and,
- support of your colleagues in their efforts to improve their own teaching.

Scores will be assigned according to the following behaviorally-anchored rating scale.

Behavior described is consistent across the semester 90 - 100%

Behavior described is fairly regular but with noticeable lapses 80 – 89%

Behavior described is very inconsistent or rarely observed 70 - 79%

This will be worth 10% of your grade.

2. **Mid Term Activity:** One assignment to be selected from this

- Directed exercise (10-12 pages). An analytical paper based on the evolution of college teaching and learning in America in order to establish historical and philosophical perspective on the nature and practices of contemporary college teaching. In addition, compare and analyze a wide variety of traditional, contemporary, and emerging models and styles of college teaching. Include a discussion of behavioral, cognitive and developmental perspectives on learning theory.
- Book Review (6-8 pages). Read a book of your choice related to college teaching and write a book review. Guidelines for preparing a review are posted in Blackboard.
- Syllabus. Develop a syllabus for a course you would like to teach (4 pages minimum). Include with the syllabus a Planning Commentary (4-6 pages), describing the level of the course, the intended target student population, and what you did to plan the course, i.e., how you went about deciding what to include in the course, how you determined what materials to use, appropriate assignments, etc, citing class readings to support your decisions. Attach a reference list.
- Personal Case and Analysis. This analysis is comprised of two parts - - a personal case description, and, a case analysis. The case description describes an incident which illustrates a teaching dilemma you have experienced. After describing the incident, you are to analyze it by posing critical questions about how the situation might have been more effectively managed so that student learning is improved. Your analysis of the incident is to use material from class readings and discussions that you believe shed light on the problem being illustrated. Include a description of the way in which you will

address multiple learning styles in the classroom. See the Assignment section of Blackboard for a more detailed description of assignment.

This assignment will be worth 40% of your grade.

3. Final Activity: One assignment to be selected from this section. Papers are to be between 10-12 pages in length (max is 12 excluding attachments and reference list).

- College Teacher Observation and Interview
Interview and observe the teaching of a college teacher of your choice. Assess the person's approach to teaching and their effectiveness using what you have learned in this class. Base your assessment on what you learn in the interview, your observation of teaching and learning in the classroom, and any relevant written documents (e.g. syllabus, assignments, graded papers, etc.).
- Teaching Portfolio
Construct a teaching portfolio that you might use to present yourself as a college teacher either for a job interview or for a summative evaluation of your teaching in a college department. Include a commentary of one page describing how you went about determining what to include in the portfolio, what models if any that you used, and what you learned about your teaching in the process. (See Murray (1994) as one resource).
- Policy Brief/Analysis
Identify an institutional, departmental, state, or national policy that relates to college teaching (e.g. effectiveness, evaluation). Describe the policy and its context. Analyze the policy (strengths, weaknesses, impacts, implications) and take a position on it. Use class readings and other relevant literature to support your statements and justify your position.
- Self-analysis of Teaching. The purpose of this assignment is for you to conduct a critical evaluation of your own teaching and create a plan for improvement. The assignment is to be based on a reflective and critical analysis of the **relationships between** (a) the general principles and practices of effective teaching and (b) the unique challenges of teaching courses in counseling. In your writing, you must make explicit which principles (include citations to references in the literature we have studied) you are connecting or relating to which aspects of teaching in counseling. If you have had college teaching experience, your reflections and analyses can be experiential; otherwise, your reflections and analyses can be speculative. One technique for preparing to write your paper--one that students have reported as especially helpful to them--is to keep a journal of your reflections on the various ways in which the readings and classroom experiences throughout this course relate to and have particular implications for the special challenges of teaching in counseling.

This assignment will be worth 50% of your grade.

Additional requirements: None

12. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group

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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 903 <hr/> *Course Title (30 characters) Advanced Multicultural Counseling <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	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/23/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</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>New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced instruction in multicultural counseling.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000).</p> <p>Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.</p>

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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.)

COU 903 Advanced Multicultural Counseling (3) A. Current social and cultural issues, social change theory, oppression models, and advocacy planning for professional counselors are addressed. Students examine their own cultural heritage and state of multidimensional identity development in relation to therapeutic relationships.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
<u>COU</u> 903	___ Fall	2010	AS ___ JS ___ BT <u>EM</u> ___ ED x <u>PC</u> ___ HS ___	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u> Lectu	___ re <u>3</u> Labo ___ ratory ___ Other ___		<u>Cip Code (first two digits only) 13</u>	
<u>Schedule Type*</u> (List all applicable)	<u>Work Load</u> (for each schedule type)	<u>Grading Mode*</u>	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N FR</u>	SO ___ JR ___ SR ___	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	

		Thesis _____	Date of data entry _____
		Internship _____	
		Independent Study _____	Data entry person _____
		Practicum _____	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

1. **Department of Counseling and Educational Psychology**
COU 903: Advanced Multicultural Counseling (3 Credit Hours)

Instructor:
Office:
E-Mail:
Office Phone:
Office Hours:

2. **COURSE DESCRIPTION:**

Current social and cultural issues, social change theory, oppression models, and advocacy planning for professional counselors are addressed. Students examine their own cultural heritage and state of multidimensional identity development in relation to therapeutic relationships.

3. **TEXT and REQUIRED READINGS:**

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Peters, M.L., & Zuniga, X. (Eds.). (2010). *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism*. New York. Routledge.

Williams, J.A. (2002) *Appalachia: A History*. University of North Carolina Press.

Current research as published in the professional peer reviewed journals as assigned.

4. **STUDENT LEARNING OUTCOMES:**

This course is designed to achieve the following objectives:

1. Review the application of multicultural counseling competencies.
2. Assess knowledge of the Appalachian culture and its counseling needs.
3. Apply multicultural counseling research to practice.
4. Develop an ability to incorporate multicultural concerns in counseling practice.

5. Read more about the following in the course requirements:

Analysis paper	40% of your grade
Journal	20% of your grade
Case Study Diagnostics	20% of your grade
Presentation of Final Consulting Case	20% of your grade

EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

6. **STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

7. **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 that they are unable to access the web from their primary computer.

8. **LAST DAY TO DROP A CLASS:**
See EKU academic calendar by clicking *calendars* on the EKU website at www.eku.edu.

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 accommodations you need. If you need 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.

10. **ACADEMIC INTEGRITY**
Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.eku.edu/policy/

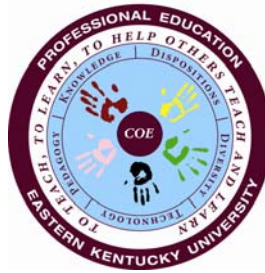
11. **COURSE REQUIREMENTS:**
Student performance in meeting the course objectives will be assessed based on the following required activities/projects:
 1. **Analysis paper.** Students will research and write an analysis paper on the multicultural environment of Appalachia. The paper should include considerations for professional counselors. Students may choose to focus on school, community, or agency settings or may choose to focus on a particular aspect of the population (e.g. women, men, gay, lesbian). Papers should include strategies to meet the cultural concerns of the populations and settings being served. Discuss ways in which you would incorporate the multicultural counseling competencies in your work with Appalachian clients. (This assignment will be worth 40% of your grade).
 2. **Journal:** (ongoing psychosocial reflections of your course and course related experiences: minimum of one entry per class meeting) (This assignment will be worth 20% of your grade).
 3. **Case Study Diagnostics.** Socio-cultural reaction to presented print and/or video-based cases. In your reactions you must show a link between current counseling research and practice. (This assignment will be worth 20% of your grade).
 4. **Presentation of Final Consulting Case.** See Blackboard for details. (This assignment will be worth 20% of your grade).

Additional requirements: None

12. **COURSE OUTLINE:**

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on Blackboard.

13. **PROFESSIONAL EDUCATION MODEL COMPONENTS:**



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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 904 <hr/> *Course Title (30 characters) Advanced Interventions <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	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</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>New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced counseling interventions skills.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000).</p> <p>Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.</p>

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms. This is an overall amount for all courses, not just this one 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.)

- 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.)

COU 904 Advanced Counseling Interventions. (3) A. The study of advanced interventions used by professional counselors in providing services to clients will be addressed. Models and methods of assessment in evaluating client outcomes and application of theory to practice will be examined.

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 ~~striketrough~~ 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 ~~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)*
COU 904	___ Fall	2010	AS ___ JS ___ BT ___ EM ___ ED x PC ___ HS ___	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u> Lectu	___ re <u>3</u> Labo ___ ratory ___ Other ___		Cip Code (first two digits only) <u>13</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	N FR	SO ___ JR ___ SR ___	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis		
		Date of data entry		

		Internship _____	Data entry person _____
		Independent Study _____	
		Practicum _____	

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

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

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

Prerequisite(s): (List prerequisites only. List combinations 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	
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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.

**1. Department of Counseling and Educational Psychology
COU 904: Advanced Counseling Interventions (3 Credit Hours)**

Instructor:
Office:
E-Mail:
Office Phone:
Office Hours:

2. COURSE DESCRIPTION:

The study of advanced interventions used by professional counselors in providing services to clients will be addressed. Models and methods of assessment in evaluating client outcomes and application of theory to practice will be examined

3. TEXT and REQUIRED READINGS:

Seligman, L. (2005). *Systems, strategies, and skills of counseling and psychotherapy* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Current research as published in the professional peer reviewed journals as appropriate.

4. STUDENT LEARNING OUTCOMES:

This course is designed to achieve the following outcomes:

1. To demonstrate and practice key concepts important to developing a therapeutic relationship;
2. To demonstrate, through practice, your use of current assessment models and methods;
3. To develop, strengthen, and refine, through practice and use of client data, your case conceptualization skills;
4. To select and apply advanced counseling interventions that fit within your chosen theory;
5. To examine the role of socio cultural, demographic, and lifestyle diversity issues in deciding on a case conceptualization and choice of interventions;
6. To evaluate and discuss ethical issues related to the use of counseling interventions with different populations;
7. To apply the research and practice literature.

5. EVALUATION METHODS

Learn more about each method by reading the course requirements.

5 Papers	50% of grade
3 Real Plays	30% of grade
Final	10% of grade
Portfolio	10% of grade

EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D

< 62% F

6. **STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

7. **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 that they are unable to access the web from their primary computer.

8. **LAST DAY TO DROP A CLASS:**
See EKU academic calendar by clicking *calendars* on the EKU website at www.eku.edu .

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 accommodations you need. If you need 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.

10. **ACADEMIC INTEGRITY**
Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.eku.edu/policy/

11. **COURSE REQUIREMENTS:**
Student performance in meeting the course objectives will be assessed based on the following required activities/projects:
 1. Class attendance and participation as defined by class members and instructor.
 2. Short papers. **Five** short reflection papers (3-5 typed pages) (each worth 10% of your grade) will be assigned. Please write in a personal style and follow APA (5th edition). For each paper there are reflection questions that will be posted on Blackboard. Please review these questions prior to the date due for each paper.
 3. Selection of a counseling theoretical approach for use in the “real” plays. Read the chapters in the Seligman text which address your chosen approach. You will demonstrate the application of your chosen theory through the real plays.
 4. Three “real” plays as counselor and client (each real play is worth 10% of your grade). You must demonstrate and practice key concepts important to developing a therapeutic

relationship. You will participate in 3 real plays as a counselor and 3 as a client. Each real play session includes 3 parts:

The actual real play;

IPR session and feedback

Reflection questions to be completed by the counselor

5. A final paper integrating your learning from all class activities and assignments (This assignment will be worth 10% of your grade).
Directions will be posted on Blackboard.
- 6.....Course Portfolio. This assignment will be due on the last day of class. You are asked to assemble all your work to date. Please include an assessment of your attendance and class participation points based on the consensus agreement developed in the first class. Please also include a short paragraph summarizing your learning in the class and indicate your recommended course grade. Include a discussion of the ways in which you met the seven learning objectives for this course. (This assignment will be worth 10% of your grade).

Additional requirements: None

12. **COURSE OUTLINE:**

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on Blackboard.

14. **PROFESSIONAL EDUCATION MODEL COMPONENTS:**



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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 905 <hr/> *Course Title (30 characters) Advanced Family Counseling <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	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced instruction in the family counseling theory and practice.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe: 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms. This is an overall amount for all courses, not just this one 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.)

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

COU 905 Advanced Family Counseling. (3) A. This course is an advanced application course of the field of marriage and family counseling/therapy. Students will apply family counseling techniques to case studies and real families.

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)*
COU 905	___ Fall	2010	AS ___ JS ___ BT <u>EM</u> ___ ED <u>x PC</u> ___ HS ___	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u> Lectu	___ re <u>3</u> Labo ratory ___ Other ___		<u>Cip Code (first two digits only) 13</u>	
<u>Schedule Type*</u> (List all applicable)	<u>Work Load</u> (for each schedule type)	<u>Grading Mode*</u>	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N FR</u>	SO ___	JR ___ SR ___

		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY
		Thesis _____	Date of data entry _____
		Internship _____	
		Independent Study _____	Data entry person _____
		Practicum _____	

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

**1. Department of Counseling and Educational Psychology
COU 905: Advanced Family Counseling (3 credit hours).**

Instructor:

Office:

E-Mail:

Office Phone:

Office Hours:

2. COURSE DESCRIPTION:

This course is an advanced application course of the field of marriage and family counseling/therapy. Students will apply family counseling techniques to case studies and real families.

3. TEXT and REQUIRED READINGS:

Family Therapy: A Systemic Integration (7th Edition) by Dorothy Stroh Becvar and Raphael J. Becvar (**Hardcover** - Oct 16, 2008)

Family Therapy: Concepts & Methods (8th Edition) by Michael P. Nichols and Richard C Schwartz (**Hardcover** - Oct 19, 2007)

Current research as published in the professional peer reviewed journals as appropriate.

4. STUDENT LEARNING OUTCOMES:

This course is designed to achieve the following objectives:

1. construct a relational and systems paradigm as a means of conceptualizing human behavior and family interactions.
2. acquire substantial knowledge regarding the field of family therapy, its history, development, major figures, and potential uses, as well as the philosophical and etiological premises that define the practice of marriage and family counseling.
3. compare and contrast theories and techniques and their application in working with couples and families.
4. assess areas such as family life-cycle development, healthy family functioning, diversity, family-of-origin, and implications of professional and ethical issues unique to family work.
5. compare roles of marriage and family counselors in a variety of practice settings and in relation to other helping professions
6. apply their understanding of family dynamics in relation to their own families

5. EVALUATION METHODS;

More information about the following components can be found in Course Requirements:

Applied Theory	25% of grade
Theoretical Paper	25% of grade
Non-western Theory Paper	25% of grade
Debate	25% of grade

EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

6. STUDENT PROGRESS: You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

7. 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 that they are unable to access the web from their primary computer.

8. LAST DAY TO DROP A CLASS:

See ECU academic calendar by clicking *calendars* on the ECU website at www.ecu.edu.

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 accommodations you need. If you need 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@ecu.edu or by telephone at (859) 622-2933 V.TDD. Upon individual request, this syllabus can be made available in alternative forms.

10. ACADEMIC INTEGRITY

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.ecu.edu/policy/

11. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. Each student will choose a school of thought in family counseling theory. The school of thought chosen will be represented by one or more specific theories. The student will develop a scenario for the major theory and its application and present to the class. Role-play will include counselor(s) and client(s), with the class functioning as participant-observer. At the end of the role play, the student will discuss his/her method of approaching the issue(s) with the client, the intervention skills and techniques used with a rationale. Care should be given to how such a theory(s) might be applied to diverse populations (including children), and such issues as grief and loss. The student will also should provide a handout for the class that describes the appropriate intervention strategies. Presentation should be 45-60 minutes. (This assignment will be worth 25% of your grade).

2. Personal Theoretical Paper: Each student should construct an initial personal theoretical orientation to family counseling. A research paper describing the theoretical orientation and any possible changes that might have occurred during the semester should be included. Each paper must specify the field of family therapy, its history, development, major figures, and potential uses, as well as the philosophical and etiological premises that define the practice of marriage and family counseling. Students should include their strategies of implementation of their chosen theory to professional practice in Appalachia. (This assignment will be worth 25% of your grade).

4. Students will organize a debate and compare the merits of the roles of marriage and family counselors in a variety of practice settings and in relation to other helping professions. (This assignment will be worth 25% of your grade).

Additional requirements: None

12. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on Blackboard.

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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 906 <hr/> *Course Title (30 characters) Counseling: Advanced Supervision <hr/> *Program Title <hr/> (Major __, Option __; Minor __; or Certificate __)																													
*Provide only the information relevant to the proposal.																														
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Proposal Approved by:</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;">11/23/08</td> <td>Graduate Council*</td> <td style="text-align: center;">3/31/09</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes****</i> <input checked="" type="checkbox"/> <i>No</i> <input type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">1/13/09</td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td style="text-align: center;">11/19/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">n/a</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">2/24/09</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>			Proposal Approved by:	<u>Date</u>		<u>Date</u>	Departmental Committee	11/23/08	Graduate Council*	3/31/09	<i>Is this a SACS Substantive Change? Yes****</i> <input checked="" type="checkbox"/> <i>No</i> <input type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	1/13/09	Approved <input checked="" type="checkbox"/> Disapproved	11/19/09	General Education Committee*	n/a	Faculty Senate**	NA	Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced clinical and administrative supervision experiences.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms. This is an overall amount for all courses, not just this one 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.)

- 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.)

COU 906 Advanced Supervision in Counseling. (3) A. Students will have the opportunity to refine their skills and enhance their understanding of clinical and administrative supervision in terms of various theoretical orientations and approaches to the art of supervision in counseling.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU 906	___ Fall	2010	AS ___ JS ___ BT <u>EM</u> ___ ED x PC ___ HS ___	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u> Lectu	___ re <u>3</u> Labo ___ ratory ___ Other ___		Cip Code (first two digits only) <u>13</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u> FR	SO ___ JR ___ SR ___	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis		
			Date of data entry _____	

		Internship _____	Data entry person _____
		Independent Study _____	
		Practicum _____	

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

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

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

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

Prerequisite(s): (List prerequisites only. List combinations 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.

1. Department of Counseling and Educational Psychology
COU 906: Advanced Supervision in Counseling (3 Credit Hours)

Instructor:

Office:

E-Mail:

Office Phone:

Office Hours:

2. COURSE DESCRIPTION:

Students will have the opportunity to refine their skills and enhance their understanding of clinical and administrative supervision in terms of various theoretical orientations and approaches to the art of supervision in counseling.

3. TEXT and REQUIRED READINGS:

Bernard, J.M., & Goodyear, R.K. (2008). *Fundamentals of clinical supervision* (4th ed.).
Boston: Allyn & Bacon

Robins, S.P., DeCenzo, D.A., & Wolter, R. (2009). *Supervision Today* (6th ed.). Prentice Hall.

Current research as published in the professional peer reviewed journals as assigned.

4. STUDENT LEARNING OUTCOMES:

This course is designed to achieve the following outcomes:

1. Analyze supervision theory and process.
2. Examine various modalities of clinical and administrative supervision.
3. Provide strategies designed to enhance the practice of supervision in counseling.
4. Compare common concerns from a multicultural perspective regarding the legal and ethical demands in clinical supervision.

6. EVALUATION METHODS

More information about the following items can be found in the Course Requirements:

Participation 20% of grade

Supervision 20% of grade

Presentation 20% of grade

Legal Dilemma 20% of grade

Supervision Model 20% of grade

EVALUATION/GRADING SCALE:

93% - 100% A

83% - 92% B

73% - 82% C

63% - 72% D

< 62% F

7. **STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

8.. **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 that they are unable to access the web from their primary computer.

9. **LAST DAY TO DROP A CLASS:**

See ECU academic calendar by clicking *calendars* on the ECU website at www.ecu.edu .

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 accommodations you need. If you need 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@ecu.edu or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

M. **ACADEMIC INTEGRITY**

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.ecu.edu/policy/

11. **COURSE REQUIREMENTS:**

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. **Attendance & Participation:** Due to the nature and structure of this class, attendance, punctuality, and participation are essential to the learning process. You will be expected to attend each class and participate in various activities and small group discussions. Should an issue arise that prevents your attendance, you must notify me via email, phone, or fax. (This assignment will be worth 20% of your grade).

2. **Supervision Session:** You will video tape and present a supervision session at some point throughout the duration of the course. You will also select and complete one of the supervisor inventories that is located in Bernard and Goodyear's (2004) text, in the "Supervisor's Tool Box" (pp. 303-339). You will present your completed inventory, as well as a one page narrative of the supervisory session, your explanation of your theoretical orientation to supervision and your personal supervisory style. In a small group format, peers will offer feedback regarding your taped vignette. (This assignment will be worth 20% of your grade).
3. **Classroom Presentation:** You will select a topic related to clinical supervision and provide a 1 hour presentation regarding this topic. Presentations should include content and handouts that outline the selected topic as it pertains to counseling or counselor education. You may select a topic from the text books that have been assigned to this class. You will also be encouraged to explore current literature and research that pertains to the selected topic, beyond that which exists in the texts that have been assigned for this class. Creativity and originality are strongly included as you plan your presentation and develop ideas about how to solicit class involvement. A discussion regarding specific topics, dates of presentations, and other facets of this assignment will ensue during the first class meeting. (This assignment will be worth 20% of your grade).
4. **Legal or Ethical Dilemma Assignment:** Select a specific legal or ethical issue that pertains to supervision in counselor education. Write a page or two that details the dilemma and your thoughts regarding the most ethically and legally competent solution. You are specifically encouraged to use case examples from your supervisory experiences to link your theoretical beliefs with your practice of clinical supervision. Whenever most appropriate, following the supervision session or your classroom presentation, you will present your legal or ethical dilemma to the class and explain your proposed plan of action. You will then facilitate a group discussion regarding your peers' reactions to your plan of action. (This assignment will be worth 20% of your grade).
5. **Supervision Model Application Paper:** At the end of this course, you will reflect on experiences throughout the semester, evaluate your development as a supervisor and discuss your reaction to and incorporation of feedback received about your supervision sessions. (This assignment will be worth 20% of your grade).

Additional requirements: None

12. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on Blackboard.

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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 907 <hr/> *Course Title (30 characters) Counseling: Advanced Practicum <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	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		
College Curriculum Committee	1/13/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.)
 Creating a new course for the Ed.D. program

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

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

B. The justification for this action:
 New course developed as part of new doctoral program in Counselor Education & Supervision to provide practicum experience in counseling and counselor education.

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

Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100, 000) and 1 associate professor (Salary + Benefits = up to \$65, 000). Fringe : 28% (\$46, 200). Three graduate assistants (\$10,000 each for a total of \$30,000).

Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms. This is an overall amount for all courses, not just this one 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.)

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

COU 907 Advanced Practicum in Counseling (3) This course entails observation and counseling supervision in school, higher education, community, and controlled laboratory settings. One hundred hours of supervised fieldwork is required. Lectures, seminars, and research projects may also be included.

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.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU 907	___ Fall	2010	AS ___ JS ___ BT ___ EM ___ ED x PC ___ HS ___	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u> Lectu	___ re <u>3</u> Labo ___ ratory ___ Other ___		<u>Cip Code (first two digits only) 13</u>	
<u>Schedule Type*</u> (List all applicable)	<u>Work Load</u> (for each schedule type)	<u>Grading Mode*</u>	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>P FR</u>	SO ___ JR ___ 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 _____		

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.

1.. Department of Counseling and Educational Psychology
COU 907: Advanced Practicum in Counseling (3 Credit Hours)
Instructor:
Office:
E-Mail:
Office Phone:
Office Hours:

Revised Syllabus
11/23/09 Dr. Callahan

2. COURSE DESCRIPTION:

This course entails observation and counseling supervision in school, higher education, community, and controlled laboratory settings. One hundred hours of supervised fieldwork is required. Lectures, seminars, and research projects may also be included.

3. TEXT and REQUIRED READINGS:

Current research as published in the professional peer reviewed journals as appropriate.

4. STUDENT LEARNING OUTCOMES:

This course is designed to achieve the following outcomes: Upon successful completion of this course, students will have an understanding of all of the following aspects of professional functioning:

1. Students will, while under supervision by an experienced counselor, become oriented to the counseling program in the practicum setting.
2. Students will experience a cross section of activities performed by the counseling staff at the practicum site. These activities will be based (depending on the site) on the Professional School Counseling Standards, NBCC Standards, CACREP Standards, and Kentucky Licensed Professional Counselor Expectations.
3. Students will indicate readiness to enter (or continue in) the field of professional counseling via discussions of videotaped demonstrations of counseling skills and through fulfilling the student's Individual Supervision Plan (ISP). Bring a copy of your ISP, signed by your site supervisor, to discuss on the first night of class. Please include a reflection paper with your final materials regarding your ISP and a draft of an ISP for COU 881 Counseling Internship.

5. Evaluation Methods;

By site supervisor evaluations, university evaluations, and paper. See course requirements.

EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

6. STUDENT PROGRESS: You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

7. 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 that they are unable to access the web from their primary computer.

8. LAST DAY TO DROP A CLASS:

See ECU academic calendar by clicking *calendars* on the ECU website at www.ecu.edu .

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 accommodations you need. If you need 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@ecu.edu or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

10. ACADEMIC INTEGRITY

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.ecu.edu/policy/

11. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. Weekly meetings with instructor to evaluate and process field experiences.
2. Written evaluations of student performance throughout the semester given by:
 - i. The instructor (1 by midterm and 1 by end of semester)
 - ii. Site supervisor, when applicable (at midterm and at end of semester)
3. Reflection Paper: Student will write a paper outlining their development as a clinician.
The paper should address the application of the student's theoretical orientation, multicultural issues, and the student's self evaluation of his/her clinical effectiveness. The incorporation of feedback received should also be included, as well as, any legal or ethical issues.

Additional requirements: None

12. COURSE OUTLINE:

This is a field experience. Students will procure an appropriate environment for their field work in consultation with a faculty member. Students will meet for individual/group supervision regularly throughout the semester. Dates and times will be determined collaboratively between the faculty member and the student.

13. PROFESSIONAL EDUCATION MODEL COMPONENTS:

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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 908 <hr/> *Course Title (30 characters) Counseling: Advanced Internship <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	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced internship experience in counseling and counselor education.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms. This is an overall amount for all courses, not just this one 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.)

- 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.)

COU 908 Advanced Internship in Counseling (3) A. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, and teaching).

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.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU 908	___ Fall	2010	AS ___ JS ___ BT <u>EM</u> ___ ED x <u>PC</u> ___ HS ___	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u> Lectu	___ re <u>3</u> Labo ratory Other ___		<u>Cip Code (first two digits only) 13</u>	
<u>Schedule Type*</u> (List all applicable)	<u>Work Load</u> (for each schedule type)	<u>Grading Mode*</u>	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>P</u> FR	SO ___ JR ___ 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 <input checked="" type="checkbox"/>	
		Independent Study _____	Data entry person _____
		Practicum _____	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form

**1. Department of Counseling and Educational Psychology
COU 908: Advanced Internship in Counseling (3 Credit Hours)**

Instructor:

Office:

E-Mail:

Office Phone:

Office Hours:

2. COURSE DESCRIPTION:

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, and teaching).

3. TEXT and REQUIRED READINGS:

Current research as published in the professional peer reviewed journals as appropriate.

4..STUDENT LEARNING OUTCOMES:

This course is designed to achieve the following objectives:

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, and teaching).

The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training. During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

1. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.
2. Demonstrates effective application of multiple counseling theories.
3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.
4. Demonstrates the ability to formulate research questions appropriate for professional research and publication.
5. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
6. Demonstrates professional writing skills necessary for journal and newsletter publication.
7. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.

5. EVALUATION/GRADING SCALE:

This is a Satisfactory/Unsatisfactory course. See Course requirements.

6. STUDENT PROGRESS: You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

7. 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 that they are unable to access the web from their primary computer.

8. LAST DAY TO DROP A CLASS:

See ECU academic calendar by clicking *calendars* on the ECU website at www.ecu.edu .

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 accommodations you need. If you need 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@ecu.edu or by telephone at (859) 622-2933 V.TDD. Upon individual request, this syllabus can be made available in alternative forms.

10. ACADEMIC INTEGRITY

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.ecu.edu/policy/

11. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. 600 hours of fieldwork must be completed.
2. Weekly supervision meeting with faculty supervisor.
3. Written evaluations of student throughout the semester given by:
 - i. Faculty supervisor (1 at midterm and 1 at end of semester)
 - ii. Supervisee, when applicable (1 at end of semester)
 - iii. Site supervisor when applicable (1 at midterm and at end of semester)

Additional requirements: None

12. COURSE OUTLINE:

This is a field experience. Students will procure an appropriate environment for their field work in consultation with a faculty member. Students will meet for individual/group supervision

regularly throughout the semester. Dates and times will be determined collaboratively between the faculty member and the student.

13. PROFESSIONAL EDUCATION MODEL COMPONENTS:



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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 909 <hr/> *Course Title (30 characters) Dissertation Research <hr/> *Program Title (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/3/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1-13-09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	n/a	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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Creating a new course for the Ed.D. program</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</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>New course developed as part of new doctoral program in Counselor Education & Supervision to complete a research dissertation in educational counseling. May be retaken up to 12 hours.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Two new professors will be needed to help cover 10 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100, 000) and 1 associate professor (Salary + Benefits = up to \$65, 000). Fringe : 28% (\$46, 200). Three graduate assistants (\$10,000 each for a total of \$30,000).</p> <p>Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all ten new proposed courses –it does not apply to just this one course.</p>

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$50,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms. Of that amount, approximately \$2,000 would apply to this course.

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

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

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

(1) COU 909 Dissertation Research. (3) A. Students will write and defend original dissertation research. May be taken up to 12 hours.

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

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

Part IV. Recording Data for New or Revised Course (Record 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>COU</u>	<u>909</u>	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>x</u> _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>12</u>	
<u>3</u>	Lecture _____ Laboratory _____ Other <u>3</u>		Cip Code (first two digits only) <u>13</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>P</u>	FR _____	JR _____
			SO _____	SR _____

		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____
		Dissertation <u> X </u>	
		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 Counseling and Educational Psychology

COU 909: Dissertation

Instructor:

Office:

E-Mail:

Office Phone:

Office Hours:

2. COURSE DESCRIPTION:

Students will write and defend original dissertation research. May be taken up to 12 credit hours.

3. TEXT and REQUIRED READINGS:

Current research as published in the professional peer reviewed journals as appropriate.

4. STUDENT LEARNING OUTCOMES:

The general objective of the dissertation is to provide the student with an opportunity to conduct and report research that will inform policy and/or practice in counselor education or related fields. Specifically, the purposes of the dissertation course are the following:

1. To assist students in identifying a dissertation topic of interest, developing appropriate research questions/hypotheses, and selecting appropriate research tools
2. To support students in all stages of implementing the chosen research model, with the dissertation director serving (1) as a technical resource providing direct instruction and/or referring the student to other faculty with relevant expertise, and (2) as a mentor/coach, providing general encouragement and support
3. To support students in preparing the dissertation manuscript, with the dissertation director consulting on technical matters (e.g., APA format issues) and providing feedback and critique

5. EVALUATION/GRADING SCALE: Progress will be assessed by the student's faculty advisor. This course is pass/fail.

6. STUDENT PROGRESS: You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

7. 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 that they are unable to access the web from their primary computer.

8. LAST DAY TO DROP A CLASS:

See EKU academic calendar by clicking *calendars* on the EKU website at www.eku.edu.

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 accommodations you need. If you need 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.

10. ACADEMIC INTEGRITY

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.eku.edu/policy/

11. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. Regular meetings with dissertation chair throughout semester;
2. Demonstrate progress towards completion of dissertation.

Additional requirements: None

12. COURSE OUTLINE:

The instructional delivery model will be comprised of a combination of on-campus meetings and web-based interactive sessions. Specifics with regard to internal deadlines, etc. are determined collaboratively between the student and the dissertation director.

Seminars and work groups involving multiple students working on the dissertation will be scheduled whenever feasible.

Student performance will be assessed on the basis of successful completion and defense of the dissertation, as judged by the members of the dissertation committee.

13. PROFESSIONAL EDUCATION MODEL COMPONENTS:



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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 910 <hr/> *Course Title (30 characters) Program Evaluation <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	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved <input checked="" type="checkbox"/> Disapproved 11/19/09
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced instruction in program evaluation in counseling.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms. This is an overall amount for all courses, not just this one 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.)

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

COU 910 Program Evaluation. (3) A. This course examines advanced topics and controversies in counseling research. Students will be prepared to engage in counseling-related program evaluations. Key concepts, concerns, tools, and practices of program evaluation will be discussed.

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 ~~striethrough~~ 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 ~~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)*
COU 910	___ Fall	2010	AS ___ JS ___ BT <u>EM</u> ___ ED <u>x PC</u> ___ HS ___	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u> Lectu	___ re <u>3</u> Labo ___ ratory ___ Other ___		Cip Code (first two digits only) <u>13</u>	
<u>Schedule Type*</u> (List all applicable)	<u>Work Load</u> (for each schedule type)	<u>Grading Mode*</u>	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	N FR	SO ___ JR ___ SR ___	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	

		Thesis _____	Date of data entry _____
		Internship _____	
		Independent Study _____	Data entry person _____
		Practicum _____	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

**1. Department of Counseling and Educational Psychology
COU 910: Program Evaluation (3 Credit Hours)**

Instructor:

Office:

E-Mail:

Office Phone:

Office Hours:

2. COURSE DESCRIPTION:

This course examines advanced topics and controversies in counseling research. Students will be prepared to engage in counseling-related program evaluations. Key concepts, concerns, tools, and practices of program evaluation will be discussed.

3. TEXT and REQUIRED READINGS:

Posavac, E. J., & Carey, R. G. (2007). *Program evaluation: Methods and case studies* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Current research as published in the professional peer reviewed journals as appropriate.

4. STUDENT LEARNING OUTCOMES:

This course is designed to achieve the following outcomes:

- synthesize the theory and application of program evaluation.
- evaluate the purposes of various types of program evaluation.
- design and implement an evaluation study.
- critique the design, implementation, and findings of an evaluation.

5. EVALUATION METHODS

Find more information on the following items in the Course Requirements:

Program Evaluation	30% of grade
Group Project	30% of grade
Grants	30% of grade

EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

6. STUDENT PROGRESS: You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

7 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 that they are unable to access the web from their primary computer.

8. LAST DAY TO DROP A CLASS:

See ECU academic calendar by clicking *calendars* on the ECU website at www.ecu.edu.

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 accommodations you need. If you need 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@ecu.edu or by telephone at (859) 622-2933 V.TDD. Upon individual request, this syllabus can be made available in alternative forms.

10. ACADEMIC INTEGRITY

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.ecu.edu/policy/

11. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. Program Evaluation Journal Article Critique. Students will locate a referred journal article on a program evaluation in counseling, read the article, and critique it according to the guidelines posted on Blackboard. Please note that these are only suggested guidelines that apply to any research articles, not just those dealing with program evaluation. The critique should be no longer than five (5) double spaced pages. Turn in article with critique. (This assignment will be worth 30% of your grade).
2. Group Project: Students will form small task groups and research and design a program based on their needs assessment of the surrounding rural community. (This assignment will be worth 40% of your grade).
3. Grant Sources: Students will research possible funding sources and investigate application procedures for these sources. Students will present information on the sources and their requirements to the class. Presentations need only to be 15-30 minutes. This requirement is intended to be an exercise in networking and an expansion of the students' knowledge base. (This assignment will be worth 30% of your grade).

Additional requirements: None

12. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and

course objectives. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on Blackboard.

13. PROFESSIONAL EDUCATION MODEL COMPONENTS:



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.	Special Education Education Moderate to Severe Disabilities Graduate Certificate (Major ____, Option ____, Minor ____, or Certificate <u> X </u>)
---	---	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	5/5/2009	Graduate Council*	10/30/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	9/1/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/19/09
General Education Committee*		Faculty Senate**	11/30/09
Teacher Education Committee*	9/22/09	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.) Remove NSC 700 from the MSD Program and provide an option for students because the content is similar in SED 718 & OTS 715. Delete SED 240. Lower prerequisite hours from 12 to 6 by removing EMG 445, 447, 806 and MAT 202 from prerequisites. Lower required course hours from 45 to 36. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Not applicable.	
B. The justification for this action: Reduce the number of hours in the MSD graduate certification program from 45/57 hours to 36/42 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 II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

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

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.)

Moderate and Severe Disabilities

The prerequisites are an undergraduate degree and KY Provisional Teaching Certificate in IECE, P-5, 5-9, or High School for classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work:

Prerequisite Courses~~12 hours~~ 6 hours

ELE 445 ~~or~~ EMG 445; ~~EMG 447 or 806~~; MAT 201, ~~202~~.

Required Courses~~45 hours~~ 36 hours

~~SED 240, 700, 704, 718, 722, 775, 735, 745, 777, 790;~~

~~NSC 700~~; ~~OTS 715~~ or SED 718; ~~SED 774*~~, 897.

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 College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education Director of Special Education Alternate Certification Program (Major ____, Option ____, Minor ____, or Certificate _X_)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	5/5/2009	Graduate Council* 10/30/09
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	9/1/09	Approved <input checked="" type="checkbox"/> Disapproved 11/19/09
General Education Committee*	_____	Faculty Senate** 11/30/09
Teacher Education Committee*	9/22/09	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.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Suspend the Director of Special Education Program Alternate Certification. The Education Professional Standards Board has requested this formal action to eliminate the program from their books. EKU has a Director of Special Education program that leads to certification in the field but not an alternative certification DoSE Program. Please note that we only want to suspend the Alternative Certification Director of Special Education Program, and not the traditional Director of Special Education Program.	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) One enrolled. This student will be allowed to continue in the program until completion because the coursework she needs to complete the program is offered as part of our normal course offerings.	
B. The justification for this action: The state department of education has us on record as offering this program as an alternative certification program. With only one student enrolled in the past 10 years, we would like to suspend the program and maintain the existing Director of Special Education Program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: none Operating Expenses Impact: none	

Equipment/Physical Facility Needs: none

Library Resources: none

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

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

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

- 40. For a new program, provide the catalog description as being proposed.
- 41. For a revised program, provide the current program requirements using ~~strikethrough~~ 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 ~~strikethrough~~ for deletions and underlines for additions.)

~~Professional Certificate for Director of Special Education~~

The prerequisites for admission to the program for the Professional Certificate for Director of Special Education are:

- (a) a valid Kentucky certificate for teachers of exceptional children (including speech language pathologists) or for school psychologists
- (b) three years of experience as a full time teacher of exceptional children or speech language pathologist and/or three years of experience as a full time school psychologist
- (c) a minimum of a master's degree or planned fifth year program.

~~Prerequisite Courses*~~12 hours

~~*The following or equivalent courses at the undergraduate or graduate level:
SED 775 or 800, SED 790 (either SED 356, 793, 804, 806 or 809), 886.~~

~~COLLEGE OF EDUCATION~~

~~Required Courses~~15 hours

~~SED 810, 814, 816 (six hours), EAD 801.~~

~~For the Professional Certificate for Director of Special Education, candidates must enroll in SED 816 within three years of completing SED 810 and 814.~~

~~All required courses (EAD 801, SED 810, 814, and 816) must be completed within five years.~~

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 College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education Special Education LBD MAED Alternative Cert. (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	5/5/2009	Graduate Council*	10/30/09
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	9/1/09	Approved <input checked="" type="checkbox"/> Disapproved	11/19/09
General Education Committee*		Faculty Senate**	11/30/09
Teacher Education Committee*	9/22/09	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.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Suspend Master of Arts in Education Program/Alternative Learning and Behavior Disorders Initial Certification Program.	
A. 2. Effective date: (Example: Fall 2001) Fall, 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Spring, 2009	
B. The justification for this action: Currently the number of students in the program is not adequate for continuation. Enrollment has declined every year since the inception of the program and graduates cannot find teaching positions. Therefore students are not applying to the program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: Suspending this program will result in approximately 4 courses college-wide per year that will not need to be offered, for an operational savings. 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 ~~striketrough~~ for deletions and underlines for additions.
- 45. 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

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

New or Revised* Program Text

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

MASTER OF ARTS IN EDUCATION

Alternative Learning & Behavior Disorders

Initial Certification Option

CRITERIA/PROCEDURES FOR ADMISSION

Students seeking admission to the program must:

- 1. Submit an application to the Graduate School indicating a bachelor’s degree including all transcripts from accredited colleges attended except Eastern Kentucky University.
- 2. Provide evidence of the following prior to being accepted into the program:

- a. Master’s degree OR 3.0 overall GPA OR 3.0 on the last 60 hours of coursework.
- b. Acceptable Graduate School Admission exams by one of the following:

GRE 450 verbal and 350 quantitative* **OR** a combined score of 800 **OR** GPA of 2.75 and composite GRE x GPA = 2400 and an on-demand writing task scored by LBD Faculty.

*Applicants who completed the GRE prior to October 1, 2002 must meet the following:

1100 total score or may use the following formula to meet the GPA and GRE requirements:

Minimum 2.75 GPA and minimum 1000 GRE to apply the formula GPA x GRE = minimum 3300.

Miller’s Analogies Exam 36.

- e. A professional resume.
- d. An autobiography documenting relevant life/work/educational experience.
- e. Three letters of reference.
- f. Complete two written disposition assignments given by the department.
- g. An interview arranged by the Special Education Department.

CURRICULUM REQUIREMENTS

Program Requirements..... 49 hours

Special Education Core..... 34 hours

SED 745, 775, 776, 778, 790, 791, 793, 807, 856, 886, 897.

Professional Education Core..... 15 hours

EGC 820; ELE 871; EME 843, 872; EMG 806.

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>ANSW</u> College <u>A&S</u> *Course Prefix & Number <u>Soc 300</u> *Course Title (<u>30 characters</u>) <u>Sociology of Humans and Animals</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date	Date
Departmental Committee	9/24/09	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	10/19/2009	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ 11/19/09
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 new course on animal and human relations A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Animal / Human relations is an emerging field in sociology and many have expressed interest in animal studies at EKU, especially students. This is a course central to the proposed new Animal Studies major here at EKU.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None; course can be taught by Dr. Stephanie McSpirit. Operating Expenses Impact: None. Equipment/Physical Facility Needs: None. Library Resources: We already have appropriate journals; we could request the journal Animal Cognition.	

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

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

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

New or Revised* Catalog Text

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

Soc 300 Sociology of Humans and Animals (3) A. A survey of the sociology of animal-human interaction, focusing on the human-animal bond and conflict between human and animal worlds.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SOC	300	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs.	
3	Lecture 3	Laboratory _____	Other _____	
			Cip Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR <input checked="" type="checkbox"/>	
W	3	A	SO <input checked="" type="checkbox"/> SR <input checked="" type="checkbox"/>	
I		P		
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Anthropology, Sociology and Social Work
SOC 300: SOCIOLOGY OF HUMANS AND ANIMALS

3 credit hours, Semester: XXX Time XXXXX Location: XXX

Professor Contact Information:

Dr. Stephanie McSpirit

103 Keith Building

PHONE: 859.622.3070

e-mail: stephanie.mcspirit@eku.edu

Office hours: TBA

Catalogue Course Description: Soc 300 Sociology of Animal-Human Relations (3) A survey of the sociology of animal-human interaction.

This course focuses on the human-animal bond and conflict between human and animal worlds.

Student Learning Outcomes: In this course, students will examine, from a sociological perspective, how our uses of animals as food, biotechnology, companions, competitors and collaborators influence human and social existence. Students will become familiar with social research methodologies, the interpretation of findings and contributions to theory regarding animal-human relations. The class will employ lecture and discussion formats to meet these learning objectives and meeting these objectives will be evaluated through class discussion, quizzes, essays and exams.

The overall objective is to introduce students to the sociological connections between human and “nonhuman” animal worlds. Students will explore the human-animal bonds and conflicts through selected readings, film, discussion, thinking, and writing about various methods and findings within this growing sociological subfield of human and nonhuman animal relations. At the end of this course students should be able to:

- A. Understand diverse sociological methodologies and theories (e.g., symbolic interactionism, ethnomethodology, social psychology and political economy/ conflict theory) related to the sociological (and anthropological / psychological) study of animals and humans.
- B. Read, evaluate and talk knowledgeably about research on the sociology of animal-human relations.
- C. Understand diverse perspectives of human-animal relations.
- D. Integrate material read and discussed into various sociological frameworks and theories.

Required Texts:

Franklin, A. (1999). *Animals and modern culture: A sociology of human-animal relations in modernity.* Sage.

Alger, J. M., & Alger, S. F. (2003). *Cat culture: The social world of a cat shelter.* Temple University Press. (A&A)

Arluke, A., & Sanders, C. R. (1996). *Regarding animals.* Temple University Press. (A&S)

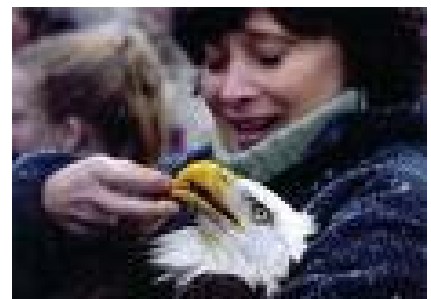
Goode, D. (2007). *Playing with my dog Katie: An ethnomethodological study of dog-human interaction.* Purdue University Press.

Knight, J. (ed.) (2000). *Natural enemies: People-wildlife conflicts in*



Photos above: Two U.S. Seniors with their canine companions.

Photos below: The aftermath of the Exxon Valdez spill on Alaskan water fowl.



Evaluation Methods:

1. **Attendance and Discussion:** To achieve the course objectives, attendance is required. Class attendance presumes class participation. For each class attended, students receive no points if they fail to attend class (for whatever reason), 1 point if they attend class without communicating their ideas and 2 points if they participate in discussion of the reading material, for a maximum of **54 points**. (There are 27 discussion-based classes.) Readings will consist of assigned chapters in the texts. Students are required to read and discuss assigned material (**20 percent of final grade**).

2. **Quizzes:** For most (25) classes, quizzes worth 4 points each will be given at the beginning of the class to test students on their mastery of the reading material. Quizzes will be multiple choice (and perhaps fill in the blank). There are no make-up quizzes; the maximum that can be earned on quizzes is **100 points**. (**36 percent of final grade**).

3. **Essay exams:** Four take-home essay exams (the last the final) will be given, mostly covering material discussed in class and from the readings. However, some questions may require independent research. Each exam will be worth 30 points. About 5-10 questions will be given to students before the exam (usually a week before), and the exam will require answers to 3 of these questions (each worth 10 points), some or all of which can be selected by the student (i.e., I may require that all students answer some questions). Answers to each question must be typed, double-spaced, and (not including the question itself) **at least 3.5 pages long**, but no more than 5 pages long (Font Times 12, margins 1 inch maximum on all sides). To receive credit, a student must provide answers that satisfy the questions asked; simply providing lots of information tangentially or unclearly relevant to the questions is not appropriate. The maximum earned on essay questions is **120 points**. (**44 percent of final grade**).

- **Course grade** will be based on class discussion (50 pts or 20% of final grade), the quizzes (100 pts or 36% of final grade), and the exams (120 pts or 44 percent of final grade.). TOTAL: 270 points. Cutoffs for: **A=90%**; **B=80%**; **C=70%**; **D=60%**; **F=below 60%**.

Student Progress

The student can monitor his/her progress in the course by checking My Grades on Blackboard, located under Tools.

Attendance Policy

Students are expected to attend every class, and I will take attendance twice – at the beginning at the end of class. All tests, assignments and presentations are due on date assigned otherwise, points will be deducted, and in the case of presentations, no opportunities for make-ups will be provided.

Last Date to Drop the Course

The last day to drop the course without receiving a “W” is available in the *Colonel's Compass* at www.eku.edu/compass

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 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.

Writing Statement: Students in all university courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: case annex 173 (622-6191).

Course Requirement and Outline:

READINGS

<u>Class#</u>	<u>Topic</u>	<u>Readings</u>	<u>Essay questions provided for:</u>
	Overview		
1	Animals in society		
2	Sociology, theory	Franklin (Ch. 1-2)	
3	Animals in human culture	A&S (Introduction, Ch. 1-2)	
4	Modernity, postmodernity	Franklin (Ch. 3)	
5	Zoological gaze	Franklin (Ch. 4)	
6	Pets	Franklin (Ch. 5)	
7	Hunting	Franklin (Ch. 6)	
8	Agriculture	Franklin (Ch. 7)	EXAM 1
9	Food	Franklin (Ch. 8)	
10	WORK ON EXAM		
11	Rights	Franklin (Ch. 9)	(Exam 1 due)
12	Contradictions	A&S (Ch. 4-5)	
13	Conceptualizations	A&S (Ch. 6-7)	
14	Ethnography of cat shelter	A&A (Preface, Ch. 1-3)	EXAM 2
15	Ethnography of cat shelter 2	A&A (Ch. 4-6)	
16	WORK ON EXAM		
17	Ethnography of cat shelter 3	A&A (Ch. 7-8, Afterword)	(Exam 2 due)
18	Dog-human interaction	A&S (Ch. 3) Goode (Ch. 1 & App. C)	
19	Dog-human interaction 2	Goode (Ch. 2)	
20	Dog-human interaction 3	Goode (Ch. 3-4)	
21	Dog-human interaction 4	Goode (Ch. 5-6)	
22	Dog-human interaction 4	Goode (Ch. 7, Postscripts)	EXAM 3
23	Human-animal conflict	Knight (Ch. 1-2)	
24	WORK ON EXAM		
25	Human-animal conflict 2	Knight (Ch. 3-4)	(Exam 3 due)
26	Human-animal conflict 3	Knight (Ch. 5-6)	
27	Human-animal conflict 4	Knight (Ch. 7-8)	
28	Human-animal conflict 5	Knight (Ch. 9-10)	FINAL
29	Human-animal conflict 6	Knight (Ch. 10-11)	
30	Putting it together		

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 185</u> *Course Title (<u>30 characters</u>) <u>Introduction to Computer Concepts</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	10/2/09	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	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved 11/19/09
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.) Reduce CSC 185 prerequisites to only exclude students needing developmental math. A. 2. Effective date: (Example: Fall 2001) Spring 2010 Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Change prerequisite structure to allow students to take CSC185 before any other programming requirements. This requested change reflects needs the department has observed after introducing this course 1 year ago.	
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.)

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

New or Revised* Catalog Text

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

~~CSC 185 Introduction to Computer Concepts. (3) I, II. Prerequisite: A minimum of 23 on the Mathematics portion of the ACT, a minimum of 550 on the Mathematics portion of the SAT, or a minimum grade of "C" in CSC 140, 160, 174, 177, or MAT 107. Completion of all developmental mathematics requirements.~~ Fundamental concepts and skills needed to design computer programs using class diagrams, flowcharts, pseudo-code, and general purpose programming tools; analysis of target problems; object-oriented design; algorithm design and verification prior to implementation.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CSC	185	Spring 2010 Summer 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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 140(C) or CSC 160(C) or CSC 174(C) or CSC 177(C) or MAT 107(C)
Course Prefix and No.	
Test Scores	A minimum of 23 on the Mathematics portion of the ACT, a minimum of 550 on the Mathematics portion of the SAT,
Minimum GPA (when a course grouping or student cumulative GPA is required)	Completion of all developmental mathematics requirements.

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 190</u> *Course Title (<u>30 characters</u>) <u>Object-Oriented Programming I</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>10/2/09</u></td> <td>Graduate Council*</td> <td style="text-align: center;"><u>n/a</u></td> </tr> <tr> <td colspan="2"> Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;"><u>11/19/09</u></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;"><u>10/19/2009</u></td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td style="text-align: center;"><u>11/19/09</u></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;"><u>n/a</u></td> <td>Faculty Senate**</td> <td style="text-align: center;"><u>n/a</u></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;"><u>n/a</u></td> <td>Board of Regents**</td> <td style="text-align: center;"><u>n/a</u></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;"><u>n/a</u></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	<u>10/2/09</u>	Graduate Council*	<u>n/a</u>	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	<u>11/19/09</u>	College Curriculum Committee	<u>10/19/2009</u>	Approved <input checked="" type="checkbox"/> Disapproved	<u>11/19/09</u>	General Education Committee*	<u>n/a</u>	Faculty Senate**	<u>n/a</u>	Teacher Education Committee*	<u>n/a</u>	Board of Regents**	<u>n/a</u>			Council on Postsecondary Edu.***	<u>n/a</u>
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	<u>10/2/09</u>	Graduate Council*	<u>n/a</u>																											
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	<u>11/19/09</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.) Add CSC 185 and remove CSC140 as prerequisites. A. 2. Effective date: (Example: Fall 2001) Spring 2010 Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Remove CSC 140 as prerequisite (will no longer be offered on a frequent basis) and add CSC 185 as a prerequisite to best accommodate student progress through low level CSC courses (previously a co-requisite).	
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	

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(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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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.)

CSC 190 Object-Oriented Programming I. (3) I, II. Prerequisite: a minimum of 23 on the mathematics portion of the ACT or a minimum of 550 on the mathematics portion of the SAT or a minimum grade of "C" in CSC 140, 160, 174, 177, 185, or MAT 107. Introduction to problem solving with computers using an object-oriented programming language. Concepts include data types, input/output, ~~classes~~, control structures, and arrays. 2 Lec/2 Lab. Gen. Ed. VII (QS).

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CSC	190	Spring 2010 Summer 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
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		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 140(C) or CSC 160(C) or CSC 174(C) or CSC 177(C) or <u>CSC 185(C)</u> or MAT 107(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

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 191</u> *Course Title (30 characters) <u>Object-Oriented Programming II</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/2/09	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	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved 11/19/09
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	n/a	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Remove CSC 185 as prerequisite.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2010 Summer 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Remove CSC 185 as a prerequisite since it should be taken prior to the other prerequisite (CSC190).</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: n/a</p> <p>Operating Expenses Impact: n/a</p> <p>Equipment/Physical Facility Needs: n/a</p> <p>Library Resources: n/a</p>

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

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

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

New or Revised* Catalog Text

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

CSC 191 Object-Oriented Programming II. (3) I, II. Prerequisite: a minimum grade of "C" in CSC 185 and 190. Object-oriented programming, recursion, arrays, inheritance, file input/output, exception handling, multi-thread programming, GUI, object-oriented analysis and design. 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 ~~strickthrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CSC	191	Spring 2010 Summer 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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 185(C) and CSC 190(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)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 195</u> *Course Title (<u>30 characters</u>) <u>Introduction to Discrete Structures</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	10/2/09	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	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved 11/19/09
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	n/a	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Remove CSC 185 as prerequisite to CSC 195.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2010 Summer 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Remove CSC 185 as a prerequisite since it should be taken prior to the other prerequisite (CSC190).</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: n/a</p> <p>Operating Expenses Impact: n/a</p> <p>Equipment/Physical Facility Needs: n/a</p> <p>Library Resources: n/a</p>

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

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

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

New or Revised* Catalog Text

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

CSC 195 Introduction to Discrete Structures. (3) I, II. Prerequisites: A minimum grade of "C" in CSC ~~485~~ and 190; a minimum grade of "C" in MAT 107 or equivalent. Topics to be covered include sets, relations, functions; logic; algorithm design/analysis, recursive algorithms, recurrence relations, mathematical induction, counting, probability.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CSC	195	Spring 2010 Summer 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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 185(C) and
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 313</u> *Course Title (30 characters) <u>Introduction to Database Systems</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	10/2/09	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	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved 11/19/09
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	n/a	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add CSC310 as a prerequisite, remove all other current prerequisites.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2010 Summer 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Increase the prerequisites to better prepare students for course content.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: n/a</p> <p>Operating Expenses Impact: n/a</p> <p>Equipment/Physical Facility Needs: n/a</p> <p>Library Resources: n/a</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.)

CSC 313 Introduction to Database Systems. (3) A. Prerequisite: ~~A minimum of 23 on the Mathematics portion of the ACT, a minimum of 550 on the Mathematics portion of the SAT, or a minimum grade of "C" in CSC 140, 160, 174, 177, 190, or MAT 107.~~ CSC 310 with a minimum grade of "C." Introduction to databases, storage and retrieval of data, report generation, interface and application development, online queries, XML, multimedia database, and database security.

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)*
CSC	313	Spring 2010 Summer 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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 140(C) or CSC 160(C) or CSC 174(C) or CSC 177(C) or CSC 190(C) or MAT 107(
Course Prefix and No.	CSC 310(C)
Test Scores	A minimum of 23 on the Mathematics portion of the ACT, a minimum of 550 on the Mathematics portion of the SAT
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 491</u> *Course Title (30 characters) <u>Console Game Design</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	10/2/09	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	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved 11/19/09
General Education Committee*	n/a	Faculty Senate** n/a
Teacher Education Committee*	n/a	Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change prerequisite from CSC 310 to CSC 316 with senior standing A. 2. Effective date: (Example: Fall 2001) Spring 2010 Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Increase the prerequisites to better prepare students for course content.	
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.)

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

New or Revised* Catalog Text

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

CSC 491 Console Game Design. (3) A. Prerequisite: ~~CSC 310~~CSC 316 and senior status. Level design, storyboarding, character modeling, game scripting, game interface design, audio effects, marketing, and ethics. Students will work in groups to develop a computer game term project.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CSC	491	Spring 2010 Summer 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR <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.	CSC 310 CSC 316 and senior status
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 checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 101</u> *Course Title (30 characters) <u>Intro to Online Learning</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ Date _____		Date _____
Departmental Committee <u>10/2/09</u>	Graduate Council* _____	<u>n/a</u>
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
Council on Academic Affairs _____	Approved <input checked="" type="checkbox"/> Disapproved _____	<u>11/19/09</u>
College Curriculum Committee <u>10/19/2009</u>	Faculty Senate** _____	<u>n/a</u>
General Education Committee* <u>n/a</u>	Board of Regents** _____	<u>n/a</u>
Teacher Education Committee* <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.) Create a new course: CSC 101 Introduction to Online Learning</p> <p>A. 2. Effective date: (Example: Fall 2001) 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:</p> <p>We have received multiple requests from instructors of online courses to develop and offer a 1 hour course introducing students to the basics of online learning and Blackboard.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: n/a</p> <p>Operating Expenses Impact: n/a</p> <p>Equipment/Physical Facility Needs: n/a</p> <p>Library Resources: n/a</p>

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

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

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

New or Revised* Catalog Text

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

CSC 101 Intro to Online Learning (1) A. Prepare students to take online courses at EKU including the use of the Blackboard learning environment. Help students acquire basic skills to be successful in online learning.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
CSC	101	Spring 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____		
1	Lecture <u>1</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>11</u>		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
<u>1</u>	<u>1</u>	<u>N</u>	FR _____ JR _____		
<u>W</u>	<u>1</u>	<u>N</u>	SO _____ SR _____		
<u>T</u>	<u>1</u>	<u>N</u>			
<u>V</u>	<u>1, N</u>	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<div style="border: 2px solid black; padding: 5px; text-align: center;"> FOR BANNER USE ONLY </div>		
					Date of data entry _____
					Data entry person _____
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

Eastern Kentucky University
Department of Computer Science
Syllabus for CSC 101 Introduction to Online Learning
1 credit hour
Spring 2010

Professor's name: Ka-Wing Wong

Professor's Office #: Wallace 417

Professor's Contact information:

(Phone: 859-622-2398 and email: Ka-Wing.Wong@eku.edu)

Catalogue Course Description:

Prepare students to take online courses at EKU including the use of the Blackboard learning environment. Help students acquire basic skills to be successful in online learning.

Text:

Richard Van Ness and Steven McIntosh, *How To Succeed With Online Learning*, published by BookSurge.com, 2009. ISBN 978-1-4196-9698-5.

Student Learning Outcomes:

In this course, students will demonstrate the ability to:

1. Explain the difference between an online course and a classroom course;
2. Navigate in an online learning environment such as Blackboard;
3. Use online learning tools;
4. Find online learning resources;
5. Distinguish between acceptable and unacceptable behavior towards online learning.

Evaluation Methods:

Midterm Exam 25%

Final Exam 35%

Written Assignments 20%

Lab Assignments 20%

AND

to get an A, you must have at least a B in each category

to get a B, you must have at least a C in each category

to get a C or D, you must have at least a D in each category.

Student Progress:

Student progress will be available on the EKU Blackboard System.

Attendance Policy:

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

Last Date to Drop the Course:

January, 2010.

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

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

Course Requirements:

Reading assignments, written assignments, lab assignments, midterm exam, and final exam. Additional required activities, papers, quizzes, tests, oral reports, special projects, field trips, labs, etc. may be given when necessary.

Course Outline:

1. Introduction to web courses and web assisted courses
2. Navigation in an online learning environment: Blackboard
3. Online learning tools: Communication, Course Tools, Portfolios, Course Map. etc.
4. Assessment: Self assessment and graded assessment
5. Learning style and time management
6. Ethics in online learning

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 250</u> *Course Title (30 characters) <u>Intro to Interactive Games/App</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/2/09</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>10/19/2009</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>11/19/09</u> General Education Committee* <u>n/a</u> Faculty Senate** <u>n/a</u> Teacher Education Committee* <u>n/a</u> Board of Regents** <u>n/a</u> Council on Postsecondary Edu.*** <u>n/a</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course CSC 250</p> <p>A. 2. Effective date: (Example: Fall 2001) 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:</p> <p>Currently CSC140 has very minimal requirements, so we will use CSC 250 with additional prerequisites to make sure that our students are ready to handle the concepts taught in the course.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Faculty assigned to CSC140 will be reallocated to CSC250 without impacting the current workload.</p> <p>Operating Expenses Impact: n/a</p> <p>Equipment/Physical Facility Needs: n/a</p> <p>Library Resources: n/a</p>	

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

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

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

New or Revised* Catalog Text

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

CSC 250 Intro to Interactive Games/App. (3) A. Prerequisite: CSC 190 with a minimum grade "C." Introduction to multimedia programming and scripting. Topics include frame-based animation, video editing, sound effects, program logic, and object-oriented programming. Credit will not be awarded to students who have credit for CSC 140.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CSC	250	Spring 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Cip Code (first two digits only) 11				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ 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>CSC 190(C)</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>CSC 140</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)			

CSC 250 Course Syllabus

I. **Course Number:** CSC 250 (3 hours)

II. **Course Title:** Introduction to Interactive Games and Applications

III. **Course Description:**

Introduction to multimedia programming and scripting. Topics include frame-based animation, video editing, sound effects, program logic, and object-oriented programming.

IV. **Instructor:**

George Landon

Office: Wallace 407

Phone: (859) 622 – 3184

Email: george.landon@eku.edu (preferred)

V. **Required Text**

Todd Yard, Peter Elst, Sas Jacobs. *Object-Oriented ActionScript 3.0*. Friends of ED, 2007.

VI. **Student Learning Outcomes:**

Students will be able to:

1. Use computer animation and scripting packages;
2. Integrate animation software packages;
3. Demonstrate basic computing concepts in animation and programming;
4. Describe problem-solving techniques applicable to computer game design.
5. Develop documentation and code necessary to produce a viable application.

Topics:

1. Computer game development concepts
2. Flash graphics and animation
3. ActionScript
4. Game algorithm design
5. Ethics

VIII. **Grading and Evaluation Policies:**

Grade Components:

Assignments 50%

Exams and quizzes..... 50%

Grading Scale:

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

IX. **Attendance Policy:**

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

X. Important Dates:

See <http://www.registrar.eku.edu/schedule/EKUCompass.pdf> pages 14-19.

XI. 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.

XI. 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.

XIII. Official E-mail:

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

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 315</u> *Course Title (<u>30 characters</u>) <u>3D Modeling</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ <u>Date</u> _____ <u>Date</u> _____ Departmental Committee <u>10/2/2009</u> Graduate Council* <u>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>10/19/2009</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>11/19/09</u> General Education Committee* <u>n/a</u> Faculty Senate** <u>n/a</u> Teacher Education Committee* <u>n/a</u> Board of Regents** <u>n/a</u> Council on Postsecondary Edu.*** <u>n/a</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course for interactive multimedia students that goes into much more detail of the mathematical background of 3D modeling. This requires additional prerequisites over CSC 303 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: Increased coverage of topics over CSC 303 will require additional prerequisites.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Faculty assigned to CSC303 will be reallocated to CSC315 without impacting the current workload. Operating Expenses Impact: n/a Equipment/Physical Facility Needs: n/a Library Resources: n/a	

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

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

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

CSC 315 3D Modeling. (3) A. Prerequisite: CSC 191 and MAT 214 or MAT 214H.

An introduction to geometric representations in 3D. Topics include polygon and spline modeling, texture mapping, materials, 3D scanning, and topics in animation including character rigging. Credit will not be awarded to students who have credit for CSC 303.

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)*
CSC	315	Spring 2010	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 Laboratory _____ Other _____	Cip Code (first two digits only) 11		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ 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 191 and MAT 214 or MAT 214H
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.	CSC 303
Course Prefix and No.	
Course Prefix and No.	

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

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

Syllabus

CSC315-001 - 3D Modeling

Instructor: George Landon
Office: Wallace 407
Phone: (859) 622 – 3184
Email: george.landon@eku.edu (preferred)

Catalog Description

An introduction to shape representations in 3D. Topics include polygon and spline modeling, texture mapping, materials, 3D scanning, and topics in animation including character rigging. (3.000 Credit Hours)

Recommended Text:

Mastering Maya 8.5
John Kundert-Gibbs, Mick Larkins, Dariush Derakhshani, Eric Kunzendorf ISBN: 978-0-470-12845-9
Published by Sybex, April 2007

Software Needed:

- Autodesk Maya 8.5

Student Learning Outcomes:

Students will be able to

1. demonstrate a mathematical understanding of three-dimensional modeling
2. demonstrate the ability to create photo-realistic rendered images
3. demonstrate a mathematical understanding of computer animation
4. create physically accurate animated movies
5. develop a working knowledge of Autodesk Maya
6. develop a working knowledge of Maya Embedded Language
7. explain how rendering suites fit into project development

Course Outline and Schedule

The following schedule is *tentative* and subject to change.

Week	Topic	Notes
1-3	Introduction to 3-D modeling	Add/Drop 8/30
4-5	Texture Mapping and Materials	
6	Introduction to Computer Animation and Interpolation	
7	Camera Properties, Lighting, and Sound	Exam 1
8-9	more Animation (Rigid-body and Skeletal)	
10-12	more 3-D modeling (NURBS and Subdivision Surfs)	Withdrawal 10/30
13-14	Advanced simulation (Particles)	Exam 2

15	Project	
16	Project (Dead Week)	
	Final	Presentation

Grading

There will be one mid-term exam and one final exam. Laboratory and homework assignments will be given throughout the semester. The grade weights are as follows.

- Assignments 60%
- Exam 1 20%
- Exam 2 20%

There will be approximately 8 assignments distributed throughout the semester. There will be a final project that will require presentation during finals week.

The mid-term grade will be determined based on Exam 1 and the assignments due prior to the mid-term. The final grade will be given according to the following scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

AND

- o to get an A, you must have at least a B in each category
- o to get a B, you must have at least a C in each category
- o to get a C or D, you must have at least a D in each category.

Late Assignment Policy

Every assignment is due at the midnight (11:59 pm) of the due date. Late assignment will be penalized 5% per day for each day late (excluding weekends and holidays). No assignments will be accepted if they are late for more than 3 days.

Department Attendance Policy

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

Assignment Content Policy

Content in the course assignments must be equivalent to the G rating for Motion Pictures.

From the Motion Picture Association of America film rating system:

A G-rated motion picture contains nothing in theme, language, nudity, sex, violence or other matters that, in the view of the Rating Board, would offend parents whose younger children view the motion picture. The G rating is not a “certificate of approval,” nor does it signify a “children’s” motion picture. Some snippets of language may go beyond polite conversation but they are common everyday expressions. No stronger words are present in G-rated motion pictures. Depictions of violence are minimal. No nudity, sex scenes or drug use are present in the motion picture.

This follows with the ITDS Code of Ethics for Computing & Communications

The use of computers and their associated communication equipment to abuse, harass or offend others is forbidden. Displaying, publishing or distributing abusive, offensive and harassing materials through computer resources is no different than similar conduct carried out in person, by telephone or by mail, and violations through electronic media will subject the individual to the same University sanctions.

For more detailed information, please read www.itds.eku.edu/codeofethics/

If you have any questions, just ask before developing the content.

Important Dates:

See <http://www.registrar.eku.edu/schedule/EKUCompass.pdf> pages 14-19.

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

Official E-mail:

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

Academic Integrity

There will be no tolerance for academic dishonesty. Students are expected to do all assignments independently, unless explicitly told otherwise. For more detailed information, please read Proposed Academic Integrity Policy at http://www.studentjudicial.eku.edu/ai_policy.php.

Students with Disabilities

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

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 316</u> *Course Title (30 characters) <u>3D Game Engine Design</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/2/09</td> <td>Graduate Council*</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10/19/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td style="text-align: center;">11/19/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">n/a</td> <td>Faculty Senate**</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">n/a</td> <td>Board of Regents**</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">n/a</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	10/2/09	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	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved	11/19/09	General Education Committee*	n/a	Faculty Senate**	n/a	Teacher Education Committee*	n/a	Board of Regents**	n/a			Council on Postsecondary Edu.***	n/a
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course for interactive multimedia students that goes into the details of creating a real-time interactive 3D application. This requires additional prerequisites over CSC 304.	
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: Increased coverage of topics over CSC 304 will require additional prerequisites.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: n/a Faculty assigned to CSC304 will be reallocated to CSC316 without impacting the current workload. Operating Expenses Impact: n/a Equipment/Physical Facility Needs: n/a Library Resources: n/a	

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

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

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

New or Revised* Catalog Text

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

CSC 316 3D Game Engine Design. (3) A. Prerequisite: CSC 315 and CSC 310. Introduction to 3D animation and programming. Topics include coordinate systems, vertices, lines, polygons, geometric objects, 3D models, motion control, and interaction design. Credit will not be awarded to students who have credit for CSC 304.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CSC	316	Spring 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
		Cip Code (first two digits only) 11		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ 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 315 and CSC 310
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	CSC 304
Course Prefix and No.	
Course Prefix and No.	

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

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

Syllabus
CSC316 – 3D Game Engine Design
Department of Computer Science

Instructor:

George Landon
Office: Wallace 407
Phone: (859) 622 – 3184
Email: george.landon@eku.edu (preferred)

Course Description:

Introduction to 3D animation and programming. Topics include coordinate system, vertices, lines, polygons, geometric objects, 3D models, motion control, and interaction design.

Required Text

1. Alexandre Lobao, Bruno Evangelista, & José Leal de Farias, *Beginning XNA 3.0 Game Programming* Apress 2009.

Course Outline and Schedule:

The following schedule is *tentative* and subject to change.

Week	Topic
1	Introduction to 3D animation
2	ActionScript
3-4	Simulated 3D animation techniques
5-6	3D rendering pipeline
7-8	Introduction to interactive 3D with XNA 2.0/C#
Midterm Exam	
9	3D models and file I/O
10-11	Camera and scene control
12-13	Model interaction
14-15	Rigging and Animation
16	Dead Week (review)
Final Exam	

Student Learning Outcomes:

Students be able to:

1. Use computer animation and scripting packages;
2. Integrate 3D animation software packages;
3. Demonstrate basic computing concepts in 3D animation and programming;
4. Formulate sets of equations to model complex interactions;
5. Develop efficient applications with real-time performance constraints;
6. Evaluate user interface constrains;
7. Describe problem-solving techniques applicable to 3D computer animation.

Grading Components:

- One midterm exam (15%)
- One final exam (15%)
- Approximately 6 homework assignments
- Approximately 8 In-class assignments

Grading and Evaluation Policies:**Grade Components:**

Homework Assignments	60%
In-class Assignments	10%
Exams	30%

Grading Scale:

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

Student Progress:

Students are required to check their midterm grade progress report with the instructor. Midterm grade is calculated based on the midterm exam score and the total assignment and quiz scores obtained in the first half of the semester.

Attendance Policy:

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

Important Dates:

See <http://www.registrar.eku.edu/schedule/EKUCompass.pdf> pages 14-19.

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.

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Official E-mail:

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

Part I

(Check one) <input 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>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>Minor in Computer Science</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	10/2/09	Graduate Council* n/a
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee		Council on Academic Affairs _____
General Education Committee*	n/a	Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*	n/a	Faculty Senate** 11/30/09
		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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Update Minor with current course offerings.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</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 curriculum structure has changed for entry level computer science courses. This requires matching change to the minor.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: n/a</p> <p>Operating Expenses Impact: n/a</p> <p>Equipment/Physical Facility Needs: n/a</p> <p>Library Resources: n/a</p>	

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

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

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

New or Revised* Catalog Text

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

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

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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 Computer Science.....21 hours
(page 78 of the 2009-10 *Undergraduate Catalog*)

A student may minor in computer science by completing CSC
~~460~~185, 190, 191, 195, 310, ~~330~~ and one of and two of CSC 200, ~~342~~, 313, ~~er~~ 320, or 330.

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>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>Minor in Interactive Media</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	10/2/09	Graduate Council* n/a
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	n/a	Faculty Senate** 11/30/09
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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Update Minor with current course offerings.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</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 curriculum structure has changed for entry level computer science courses and interactive multimedia courses. This requires matching change to the minor.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: n/a</p> <p>Operating Expenses Impact: n/a</p> <p>Equipment/Physical Facility Needs: n/a</p> <p>Library Resources: n/a</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.)

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

New or Revised* Program Text

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

Minor in Interactive MultimediaMedia.....21 hours
(Page 78 of the 2009-10 *Undergraduate Catalog*)

A student may minor in Interactive MultimediaMedia by completing CSC
120, 140, ~~160~~, 185, 190, 191, ~~301~~, and ~~303~~-250, 315 and one of GEO 353, ART 100 or TEC 190.

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>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Computer Science BS</u> (Major <u> x </u> , Option <u> x </u> ; Minor <u> </u> ; or Certificate <u> </u>)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ <u>Date</u> _____ <u>Date</u> _____ Departmental Committee <u>10/2/09</u> Graduate Council* <u>n/a</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>11/19/09</u> General Education Committee* <u>n/a</u> Faculty Senate** <u>11/30/09</u> Teacher Education Committee* <u>n/a</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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) <u>Interactive Multimedia Option:</u> Improve the course timeline, and student success, by adding prerequisites to a number of courses. Modify the supporting courses to make better use of current interdisciplinary offerings across campus. <u>Security Option:</u> Change option title to better reflect course offerings.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</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>Much of the topics taught in the Interactive Multimedia courses require a solid programming and mathematical foundation. Therefore, we propose to add prerequisites which will require students to take the courses in the best order for their success. This requires some adjustment to the supporting courses which will be updated with new course offerings.</p> <p>Also, the field of Computer Security is undergoing numerous changes that are causing additional sub-topics of study to be introduced. This option title change will better reflect the option's current direction and future.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: <u>n/a</u></p> <p>Operating Expenses Impact: <u>n/a</u></p>	

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.
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New or Revised* Catalog Text

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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.)

Computer Science (B.S.)

CIP Code: 11.0101

Major Requirements.....30-48 hours

Computer Science Core.....24 hours

CSC 185, 190, 191, 195, 310, 340, and two of CSC 300, ~~303, 304~~, 313, 315, 316, 320, 330, 350, 370, 390, 400, 425, 440, 460, 490, 491, 520, 538, 540, 544, 545, 546, and 550 that are not used for credit in the option.

Options

Computer Science (General) 24 hours

(Accredited by the Computer Science Accreditation Commission of ABET) CSC 200, 320, 330, 370, 400, 440, 460, and 545.

Computer Technology.....12 hours

CSC 200, 330, 370, 440, 460, one of CSC 313 or 545; and 3 hours of CSC 349.

Bioinformatics.....6 hours

One of CSC 303 or 520; one of CSC 313 or 545.

Interactive Multimedia24 hours

CSC ~~420, 440, 250, 303, 304~~, 313, 315, 316, 330, 491, ~~520, 550~~, and one of 520 or 555.

Computer Forensics and Security.....21 hours

CSC 200, 313, 330, 370, 538, 544, and one of CSC 400 or 460.

Supporting Course Requirements.....30-55 hours

Computer Science (General).....31-35 hours

EET 252; MAT 124* or 124H; 214; 224 or 224H; STA270. One of the following two plans: Plan 1: One sequence from Biological lab science

courses (BIO 121, 131; or BIO 121, 141); and any two additional courses taken from CHE 111/115, 112/116, GLY 108, 109, PHY 131, 132, 201, or 202.

Plan 2: One sequence from Physical lab science courses (CHE 111/115, 112/116; GLY 108, 109; or PHY 201, 202); BIO 121; and one additional course from CHE 111/115, 112/116, GLY 108, 109, PHY 131, 132, 201, 202, or any 200 level or above science course that counts

toward a science major.

Computer Technology.....30-31 hours

EET 251, 252, 253, 254, 302, 303, 343, 351, and 354; one of MAT 124*, 124H, 211*, or 261*.

Bioinformatics.....55 hours

BIO 121, 315, 331, 348, 511, 533; 3 hours of BIO 598; 3 hours of BIO 349; CHE 111/115, 112/116, 330, 361, 362; MAT 124* or 124H; STA 270, 320.

Interactive Multimedia	34-35-42 hours
COM 200; EET 252; MKT 301 ; MUS 290; STA 270; two of ART 200, ARH 390 or 391; MAT 124* , or 124H, 211* , or 261* ; PHY 134 or 201; one of ART 100, TEC 190, or 255 , 313, or 355; MAT 214* , 214H, or 3 credits from COM 320A-I; MAT 224 or 224H; MKT 301.401 or MGT 301.465 or GEO 353.553;	
Computer Forensics and Security	28 hours
APS 110, 438; EET 252, 303, 343, 354; one of MAT 124* or 124H; PLS 220, 208 408.	
General Education Requirements	30-45 hours
Computer Science (General)	30 hours
Standard General Education program, excluding blocks II, IVA, IVB, VII (NS), and VIII (6 hours). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
Computer Technology	45 hours
Standard General Education program, excluding block II. Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
Bioinformatics	33 hours
Standard General Education program, excluding blocks II, IVA, IVB, and VIII (6 hours). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University Requirements.	
Interactive Multimedia	33 hours
Standard General Education program, excluding blocks II, IIIA, IVB, and VII (6 hours). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University Requirements.	
Computer Forensics and Security	45 hours
Standard General Education program, excluding block II. Refer to Section Four of this <i>Catalog</i> for details on the General Education and University Requirements.	
University Requirement	1 hour
ASO 100.	
Free Electives	6-18 hours
Computer Science (General)	14-18 hours
Computer Technology	6-7 hours
Bioinformatics	9 hours
Interactive Multimedia	11-12-4 hours
Computer Forensics and Security	9 hours
Total Curriculum Requirements	128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Computer Science: Interactive Multimedia</u> (Major ____, Option <u>x</u> __; Minor ____; or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ <u>Date</u> _____		Graduate Council* _____ <u>Date</u> _____
Departmental Committee _____ <u>10/2/09</u>	Council on Academic Affairs _____	n/a
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee _____	Approved <input checked="" type="checkbox"/> Disapproved _____	<u>11/19/09</u>
General Education Committee* _____ <u>n/a</u>	Faculty Senate** _____	<u>11/30/09</u>
Teacher Education Committee* _____ <u>n/a</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.)
 Improve the course timeline, and student success, by adding prerequisites to a number of courses. Modify the supporting courses to make better use of current interdisciplinary offerings across campus.

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

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

B. The justification for this action:

Much of the topics taught in the interactive multimedia courses require a solid programming and mathematical foundation. Therefore, we propose to add prerequisites which will require students to take the courses in the best order for their success. This requires some adjustment to the supporting courses which will be updated with new course offerings.

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.)

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.)

Computer Science (B.S.)

CIP Code: 11.0101

Major Requirements.....30-48 hours

Computer Science Core.....24 hours

CSC 185, 190, 191, 195, 310, 340, and two of CSC 300, ~~303, 304~~, 313, 315, 316, 320, 330, 350, 370, 390, 400, 425, 440, 460, 490, 491, 520, 538, 540, 544, 545, 546, and 550 that are not used for credit in the option.

Options

Computer Science (General) 24 hours

(Accredited by the Computer Science Accreditation Commission of ABET) CSC 200, 320, 330, 370, 400, 440, 460, and 545.

Computer Technology.....12 hours

CSC 200, 330, 370, 440, 460, one of CSC 313 or 545; and 3 hours of CSC 349₁.

Bioinformatics.....6 hours

One of CSC 303 or 520; one of CSC 313 or 545.

Interactive Multimedia24 hours

CSC ~~420, 440, 250, 303, 304~~, 313, 315, 316, 330, 491, ~~520, 550~~, and one of 520 or 555.

Computer Forensics and Security.....21 hours

CSC 200, 313, 330, 370, 538, 544, and one of CSC 400 or 460.

Supporting Course Requirements.....30-55 hours

Computer Science (General).....31-35 hours

EET 252; MAT 124* or 124H; 214; 224 or 224H; STA270. One of the following two plans: Plan 1: One sequence from Biological lab science

courses (BIO 121, 131; or BIO 121, 141); and any two additional courses taken from CHE 111/115, 112/116, GLY 108, 109, PHY 131, 132, 201, or 202.

Plan 2: One sequence from Physical lab science courses (CHE 111/115, 112/116; GLY 108, 109; or PHY 201, 202); BIO 121; and one additional course from CHE 111/115, 112/116, GLY 108, 109, PHY 131, 132, 201, 202, or any 200 level or above science course that counts

toward a science major.

Computer Technology.....30-31 hours

EET 251, 252, 253, 254, 302, 303, 343, 351, and 354; one of MAT 124*, 124H, 211*, or 261* .

Bioinformatics.....55 hours

BIO 121, 315, 331, 348, 511, 533; 3 hours of BIO 598; 3 hours of BIO 349; CHE 111/115, 112/116, 330, 361, 362; MAT 124* or 124H; STA 270, 320.

Interactive Multimedia	34-35-42 hours
COM 200; EET 252; MKT 301 ; MUS 290; STA 270; of ART 200, ARH 390 or 391; MAT 124*, or 124H, 211*, or 261*; PHY 434 or 201; <u>one of TEC 190, or 255, 313, or 355; MAT 214*, 214H, or 3 credits from COM 320A-L; MAT 224 or 224H; MKT 301/401, MGT 301/465, or GEO 353/553;</u>	
Computer Forensics and Security	28 hours
APS 110, 438; EET 252, 303, 343, 354; one of MAT 124* or 124H; PLS 220, 208.	
General Education Requirements	30-45 hours
Computer Science (General)	30 hours
Standard General Education program, excluding blocks II, IVA, IVB, VII (NS), and VIII (6 hours). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
Computer Technology	45 hours
Standard General Education program, excluding block II. Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
Bioinformatics	33 hours
Standard General Education program, excluding blocks II, IVA, IVB, and VIII (6 hours). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University Requirements.	
Interactive Multimedia	33 hours
Standard General Education program, excluding blocks II, IIIA, IVB, and VII (6 hours). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University Requirements.	
Computer Forensics and Security	45 hours
Standard General Education program, excluding block II. Refer to Section Four of this <i>Catalog</i> for details on the General Education and University Requirements.	
University Requirement	1 hour
ASO 100.	
Free Electives	6-18 hours
Computer Science (General)	14-18 hours
Computer Technology	6-7 hours
Bioinformatics	9 hours
Interactive Multimedia	11-12-4 hours
Computer Forensics and Security	9 hours
Total Curriculum Requirements	128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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>Economics</u> College <u>Arts & sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Economics B.A.</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee _____ Graduate Council* _____ <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 _____ 11/19/09 General Education Committee* _____ Faculty Senate** _____ 11/30/09 Teacher Education Committee* _____ 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: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add " <u>or its equivalent</u> " next to ECO 220 under Economics Core in current catalog A. 2. Effective date: (Example: Fall 2001) Fall 2009 or as soon as possible A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To give students the option to use other available courses that are equivalent to ECO 220	
C. The projected cost (or savings) of this proposal is as follows: NA Personnel Impact: Operating Expenses Impact: Equipment/Physical Facility Needs: Library Resources:	

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

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

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

Baccalaureate Degrees

Economics (B.A.)

CIP Code: 45.0601

Upon completion of a degree in Economics students will: 1) demonstrate a solid knowledge of modern microeconomic and macroeconomic theory; 2) demonstrate the capacity to apply their knowledge of economic theory to issues of public policy and to problems faced by decision makers in the private sector; 3) demonstrate the capacity to do empirical work in economics, including problem formulation, the retrieval and documentation of data, and statistical techniques; 4) demonstrate the capacity to communicate effectively with different audiences. Additionally, students will be prepared for careers in government and business. Recent graduates are employed in commercial and investment banking, insurance, sales, manufacturing, retailing, and all levels of government. In fact, the federal government hires more Economics students than any other major.

Major Requirements.....33 hours

A minimum grade of "C" is required in all courses counted towards the major.

Economics Core.....21 hours

ECO 220 or its equivalent, 230, 231, 320, 330, 331, and 420.

Majors must select an option in General

Economics, Applied Economics,

International Economics, or Public Policy.

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 _____ (Major ____, Option ____, Minor ____, or Certificate ____)	English & Theatre Arts & Sciences ENG 210W Enjoying Literature _____
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Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	10/5/09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs	_____
College Curriculum Committee	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved _____	11/19/09
General Education Committee*	_____	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To offer a writing-intensive option to the existing English 210 course.

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: The course offerings in the Department of English & Theatre need to include writing-intensive options for our majors as well as students pursuing General Education credit.

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 210W Enjoying Literature. (3) I, II. Prerequisite: ENG 102 or 105 (B) or HON 102. Understanding and enjoying the distinctive aesthetic qualities, forms and meanings of literary works within ethical and cultural contexts. Gen. Ed. IIIB or VII (AH). Credit will not be awarded to students who have credit for ENG 210.

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	210W	Spring 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Cip Code (first two digits only) 23				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1		N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	ENG 102 or 105 (B) or HON 102
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

**Eastern Kentucky University
Department of English & Theatre
ENG 210W: Enjoying Literature
CRN #####, Spring 2010**

Instructor: Dr. Tom Butler
Classroom: Wallace 232
Office: Case Annex 493
Office hours: TBD
Office phone: 859-622-3076

Requirements

Books

F. Scott Fitzgerald, *The Great Gatsby*, Scribner, 1996.
William Shakespeare, *Othello*, Washington Square, 1993.
Graham Greene, *The End of the Affair*, Penguin, 1991.
Ian McEwan, *Atonement*, Anchor, 2003.

Works on e-reserve

Andre Dubus, "Killings"
John Patrick Shanley, *Doubt*
Christopher Nolan, "Memento Mori"

Films

Memento, dir. Christopher Nolan, 2000, 113 min.
The End of the Affair, dir. Neil Jordan, 1999, 102 min.

Catalog description: Understanding and enjoying the distinctive aesthetic qualities, forms, and meanings within ethical and cultural contexts. (Gen. Ed. IIIB or VII) 3 credit hours.
Prerequisites: ENG 102 or 105 (B) or HON 102.

General Education Goals and the Course: Students will be able to

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

ENG 210 Student Learning Outcomes:

1. Students will demonstrate their analytical writing skills.
2. Students will demonstrate their literary reading skills.
3. Students will critically discuss the literary ideas and/or cultural values of a representative body of creative works, comprised of poetry, fiction, non-fiction, and drama.

Attendance: You must come to class in order to succeed in this course. If you miss six classes for any reason, you will fail the course. If you miss five classes, your final grade will be reduced by one letter (B→C). You cannot make up missed quizzes. If you miss class, it is your responsibility to keep up with the work to the best of your ability.

Requirements and grades: Your final grade will be calculated as follows:

Essay #1	15%
Essay #2	20%
Exam #1	15%
Exam #2	15%
In-class and informal writing	10%
Quizzes	15%
Participation	10%

Evaluation Methods: You will take two exams and write two formal essays (2-3 pages). The essays will require you to draft your work. In the process you will share your drafts with classmates and receive feedback for revision. You will regularly take unannounced quizzes on the assigned readings, films, or play. Finally, participation is required. You are encouraged to raise questions and to share your insights with the class. This course will allow us to share with each other the experience of enjoying literature. In order to do that without disruption, please make sure your cell phones are away (that is, off your desk) and turned off.

Student Progress: Mid-term and final grades will be available via ECU Direct. Grades throughout the semester will be available via Blackboard.

Writing-Intensive Assessment: For the longer writing, you must send an electronic copy to me at <Tom.Butler@ecu.edu> by class time on [insert]. The document must be in Microsoft WORD; you must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.

Submission of Essays: Essays must be typed, double-spaced, and in a 12-point Times New Roman font. On all papers, in addition to your name and date of submission, please indicate the assignment (e.g., "Essay #1"). Please number and staple your pages.

Essays must be submitted in class and on Blackboard. Your essay will be marked late if you fail to submit it in class or fail to upload it by the end of the day on Blackboard. Late papers lose a notch (A-→B+) per day late. If you are absent on the day an essay is due, you are still expected to upload it to Blackboard on time and then submit to me a hard copy as soon as you are able.

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

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.

Proposed Schedule

Conflicting Perspectives

Week 1

Tuesday, August 24 Introduction
Thursday, August 26 "Killings" (e-reserve)

Week 2

Tuesday, September 1 Continue "Killings"
Thursday, September 3 *The Great Gatsby*, 1-59

Week 3

Tuesday, September 8 *The Great Gatsby*, 61-111; poetry interlude; in-class writing
Thursday, September 10 *The Great Gatsby*, 113-180

Week 4

Tuesday, September 15 *Othello*, act 1
Thursday, September 17 *Othello*, act 2

Week 5

Tuesday, September 22 *Othello*, act 3; poetry interlude; in-class writing
Thursday, September 24 *Othello*, act 4

Week 6

Tuesday, September 29 *Othello*, act 5
Thursday, October 1 in-class writing for Essay #1; Review for exam

Week 7

Tuesday, October 6 Exam
Thursday, October 8 draft of essay #1 due for peer-review

Week 8

Tuesday, October 13 Fall Break

Memory

Thursday, October 15 Individual meetings on Essay #1
Watch Memento

Week 9

Tuesday, October 20	discuss <i>Memento</i> , Essay #1 due
Thursday, October 22	<i>The End of the Affair</i> , 1-51
Week 10	
Tuesday, October 27	<i>The End of the Affair</i> , 51-99; poetry interlude; informal writing
Thursday, October 29	<i>The End of the Affair</i> , 101-160
	Watch <i>The End of the Affair</i>
Week 11	
Tuesday, November 3	discuss film and novel, <i>The End of the Affair</i> ; write book review in class
Thursday, November 5	<i>Atonement</i> , 3-67
Week 12	
Tuesday, November 10	<i>Atonement</i> , 68-145
Thursday, November 12	<i>Atonement</i> , 146-220
Week 13	
Tuesday, November 17	<i>Atonement</i> , 221-270; poetry interlude; informal writing
Thursday, November 19	<i>Atonement</i> , 271-351
Week 14	
Tuesday, November 24	In-class writing for Essay #2 (free-writing and outlining)
Thursday, November 26	No Class: Thanksgiving
Week 15	
	**** For meetings, drafts must be sent to me by e-mail by Monday, 9 a.m.
Tuesday, December 1	watch <i>Atonement</i> (Library 128); individual meetings on Essay #2
Thursday, December 3	watch <i>Atonement</i> (Library 128); individual meetings on Essay #2
Week 16	
Tuesday, December 8	discuss film
Thursday, December 10	wrap up; Essay #2 due
Exam Week	Final Exam

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input 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 & Theatre</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ENG 212W</u> *Course Title <u>(30 characters)</u> <u>World Literature II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>10/5/09</u> Graduate Council* <u>NA</u>		Council on Academic Affairs _____
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i>		Approved <input checked="" type="checkbox"/> Disapproved _____
College Curriculum Committee <u>10/19/2009</u>		Faculty Senate** <u>NA</u>
General Education Committee* _____		Board of Regents** <u>NA</u>
Teacher Education Committee* <u>NA</u>		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To offer a writing-intensive option to the existing English 212 course.</p> <p>A. 2. Effective date: (Example: Fall 2001) 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: The course offerings in the Department of English & Theatre need to include writing-intensive options for our majors as well as students pursuing General Education credit.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: None.</p> <p>Library Resources: None.</p>	

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

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

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

New or Revised* Catalog Text

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

ENG 212W World Literature II. (3) I, II. Prerequisite: ENG 102 or 105 (B) or HON 102. Selected readings from masterpieces of world literature from the 17th century to the present. Gen. Ed. IIIB or VII (AH). Credit will not be awarded to students who have credit for ENG 212.

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	212W	Spring 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 23	
1		N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ENG 102 or 105 (B) or HON 102
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
ENG 212W – Survey of World Literature II
CRN ##### (3 hours)
Spring 2010

Time & Place: TBA

Professor: Dr. Lisa Day-Lindsey

Office: Case Annex 391

Office hours: TBA

Phone: 622-4991

Email: lisa.day@eku.edu

Required texts:

Akinari, "Bewitched," On Reserve.

Baudelaire, *Flowers of Evil*. Solar, ISBN 9780979984778

Blake, *Songs of Innocence/Songs of Experience*. Filiquarian, ISBN 9781599868448

Danticat, *The Farming of Bones*. Penguin, ISBN 9780140280494

Garcia Marquez, *No One Writes to the Colonel and Other Stories*. Harper Collins, ISBN 9780060751579

Ibsen, *A Doll House*. Filiquarian, ISBN 9781599869490

Kafka, *Metamorphosis*. Dover, ISBN 978-0486290300

Mukherjee, *Middleman and Other Stories*. Grove, ISBN 9780802136503

Tolstoy, *Death of Ivan Ilyich and Other Stories*. Wordsworth, ISBN 9781840224535

Voltaire, *Candide*. Penguin, ISBN 9780140440041

Whitman, *Song of Myself*. Dover, ISBN 9780486414102

Whitman, *Specimen Days*. Barnes and Noble, ISBN 9780760791134

Course description:

Selected readings from masterpieces of world literature from the 17th century to the present.

Prerequisites: ENG 102 or 105 (B) or HON 102. Gen. Ed. IIIB or VII (AH).

This particular section of World Lit II will take us on a tour of some of the world's greatest literary texts. We'll be reading texts in their entirety, not in excerpts. As we read, discuss, and write about the texts, you'll surely notice cross-cultural topics and themes of alienation, disenchantment, interpersonal relationship problems, family difficulties, and political strife among other ideas. You'll also experience the things that distinguish one culture from another. Through writing about these texts, you'll develop a deeper understanding of the texts' literary and cultural significance.

General Education Goals and the Course: Students will be able to:

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

Course-Specific Learning Objectives for Humanities courses (IIIB):

- 1) Students will demonstrate their analytical writing skills.
- 2) Students will demonstrate their literary reading skills.

- 3) Students will critically discuss the literary ideas and/or cultural values of a representative body of creative works, comprised of Western and non-Western poetry, fiction, non-fiction, and drama.

Student Learning Outcomes:

- 1) The students will interpret literary works from world cultures by participating in class discussions and by writing informal in-class responses.
- 2) The students will identify specific traits of world cultures by answering culturally based essay questions on the midterm and final exams.
- 3) The students will articulate their critical thinking skills by analyzing literary texts in two formal papers.
- 4) The students will evaluate and offer constructive criticism to their peers' formal papers by participating in peer workshops.
- 5) The students will demonstrate the application of peer and instructor feedback by revising two formal papers.

Course work:

- **Reading:** Some of the semester's readings may be difficult to understand without a healthy commitment of time and attention, so you should plan on reading and re-reading often. Read with attention to detail (plot, character, point of view, setting, and conflict) as well as larger issues related to culture, race, class, and gender.
- **Writing:** You will be writing **two formal papers** during the semester based on texts that we have read and discussed in class. These assignments will help you enhance your critical thinking skills while reading literature and will assist you in expressing your analytical skills more logically and clearly.
 - **Process.** We'll be doing some in-class writing, followed by your healthy commitment of time outside of class. I will be asking for a **half-page proposal** on your chosen text and topic, and I will give you feedback on your idea to help you with your focus and scope. One week later, you will bring a **fully developed paper** to class, and I will lead a **peer workshop**, in which you will give and receive feedback with one or two classmates' papers. **(If you miss the peer workshop, your final grade on the paper will be reduced by one letter grade.)** You'll then consider the feedback as you **revise the piece**. I strongly suggest going to the Writing Center for help with organizational, developmental, or sentence-level issues. Throughout your writing process, you may email me to ask a question or to brainstorm ideas with me. After you have turned in the paper, I'll read and respond to this work with a rubric as well as brief comments written throughout the paper.
 - **Submission of assignments:** For the longer writing, you must send an electronic copy to me at <Lisa.Day@eku.edu> by class time on [insert]. The document must be in Microsoft WORD; you must include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.

Final versions of the formal paper will be seven to eight double-spaced pages. Follow MLA format for essays in this class (see Bb: Course Documents: Format Guidelines). Edit and proofread carefully and conscientiously. You will submit an electronic version of your paper to Safe Assignments (Bb: Assignments: Formal Papers), and you will bring a printed copy of your polished paper and your marked workshop draft to turn in at class time. If you see errors on your paper and it is too late to print a new copy, please draw a single line through the error and write the correction neatly in the

space above the word. No title pages, folders, or plastic report covers are necessary. Late papers will be docked by a half-letter for each calendar day.

- **Computer problems.** Turn in your papers without long stories of computer woes, which are like ingrown toenails: everybody has one at some time or another, and no one wants to hear about someone else's.
- **In-class responses:** At unannounced class periods, you will be responding to a **writing prompt** concerning the day's assigned reading. While these pieces are informal, they could provide the spark that ignites an idea for your formal papers. In-class responses cannot be made up.
- **Quizzes:** On days without in-class writing, you will take a quiz within the first five to ten minutes of class consisting of factual elements from the readings. Quizzes cannot be made up.
- **Exams:** There will be two exams. These exams will consist of an identification portion of quotations and an essay portion.
- **Class participation:** Plan to attend every day of class *in its entirety*—prepared to do the work and ready with assignments, pen, texts, and most importantly, a willing, cooperative attitude. Please note: participation and attendance are not synonyms; participation means making a positive, regular contribution to the class. Since I won't be lecturing endlessly about the meaning that you should perceive in what you read, I expect each member of the class to become an active reader, eager to express a logical opinion of a literary work and to share responses with the class. When you come to class, you should have something to say or ask about everything we read. Sometimes I might ask you to share your ideas from a written response with the class.

Participation does not mean coming in late, leaving early, sleeping in class, mumbling to other students, taking potty breaks, receiving cell-phone calls, or text-messaging; aside from their distracting quality, these behaviors also say that you feel you are more important than anyone else. Cell phones should be turned off at the beginning of class and stowed in your bookbag. The participation component of the course requires everyone to show respect toward all others in the class, even when your opinion is different from someone else's view. Learning can take place only in a comfortable atmosphere.

Attendance:

Because a great part of the value of a literature course lies in discussing the various texts, attendance is expected and required.

- Students are expected to attend every meeting. Failure is mandatory for students who are absent more than 10% of the course (MWF=4 absences; TR=3 absences; Evening=1.5 absences).
- The allotted number of absences is provided for doctor's appointments, emergencies, or university-sponsored activities. Emergencies are defined as circumstances beyond the student's control, such as personal illness or critical illness or death in the immediate family. The allotted absences are NOT free "skips," and there is no such thing as an "excused absence." Students who use the absences for skips and then do not have them available to cover emergencies should not expect to be allowed to go over the limit.
- Students who arrive late for class or who leave class before it is dismissed will be counted as ½ absent.
- Unless you have made prior arrangements with me, you may not turn in your paper and leave class, and you may not email or turn in your paper to my mailbox and expect credit. In any of these situations, your assignment will be docked one letter grade per calendar day, and a new day begins as soon as the class period ends.

- Research shows that the more students miss class, the greater their chances of failing. Students who cut simply because the class is "too late," "too early," "boring," "long," and/or "inconvenient" rarely pass. In rare, extraordinary circumstances, the attendance policy may be waived for individuals at the discretion of the instructor.

Course grade:

In-class writing/quizzes	20%
Formal papers (2)	40%
Midterm Exam	15%
Final Exam	15%
Participation	10%

Grade breakdown:

90-100%	A
80-89.9%	B
70-79.9%	C
60-69.9%	D
0-59.9%	F

Student Progress

By midterm you will have completed several quizzes and an exam. Since your midterm grade (available on EKU Direct) will account for 20-25% of the overall course grade, you should have a good idea of how your work needs to progress for an acceptable grade in the course. At any point during the semester, you may check your grades on Blackboard.

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 Honesty:

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.

While in rare circumstances I have considered exceptions to the attendance policy, I do not grant leniency in any instance of plagiarism or cheating.

ENG 212W
Dr. Day-Lindsey

Syllabus
Around the World in Sixteen Weeks

This schedule of class assignments and activities is based on an evening section of the course.

Week 1	Course Guidelines and Syllabus (Bb: Course Information) Overview of writing-intensive course components (Bb: Assignments)
Week 2	Voltaire, <i>Candide</i> (France, 1759)
Week 3	Akinari, <i>Tales of Moonlight and Rain</i> (Japan, 1776)
Week 4	Blake, <i>Songs of Innocence/Songs of Experience</i> (England, 1789 and 1794)
Week 5	Whitman, <i>Song of Myself</i> and <i>Specimen Days</i> (America, 1855 and 1892)
Week 6	Baudelaire, <i>Flowers of Evil</i> (France, 1857)
Week 7	Ibsen, <i>A Doll House</i> (Norway, 1879) Proposal for Paper #1 due
Week 8	Midterm Exam
Week 9	Paper #1 due; peer workshop Submit final version of paper to Case Annex 391 by Friday at 3:00 p.m.
Week 10	Tolstoy, <i>Death of Ivan Ilyich and Other Stories</i> (Russia, 1886)
Week 11	Kafka, <i>Metamorphosis</i> (Austria/Hungary, 1915)
Week 12	Garcia Marquez, <i>No One Writes to the Colonel and Other Stories</i> (Colombia, 1961)
Week 13	Coetzee, <i>Life and Times of Michael K</i> (South Africa, 1983)
Week 14	Danticat, <i>The Farming of Bones</i> (Haiti, 1998) Proposal due for Paper #2
Week 15	Mukherjee, <i>Middleman and Other Stories</i> (India, 1988)
Week 16	Paper #2 due; peer workshop Submit final version of paper to Case Annex 391 by Friday at 3:00 p.m.
Finals Week	Final Exam, TBA

ENG 212W
Dr. Day-Lindsey

The Formal Paper Assignment

Choosing a Paper Topic:

The following paper topics may be adapted for the analysis of just about any text on our reading list. If you choose one of these topics for your paper, focus your proposal on the topic's presence and development within your chosen text. As long as your topic shows potential to expand and illuminate a literary analysis, you may feel free to propose a topic that isn't on the list.

- The quest for paradise in a postlapsarian world
- The purpose of human suffering and trauma
- Illusion and disillusion in romantic love
- Political or religious hypocrisy
- The need and benefit of homosocial bonds
- Nature's role in an industrialized society
- Dreams as symbolic representations of daily life
- The social construction of class, gender, race, or sexuality
- Alienation of the non-conformist individual
- The situational requirements for self-actualization
- Reasons for and effects of violence

Writing the Proposal:

For your proposal, write a developed paragraph that identifies the author, cultural location, title, and genre of the piece that you will be analyzing. In your own words, paraphrase the entire text in a sentence or two. Then, make a statement that includes what you want to investigate. With your MLA heading, a tentative title, and double-spaced text, the proposal should be a half-page document.

Writing the Paper:

An explication is basically an explanation of a literary text based on your interpretation. For the purposes of this stage of the assignment, follow these directions:

- 1) Go through the text systematically, finding textual evidence to support your thesis. Always explain the quoted text in your own words and connect it to your thesis. Cite the source accordingly: page numbers for fiction and line numbers for poems.
- 2) Explain each quotation's context and connection to your thesis.
- 3) Conclude the paper with a paragraph that reiterates and provides the implications of your thesis, the "so what?" part of your analysis.

Adhering to Standards of Analytical Writing about Literature:

- Follow MLA format for the structure of your papers (See Bb: Course Documents: Format Guidelines).
- Edit carefully. Then edit again. Read it aloud to yourself, then edit again.
- Avoid first- and second-person pronouns (I, me, my, you, your). Also, don't refer to "the reader" since it takes the focus away from the text.
- Always use present-tense verbs when discussing the events in a literary text. Quote poem titles (e.g., "Dover Beach") and short story titles (e.g., "Popular Mechanics"); underline novel and play titles (e.g., A Doll House).

Writer of Proposal: _____

Peer Responder: _____

**Formal Paper Proposal
Peer Response**

1. What is the author's full name and culture, title, and genre of the text to be analyzed?
2. What is the main thesis statement? Underline it directly on the proposal. If the thesis is absent or unclear, indicate it here.

Praise: What sounds good about the proposal? Be specific.

Questions: What parts of the proposal need to be clearer or more specific?

1)

2)

3)

Polish: Based on your memory of the text, what suggestions do you have for the writer?

1)

2)

3)

ENG 302
Dr. Day-Lindsey

Writer: _____
Responder: _____

For the writer of the paper: On the back of this sheet, tell your reader anything you think he or she needs to know about your paper, and ask questions that you would like to ask the reader about your paper.

Peer Response on Workshop Draft of Formal Paper

I. Logistical concerns

- | | | |
|---|-----|----|
| 1. Underline the thesis statement directly in the paper. | | |
| 2. All lines are quoted exactly as they appear in the text (compare each quotation with the textbook to check for accuracy). | yes | no |
| 3. All quotations are supported by connecting sentences. | yes | no |
| 4. The paper follows MLA Format Guidelines for Essays, including the right header information, font, and margins. | yes | no |
| 5. The paper uses MLA format to cite the text (fiction, page number; poetry, line numbers; play, act.scene.line number). | yes | no |
| 6. The paper avoids personal pronouns (I, you, me, we) and does not mention “the reader.” | yes | no |
| 7. The paper analyzes the text in its linear order. | yes | no |
| 8. The paper has a clear introduction, developed paragraphs, smooth transitions, and a conclusion that does not merely re-state the introduction. | yes | no |
| 9. The paper is fully developed and meets the page requirement. | yes | no |

II. Comments concerning elements of focus, clarity, organization, textual evidence, and style

Praise:

1)

2)

Question:

1)

2)

Polish:

1)

2)

Professor Lisa Day-Lindsey
Department of English and Theatre
Case Annex 467
EKU CAMPUS

10 April 2009

Dear Lisa:

I'm writing to let you know that the TCAC Advisory Board has approved your proposal for ENG 212W. 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 attach a copy of this letter to the other documents needed for approval.

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 ENG 212W 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. Jim Keller
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 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>English & Theatre</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>English B.A.: Technical Writing Emphasis</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;">10/5/09</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> Is this a SACS Substantive Change? 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 style="text-align: center;">10/19/2009</td> <td>Approved <u>x</u> Disapproved _____</td> <td style="text-align: center;">11/19/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">11/30/09</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;">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	10/5/09	Graduate Council*	NA	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	10/19/2009	Approved <u>x</u> Disapproved _____	11/19/09	General Education Committee*	NA	Faculty Senate**	11/30/09	Teacher Education Committee*	NA	Board of Regents**	1/25/10			Council on Postsecondary Edu.***	
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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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To remove GCM 212 from the Supporting Course Requirements for the Technical Writing Emphasis of the English major.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action: Because GCM 212 does not exist, its inclusion in the supporting course requirements is a typographical error, and this program revision will correct the error.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: None.</p> <p>Library Resources: None.</p>	

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

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

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

New or Revised* Catalog Text

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

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.)

English (B.A.)

CIP Code: 23.0101

Upon completion of an English degree with a Literature emphasis, graduates will: 1) demonstrate a clear sense of the chronological and thematic development of British and American literature, familiarity with canonical writers and works of the age, and a more specialized knowledge in various genres, periods, authors, and literary trends; 2) be prepared for post-baccalaureate professional lives; 3) demonstrate the ability to think, speak, and write more effectively as literary critics. Upon completion of an English degree with a Creative Writing emphasis, graduates will: 1) write a publishable work, critical or creative, and submit it through traditional means/e-submissions; 2) possess knowledge of appropriate writers, the history, pedagogies/theories/genres, 3) possess knowledge of and apply basic research methods in their works, creative or critical, as well as use these skills to research the literary/popular marketplace. Upon completion of the English degree with a Technical Writing emphasis, graduates will: 1) produce various types of technical documents required in the workplace that reflect knowledge of audience, purpose, clarity, and precision; 2) demonstrate competence with hardware/software expected of technical/professional writers.

Major Requirements.....40-57 hours

Core.....10 hours

ENG 301, 302**, 474, 499.

Options

Literature Emphasis.....30 hours

ENG 350, 351, 352, 353, 410, and a minimum of 15 additional upper division literature hours, three of which must be in British literature and three in American literature, nine of the hours must be at the 400 and 500 level.

Creative Writing Emphasis.....30 hours

ENG 350, 351, 352, 353, 410, 490; a minimum of 12 additional hours selected from the following: ENG 306, 406, 407, 408, 409, 420, 502, 503, 504, or one course, for which prerequisites have been met, from the Technical Writing Emphasis.

Technical Writing Emphasis.....30 hours

ENG 350, 351, 352, 353, 410, and a minimum of 15 hours to include ENG 300, 400, 420, 491 and three hours selected from ENG 306, 406, 409, 500, 502, 510.

Theatre Emphasis.....47 hours

ENG 335, 430, and THE 110, 135, 150, 200, 210, 220, 235; 285 or 385; 300; three hours from THE 310, 311 or 320; THE 341, 390, 391, and 130/330 (4).

Supporting Course Requirements

Literature Emphasis.....12 hours

Six hours of a particular foreign language* or American Sign Language and six hours from the following with no more than three hours from any one group: CMS 210, 300, 310; HIS 336, 340, 345, 346; THE 390, 391; CIS 212 or CSC 104.

Creative Writing Emphasis.....12 hours

Six hours of a particular foreign language* or American Sign Language and six hours from the following with no more than three semester hours from any one group: CMS 320, 350; COM 201; JOU 305, 307; CIS 212 or CSC 104.

Technical Writing Emphasis.....18 hours

Six hours of a particular foreign language* or American Sign Language and twelve hours from the courses below: CCT 290, 302, 570; ART 152, BEM 375; CIS 212 or CSC 104; COM 320A (one credit), 320B, 320C, 320D, 320E, 320F, 320G, 320H, and 320I; TEC 255, 355; CMS 250, 300, 320, 350; CSC 160, 177, 190; GCM 211,-242; 217, 316, 317.

General Education Requirements.....42-48 hours

Standard General Education program excluding block VIII (6 hours) for the Literature Emphasis, Creative Writing Emphasis, or Technical Writing Emphasis. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement.....1 hour

A SO 100.

Free Electives.....27-33 hours

Total Curriculum Requirements.....128 hours

* 3-6 hours may be waived for high school foreign language study. For details, see Foreign Language Placement and Waiver Guidelines.

**Should be taken before enrolling in upper level literature courses (with the exception of ENG 350, 351, 352, 353, and 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 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>Psychology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>PSY 300</u> *Course Title (<u>30 characters</u>) <u>Social Psychology</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9.28.09</td> <td>Graduate Council*</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10.19.09</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">11/19/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">11.03.09</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	9.28.09	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	10.19.09	Approved <input checked="" type="checkbox"/> Disapproved _____	11/19/09	General Education Committee*	11.03.09	Faculty Senate**	N/A	Teacher Education Committee*	N/A	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) (1) To remove this course from Block VB, VC, and VII(SBS) of the General Education options; (2) To revise course description to more accurately reflect current course content. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
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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.)
PSY 300 Social Psychology. 3 (A). Prerequisite: PSY 200 or PSY 200W. ~~Study of contemporary institutions and problems such as prejudice, affection, love, altruism, aggression, and small group behaviors. Contemporary research and theory will be discussed.~~ A study of the power of situations and the social environment to affect human behavior. Topics include: attitudes, persuasion, prejudice, discrimination, group behavior, interpersonal attraction, aggression and prosocial behavior. Credit will not be awarded to students who have credit for PSY 300W. ~~Gen Ed. VB, VC, or VII(SBS).~~

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PSY	300	Fall 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		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)	
			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)		VII(SBS)	

NOTE: Do not forward validation tables with curriculum form.

Eastern Kentucky University
Department of Psychology
EXAMPLE Syllabus for Psychology 300, Social Psychology
3 Credit Hours

Instructor: Dr. Jonathan Gore
Office: 116 Cammack Building
Office Hours: MWF 9-10 or by appointment

Email: Jonathan.Gore@eku.edu
Phone: 859-622-1115
Web: <http://people.eku.edu/gorej/>

Catalogue Course Description: PSY 300 Social Psychology. 3 (A). Prerequisite: PSY 200 or PSY 200W. Topics include: attitudes, persuasion, prejudice, discrimination, group behavior, interpersonal attraction, aggression and prosocial behavior. Credit will not be awarded to students who have credit for PSY 300W.

Text

The following book will be used for this course:

- Myers, D. G. (2007). Social Psychology (9th edition). McGraw-Hill: Boston, MA.

The book should be available at the campus bookstore, and some used copies should still be available. You are assigned to read about a chapter every day, so try your best to keep up. Refer to the course schedule on page 3 for which chapter is assigned for each day.

Student Learning Objectives

EKU's Quality Enhancement Program Statement is, "EKU will develop informed, critical and creative thinkers who can communicate effectively."

By the end of the course, my goal is that all students will be able to:

1. Apply theories and findings in social psychology
How assessed: exams, chapter summaries, both papers
 2. Explain the different methodologies in social psychology and their importance
How assessed: exams, chapter summaries, first paper
 3. Critique research in social psychology
How assessed: first paper, chapter summaries
 4. Synthesize knowledge of social psychology with your own life experience
How assessed: second paper, chapter summaries
-
-

Evaluation Methods

Your grades will be based on four exams (50 points each), a cumulative final (25 points), five chapter summaries (10 points each; 50 points total), two papers (60 points for one, 40 points for the other), and attendance (25 points). The total points in this course are 400. There will also be opportunities for extra credit. Keep track of how much you earn as we progress through the course. Your grade will be based on the percentage scale below (there will be no curves).

100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F
Exams (56%) + Papers (25%) + Chapter Summaries (13%) + Attendance (6%) = 100%

Student Progress

I will keep an updated record of your grade after each assignment and exam and you may ask to see your grade at any point in the semester. I will not be able to inform anyone but you of your grade on any assignment or in the course. I will update each person of their current course grade after each exam. You will also receive an update on your course grade prior to the final exam (during "dead week").

Attendance Policy

Your attendance is required in order to fully understand the course material. We will do many hands-on exercises that will enhance your understanding of the textbook material. In addition, you will be asked to complete "Quick Response Slips" at randomly placed points in the semester. These are worth 1 point a piece, and serve as an indicator of your attendance. More details about these are listed below.

Add/Drop and Withdrawal Deadlines

The last day to Add or Drop this course is **Sunday, August 30**. The last day to withdraw from this course is **Friday, October 30**. Please inform me if you plan to either drop or withdraw from 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 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.

Academic Integrity Statement

Students are advised that E KU'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 found guilty of an academic honesty violation will receive a 0 on the assignment in question. Violations could also result in a 0 in the course and/or a referral to the Academic Council. Academic dishonesty includes plagiarism, cheating, and co-responsibility (i.e., "anyone who knowingly assists in any form of academic dishonesty shall be considered as guilty as the student who accepts such assistance").

Official E-mail

An official E KU 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 E KU e-mail address.

Standards for Written Assignments

Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

COURSE REQUIREMENTS

Exams

The exams will consist of 2 short essay questions (5 points each), and 40 multiple choice questions (1 point each). The cumulative final exam will consist of 25 multiple choice questions. The class before these exams, we will have a review session, but you will receive a study guide two weeks before each exam. Because this course presents a lot of material, I suggest you begin reviewing your notes *before* the day of the review session. Each exam will only cover one-fourth of the course (they are not cumulative), and each topic will be weighed equally in terms of the number of questions on the exam. All material in this course is fair game to use (i.e., lectures, films, book), but you'll get some hints on the review day what will be on it and what won't be on it. We will go over the answers to the exams two class periods after the exam date.

You need to let me know if you are unable to take the exams *as soon as possible*. Otherwise, you need to make sure that you can attend classes on each exam day.

If you miss an exam and have a legitimate, documented excuse, you need to contact me (622-1115, 116 Cammack) before exam answers are covered in class to make it up. **STUDENTS WHO DO NOT MAKE ARRANGEMENTS WITH ME REGARDING A MISSED EXAM WILL RECEIVE A SCORE OF ZERO ON**

THE EXAM. To be excused from an exam, you must present written verification from a physician or a professional. For excused absences, a score will be calculated for your missing exam based on the average of your scores on the other exams. You may be excused from only one exam. If your situation causes you to miss two exams, you will receive an incomplete in the course.

Chapter Summaries

You will be asked to complete 5 chapter summaries (10 points each; 50 points total). These will involve outlining the chapter, answering questions about the content, and applying the material to your own life. These are due on the day of each review session. Refer to the assignments for more details.

Papers

This course will involve a significant amount of both formal and informal writing. These papers will serve as your formal writing component. The first paper involves outlining and critiquing a research article from a social psychological journal (60 points), and the second paper will involve applying social psychological concepts to a movie (40 points). Both of these papers will be revised and resubmitted and **MUST BE TYPED.**

Quick Response Slips

I will randomly hand out a slip of paper 25 times this semester. On that slip, you will be asked to write about something you learned during a lecture or a film, or a question you had about the lecture or film, and turn that in at the end of those class periods. Each one is worth 1 point (for a total of 25). Although you will not be allowed to complete this assignment for any type of absence, you can make up the points by doing extra credit.

Extra credit

For those of you interested in securing a good grade in the class, some days you will get an assignment that is worth extra credit, which will be worth 1-2 extra credit points each. Some of these will be completed in class, and others are to be completed at home. You will not be informed ahead of time when these assignments will be handed out, and there will be no make-up extra credit. You may also earn extra credit by participating in up to five hours of research studies in the Psychology Department (refer to the Research Participation sheet for instructions and details). You may complete extra credit assignments handed out in class if you have an excused absence.

Course Outline

If this changes in any way, I'll let you know

Date	Subject	Homework/Due Dates
8/24	The Field of Social Psychology	Read Chapter 1 (social section)
8/26	Self-Concept	Read Chapter 2
8/28	Self-Related Processes	
8/31	Gender	
9/2	Paper #1, Film: Killing Us Softly	
9/4	Beliefs & Judgments	Read Chapter 3
9/9	Judgments; Attitudes & Behavior	Read Chapter 4
9/11	Attitudes & Behavior continued	
9/14	Genes & Environment	Read Chapter 5
9/16	Culture	
9/18	Review Session	2 CHAPTER SUMMARIES DUE
9/21	EXAM 1	
9/23	Persuasion	Read Chapter 7
9/25	NO CLASS	
9/28	Exam 1 Answers; Research (ethics)	ARTICLE OUTLINE DUE
9/30	Research (validity and measurement)	Read Chapter 1 (research section)
10/2	Research (correlational designs)	
10/5	Research (experimental designs)	
10/7	Film: Zimbardo's Prison	DRAFT OF CRITIQUE DUE
10/9	Groups & Task Performance	Read Chapter 8
10/14	Groups & Decisions	
10/16	Review Session	CHAPTER SUMMARY DUE
10/19	EXAM 2	
10/21	Reciprocation & Commitment	Read Chapter 6
10/23	Exam 2 Answers; Social Proof	
10/26	Liking & Scarcity	
10/28	Authority & Paper Meetings	
10/30	Film: Milgram experiment	FINAL DRAFT OF PAPER #1 DUE
11/2	Stereotypes	Read Chapter 9
11/4	Paper #2, Prejudice & Discrimination	
11/6	Aggression	Read Chapter 10
11/9	Aggression: Media Violence & Prevention	
11/11	Review Session	CHAPTER SUMMARY DUE
11/13	EXAM 3	
11/16	Close Relationships	Read Chapter 11
11/18	Exam 3 Answers; Helping (theories)	Read Chapter 12
11/20	Helping (steps and obstacles)	DRAFT OF PAPER #2 DUE
11/23	Clinical Applications (therapy)	Read Chapter 14
11/30	Clinical Applications (problems, stress & coping)	
12/2	Legal Applications (the crime) & Paper Meetings	Read Chapter 15
12/4	Legal Applications (the court)	FINAL DRAFT OF PAPER #2 DUE
12/7	Conflict & Peacemaking	Read Chapter 13
12/9	Film: A Class Divided	
12/11	Review Session	CHAPTER SUMMARY DUE

FINAL EXAM WILL BE ON MONDAY, **DECEMBER 14 from 10:30 AM - 12:30 PM**

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>Psychology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>PSY 300W</u> *Course Title (30 characters) <u>Social Psychology: Writing Intensive</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9.28.09	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	10.19.09	Council on Academic Affairs
General Education Committee*	11.03.09	Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*	N/A	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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) (1) To remove this course from Block VB, VC, and VII(SBS) of the General Education options; (2) To revise the course description to more accurately reflect course content; (3) To add prerequisite that was missing from catalog description.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>
<p>B. The justification for this action:</p> <p>(1) The Psychology Department has limited faculty to teach this course, and many Psychology majors who want to take the course are unable to because of limited class space. Removing the course from GE will open up some class space for majors; (2) Description was not accurate; (3) Prerequisite was missing from catalog description.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
PSY 300W Social Psychology. 3 (A). Prerequisite: PSY 200 or PSY 200W and ENG 102 or ENG 105 (B) or HON 102. ~~A writing intensive study of contemporary institutions and problems such as prejudice, affection, love, altruism, aggression, and small group behaviors. Contemporary research and theory will be discussed.~~ Writing intensive study of the power of situations and the social environment to affect human behavior. Topics include: attitudes, persuasion, prejudice, discrimination, group behavior, interpersonal attraction, aggression and prosocial behavior. Credit will not be awarded to students who have credit for PSY 300. Gen Ed. VB, VC, or VII(SBS).

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

1. For a new program, provide the catalog description as being proposed.
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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 ~~strikethrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PSY	300W	Fall 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		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)	
			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.	PSY 200 or PSY 200W 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)		VII(SBS)	

NOTE: Do not forward validation tables with curriculum form.

Eastern Kentucky University
Department of Psychology
EXAMPLE Syllabus for Psychology 300W, Social Psychology (Writing Intensive)
3 Credit Hours

Instructor: Dr. Jonathan Gore
Office: 116 Cammack Building
Office Hours: MWF 9-10 or by appointment

Email: Jonathan.Gore@eku.edu
Phone: 859-622-1115
Web: <http://people.eku.edu/gorej/>

Catalogue Course Description: PSY 300W Social Psychology: Writing Intensive. 3 (A). Prerequisite: PSY 200 or PSY 200W and ENG 102 or ENG 105 (B) or HON 102. Writing intensive study of the power of situations and the social environment to affect human behavior. Topics include: attitudes, persuasion, prejudice, discrimination, group behavior, interpersonal attraction, aggression and prosocial behavior. Credit will not be awarded to students who have credit for PSY 300.

Text

The following book will be used for this course:

- Myers, D. G. (2007). *Social Psychology* (9th edition). McGraw-Hill: Boston, MA.

The book should be available at the campus bookstore, and some used copies should still be available. You are assigned to read about a chapter every day, so try your best to keep up. Refer to the course schedule on page 3 for which chapter is assigned for each day.

Student Learning Objectives

EKU's Quality Enhancement Program Statement is, "EKU will develop informed, critical and creative thinkers who can communicate effectively."

By the end of the course, my goal is that all students will be able to:

1. Apply theories and findings in social psychology
How assessed: exams, chapter summaries, both papers
 2. Explain the different methodologies in social psychology and their importance
How assessed: exams, chapter summaries, first paper
 3. Critique research in social psychology
How assessed: first paper, chapter summaries
 4. Synthesize knowledge of social psychology with your own life experience
How assessed: second paper, chapter summaries
-
-

Evaluation Methods

Your grades will be based on four exams (50 points each), a cumulative final (25 points), five chapter summaries (10 points each; 50 points total), two papers (60 points for one, 40 points for the other), and attendance (25 points). The total points in this course are 400. There will also be opportunities for extra credit. Keep track of how much you earn as we progress through the course. Your grade will be based on the percentage scale below (there will be no curves).

100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F
Exams (56%) + Papers (25%) + Chapter Summaries (13%) + Attendance (6%) = 100%

Student Progress

I will keep an updated record of your grade after each assignment and exam and you may ask to see your grade at any point in the semester. I will not be able to inform anyone but you of your grade on any assignment or in the course. I will update each person of their current course grade after each exam. You will also receive an update on your course grade prior to the final exam (during "dead week").

Attendance Policy

Your attendance is required in order to fully understand the course material. We will do many hands-on exercises that will enhance your understanding of the textbook material. In addition, you will be asked to complete "Quick Response Slips" at randomly placed points in the semester. These are worth 1 point a piece, and serve as an indicator of your attendance. More details about these are listed below.

Add/Drop and Withdrawal Deadlines

The last day to Add or Drop this course is **Sunday, August 30**. The last day to withdraw from this course is **Friday, October 30**. Please inform me if you plan to either drop or withdraw from 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 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.

Academic Integrity Statement

Students are advised that E KU'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 found guilty of an academic honesty violation will receive a 0 on the assignment in question. Violations could also result in a 0 in the course and/or a referral to the Academic Council. Academic dishonesty includes plagiarism, cheating, and co-responsibility (i.e., "anyone who knowingly assists in any form of academic dishonesty shall be considered as guilty as the student who accepts such assistance").

Official E-mail

An official E KU 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 E KU e-mail address.

Standards for Written Assignments

Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

COURSE REQUIREMENTS

Exams

The exams will consist of 2 short essay questions (5 points each), and 40 multiple choice questions (1 point each). The cumulative final exam will consist of 25 multiple choice questions. The class before these exams, we will have a review session, but you will receive a study guide two weeks before each exam. Because this course presents a lot of material, I suggest you begin reviewing your notes *before* the day of the review session. Each exam will only cover one-fourth of the course (they are not cumulative), and each topic will be weighed equally in terms of the number of questions on the exam. All material in this course is fair game to use (i.e., lectures, films, book), but you'll get some hints on the review day what will be on it and what won't be on it. We will go over the answers to the exams two class periods after the exam date.

You need to let me know if you are unable to take the exams *as soon as possible*. Otherwise, you need to make sure that you can attend classes on each exam day.

If you miss an exam and have a legitimate, documented excuse, you need to contact me (622-1115, 116 Cammack) before exam answers are covered in class to make it up. STUDENTS WHO DO NOT MAKE

ARRANGEMENTS WITH ME REGARDING A MISSED EXAM WILL RECEIVE A SCORE OF ZERO ON THE EXAM. To be excused from an exam, you must present written verification from a physician or a professional. For excused absences, a score will be calculated for your missing exam based on the average of your scores on the other exams. You may be excused from only one exam. If your situation causes you to miss two exams, you will receive an incomplete in the course.

Chapter Summaries

You will be asked to complete 5 chapter summaries (10 points each; 50 points total). These will involve outlining the chapter, answering questions about the content, and applying the material to your own life. These are due on the day of each review session. Refer to the assignments for more details.

Papers

This course satisfies a Writing-Intensive General Education requirement, and therefore will involve a significant amount of both formal and informal writing. These papers will serve as your formal writing component. The first paper involves outlining and critiquing a research article from a social psychological journal (60 points), and the second paper will involve applying social psychological concepts to a movie (40 points). Both of these papers will be revised and resubmitted and **MUST BE TYPED**.

For the first paper, you must send an electronic copy of the outline and final critique to me at jonathan.gore@eku.edu. (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.

Quick Response Slips

I will randomly hand out a slip of paper 25 times this semester. On that slip, you will be asked to write about something you learned during a lecture or a film, or a question you had about the lecture or film, and turn that in at the end of those class periods. Each one is worth 1 point (for a total of 25). Although you will not be allowed to complete this assignment for any type of absence, you can make up the points by doing extra credit.

Extra credit

For those of you interested in securing a good grade in the class, some days you will get an assignment that is worth extra credit, which will be worth 1-2 extra credit points each. Some of these will be completed in class, and others are to be completed at home. You will not be informed ahead of time when these assignments will be handed out, and there will be no make-up extra credit. You may also earn extra credit by participating in up to five hours of research studies in the Psychology Department (refer to the Research Participation sheet for instructions and details). You may complete extra credit assignments handed out in class if you have an excused absence.

Course Outline

If this changes in any way, I'll let you know

Date	Subject	Homework/Due Dates
8/24	The Field of Social Psychology	Read Chapter 1 (social section)
8/26	Self-Concept	Read Chapter 2
8/28	Self-Related Processes	
8/31	Gender	
9/2	Paper #1, Film: Killing Us Softly	
9/4	Beliefs & Judgments	Read Chapter 3
9/9	Judgments; Attitudes & Behavior	Read Chapter 4
9/11	Attitudes & Behavior continued	
9/14	Genes & Environment	Read Chapter 5
9/16	Culture	
9/18	Review Session	2 CHAPTER SUMMARIES DUE
9/21	EXAM 1	
9/23	Persuasion	Read Chapter 7
9/25	NO CLASS	
9/28	Exam 1 Answers; Research (ethics)	ARTICLE OUTLINE DUE
9/30	Research (validity and measurement)	Read Chapter 1 (research section)
10/2	Research (correlational designs)	
10/5	Research (experimental designs)	
10/7	Film: Zimbardo's Prison	DRAFT OF CRITIQUE DUE
10/9	Groups & Task Performance	Read Chapter 8
10/14	Groups & Decisions	
10/16	Review Session	CHAPTER SUMMARY DUE
10/19	EXAM 2	
10/21	Reciprocation & Commitment	Read Chapter 6
10/23	Exam 2 Answers; Social Proof	
10/26	Liking & Scarcity	
10/28	Authority & Paper Meetings	
10/30	Film: Milgram experiment	FINAL DRAFT OF PAPER #1 DUE
11/2	Stereotypes	Read Chapter 9
11/4	Paper #2, Prejudice & Discrimination	
11/6	Aggression	Read Chapter 10
11/9	Aggression: Media Violence & Prevention	
11/11	Review Session	CHAPTER SUMMARY DUE
11/13	EXAM 3	
11/16	Close Relationships	Read Chapter 11
11/18	Exam 3 Answers; Helping (theories)	Read Chapter 12
11/20	Helping (steps and obstacles)	DRAFT OF PAPER #2 DUE
11/23	Clinical Applications (therapy)	Read Chapter 14
11/30	Clinical Applications (problems, stress & coping)	
12/2	Legal Applications (the crime) & Paper Meetings	Read Chapter 15
12/4	Legal Applications (the court)	FINAL DRAFT OF PAPER #2 DUE
12/7	Conflict & Peacemaking	Read Chapter 13
12/9	Film: A Class Divided	
12/11	Review Session	CHAPTER SUMMARY DUE

FINAL EXAM WILL BE ON MONDAY, **DECEMBER 14 from 10:30 AM - 12:30 PM**



EASTERN KENTUCKY UNIVERSITY

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College of Business and Technology
Office of the Associate Dean

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(859) 622-1574 FAX: (859) 622-1413
Ed.Davis@eku.edu • www.cbt.eku.edu

TO: Council on Academic Affairs

FROM: Dr. Ed Davis, Associate Dean
College of Business & Technology

DATE: November 3, 2009

SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College Business & Technology's Curriculum Committee at the next CAA meeting on November 19, 2009:

MMAC:

1. Program Revision(s)

Program	Revision	Page Numbers
Marketing BBA/PGM Option	To remove MGT 320, 330 and OHO 362 G as requirements of Marketing BBA/PGM Option	MMAC 1-2

TECH: (Industrial Technology)

1. Prefix Revision(s)

Course	Revision	Page Numbers
INT 192, 195, 200, 201, 238, 301, 310, 320, 330, 332, 336, 349, 349 A-N, 352, 371, 382, 383, 390, 392, 397, 400, 406, 408 and 499.	Change the prefix INT to AEM with "Formerly INT" in description and change any prerequisites with INT to AEM prefixes.	TECH 1-2



2. New Course(s)

Course	Action Requested	Page Numbers
AEM 338	To reduce the credit hours of four 3-credit hour courses [12 credit hours total] (INT [AEM] 201, 238, 301, 330) to 10 credit hours by distributing the content of INT [AEM] 330 into INT [AEM] 201 (3 hours), 301 (3 hours) & 338 (4 hours). The content of INT [AEM] 338 will consist primarily of material from INT [AEM] 238 (minus plastics testing) and the core of metrology (lab content) of INT [AEM] 330 with syllabus.	TECH 4-10

3. Course Revision(s)

Course	Revision	Page Numbers
INT 202, Quality Control	Change the prefix to AEM and add the statement “Formerly INT”. Change the course name to “Introduction to Quality”. Reduce the number of topics covered in the course. Change the focus of the course from a primarily quantitative approach to one that addresses the key concepts behind the techniques in quality with syllabus.	TECH 11-25
INT 242, Furniture & Cabinet Construction	Change the prefix to AEM and drop the INT 142 as a prerequisite.	TECH 26-28
INT 308, Methods Efficiency Measurement	Change the prefix to AEM and add the statement “Formerly INT”. Change the course name from “Methods Efficiency Measurement” to “Methods of Lean Operations.” Update the course description to emphasize content related to lean concepts with syllabus.	TECH 29-38

4. Program Revision(s)

Program	Revision	Page Numbers
Industrial Technology (B.S.)	<ol style="list-style-type: none"> 1. Change name of major program from Industrial Technology to Applied Engineering Management 2. Change course prefixes of program from INT to AEM 3. Suspend the Industrial Distribution option. 4. Reduce requirement of four hours of cooperative study in technology (INT [AEM] 349) to one hour. 5. Drop two courses, INT [AEM] 238 and INT [AEM] 330, from the list of required courses and add a new four-credit course, INT [AEM] 338, to the list of required courses. 6. Add INT [AEM] 301 and 338 as required courses to the program core. 7. Add INT [AEM] 332 as a required course to the program core while dropping a three-credit elective. 8. Drop three credits of general electives from the program. 9. Decrease number of hours in program from 128 to 120. 	TECH 39-42



TECH: (Computer Electronic Networking)

1. Drop Course(s)

Course	Revision	Page Numbers
EET 305, Linear Electronic Circuits	Drop EET 305 (Linear Electronic Circuits)	TECH 43-44

2. New Course(s)

Course	Action Requested	Page Numbers
NET 454	New course: NET 454 (Wireless/WAN Security with syllabus.	TECH 45-50

3. Course Revision(s)

Course	Revision	Page Numbers
EET 251, Electricity and Electronics	Update course description, including discussion on the characteristics of AC-DC, deleting rectification and adding sources.	TECH 51-53
EET 252, Digital Electronics	Update course description, adding discussion on number system and demultiplexers. Move discussion on memory systems, and microcomputer systems to EET 253 (Microprocessor Control Systems). Delete “are covered in a combination of lecture, demonstration, and laboratory,” from the course description..	TECH 54-56
EET 253, Microprocessor Systems	Change name to "Microprocessor Control Systems", adding "control" to the name. Offer course in alternate semesters. Update pre-requisites to include EET 251. Change EET 252 from co-requisite to pre-requisite. Update course description to include content from the EET 254 course, related to microcontroller based systems, in an electro-mechanical project environment. Delete “desktop and process,” and expand discussion to general memory systems, ports, and interfacing of I/O devices. Delete “are covered in the laboratory,” from the course description.	TECH 57-59
EET 257, Circuits and Electronic Devices	Update name to "Electronic Devices and Circuits." Offer course in alternate semesters. Update course description deleting "electrical circuits and theorems," focusing attention on the different types of electronic circuits and devices through laboratory activities and demonstration.	TECH 60-62
EET 302, PC Troubleshooting & Construction	Change course prefix to NET. Update course description to include discussion of "modern operating systems." Delete “are covered in a combination of lecture, demonstration, and laboratory,” from course description. Include a computer applications course as pre-requisite for the course.	TECH 63-65
EET 303, LANs & PC Communications	Change course prefix to NET. Offer course in fall and spring semesters. Including discussion on configuring and managing computer based communications. Delete “This course provides the participant with basic information on installing,” from the course description. Include a computer applications course as an additional pre-requisite for the course.	TECH 66-68



EET 343, Network Switches & Routers	Change course prefix to NET along with prefix of major pre-requisite. Offer course in alternate semesters. Editorial changes in course description. Include CIS 375 as a pre-requisite for the course.	TECH 69-71
EET 349, Applied Learning in CET/CEN	Change course prefix to NET, and title to "Applied Learning in NET," deleting "CET/CEN" from the existing course name. Offer course in both fall and spring semesters. Update course description deleting references to Computer Electronics Technology (CET) and Computer Electronic Networking (CEN).	TECH 72-74
EET 349 A-N, Cooperative Study: CET/CEN	Change course prefix to NET, and title to "Applied Learning in NET," deleting "CET/CEN" in the existing course name. Offer course in both fall and spring semesters. Update course description deleting references to Computer Electronics Technology (CET) and Computer Electronic Networking (CEN).	TECH 75-77
EET 350, Industrial Electronics	Offer course in alternate semesters.	TECH 78-80
EET 351, Programmable Logic Controllers	Include EET 252 as an alternate prerequisite to the existing prerequisite (EET 251). Offer course in alternate semesters.	TECH 81-83
EET 354, Microcomputer & Network Security	Change course prefix to NET, along with prefix of major pre-requisite. Offer course in fall and spring semesters. Update course description expanding discussion to include "malware," which includes computer viruses and spyware. Add "Wi-Fi" security. Delete "in a combination of lecture, demonstration, and laboratory," from the course description. Include CIS 375 as a pre-requisite to the course.	TECH 84-86
EET 395, Special Topics in CET/CEN	Change course prefix to NET. Offer course in alternate semesters. Require "sophomore (30 – 59 hours) or higher standing," and (EET 252 or NET 303), as an additional prerequisite to the existing one of "departmental approval." Update course description replacing references to the Computer Electronics Technology (CET) and Computer Electronic Networking (CEN), with "Network Security & Electronics (NET)." Delete list of possible special topics.	TECH 87-89
EET 399, CET Capstone Project	Change course prefix and prefixes of prerequisites to NET, and name to "Associate Degree Capstone." Update the course description including reference to the capstone course being "at the Associate Degree level." Include content related to "managing a technical project."	TECH 90-92
EET 403, Advanced LANs and PC Communication	Change course prefix to NET, along with prefix of major pre-requisite. Offer course in alternate semesters. Update the course description for discussing "common server platforms," and provide students the opportunity to "setup and manage network hardware, operating systems and applications." Include CIS 375 as a pre-requisite for the course.	TECH 93-95



EET 440, Fiber-optics & Communications	Change course prefix to NET, along with prefixes of relevant major pre-requisites. Editorial changes in course description. Delete “Design, simulation and implementation of communication circuits in a combination of lecture, demonstration, and laboratory,” from the course description. Delete EET 251 as a pre-requisite for the course, and add pre-requisite of PHY 101 for the course.	TECH 96-98
EET 452, Electrical Power & Drives	Offer course in alternate semesters. Delete “are covered in a combination of lecture, demonstration, and laboratory,” from the course description. Delete EET 251 as a pre-requisite for the course, and add pre-requisite of PHY 101 for the course.	TECH 99-101
EET 499, CEN Capstone Project	Change course prefix to NET and name to "Senior" Capstone, deleting "CEN" and “project” from the name. Update the course description to include references to the capstone experience at the "Bachelor Degree level" program. Include content related to "managing a technical project."	TECH 102-104



4. Program Revision(s)

Program	Revision	Page Numbers
<p>Computer Electronic Networking B.S.</p>	<ol style="list-style-type: none"> 1. Change name of major program from “Computer Electronic Networking” to “Network Security & Electronics,” and update prefix of program to “NET,” and CIP code to 15.1299. The networking and security related major courses will use NET. 2. Expand selection of Computer Science classes to include three hours of higher level courses beyond CSC160, not restricted to CSC 177(Visual Basic) or CSC 190(Intro. to C++). 3. Expand selection of Mathematics courses to include MAT 124 (Calculus I). 4. Expand selection of general education physical science laboratory courses to include 7 hours of PHY 101 (Conceptual Physics) and CHE 101/107 (Chemistry in Everyday Life/Intro. Chemistry lab) or higher courses in standard general education block IVB. 5. Drop QMB 200 (Business Statistical I) from the list of alternate Statistics classes. 6. Reduce requirement of 4 hours of upper-division electives to 2 hours of upper-division electives. Reduce overall free electives from 9 hours to 5-6 hours, and major requirements from 42 to 40 hours. 7. Change prefixes of computer networking and security related classes in the updated Network Security & Electronics major from "EET" to "NET," while retaining the EET prefix for Electricity and Electronics Technology related courses. 8. Make NET 354 (Microcomputer & Network Security, formerly EET 354), a required course in the major. At present EET 354 is an elective in the major. Move EET 351 (Programmable Logic Controllers) and EET 452 (Electrical power & drives) into the block of technical electives. 9. Drop EET 254 (Machine Language for Microcontrollers) from the list of required major classes and add NET 454 (WAN/Wireless Security) as a required major class. 10. Decrease number of hours in program from 128 to 120. 11. Require taking of at least one advisor approved computer networking, security, electronics, or related technology certification or license exam. 12. Change prefix of supporting classes related to Industrial Technology (INT) to Applied Engineering Management (AEM). 	<p>TECH 105-107</p>



Program	Revision	Page Numbers
AAS in Technology	<ol style="list-style-type: none"> 1. Change prefixes for networking and security related courses in the Computer Electronics and Digital Imaging Design option from "EET," to "NET." 2. Expand selection of Computer Science classes beyond CSC 160 (Intro. to programming) to include three hours of higher level computer science courses, not restricted to CSC 177 (Visual Basic). 3. Expand selection of general education physical science laboratory courses to include PHY 101 (Conceptual physics) courses in standard general education block IVB, not restricted to PHY 131 (College Physics I). 4. Drop EET254 as a requirement for the option and include NET 354 (Microcomputer & network security) formerly EET 354, as a required class. 5. Offer a selection between EET 351 (Programmable Logic Controllers), or NET 395 (Special Topics in NET) formerly EET 395. 6. Reduce the total number of hours in the Computer Electronics option from 44 to 39-40. 7. Change INT prefixes to AEM. 8. Drop INT 238 and 330 from the Quality Assurance option, and add AEM 338 (4) to the option. <ol style="list-style-type: none"> 1. Add CMS 210 (Public Speaking) as an alternate course to CMS 100 in all AAS degree options. 	TECH 108-110



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	Marketing BBA/PGM Option
<input type="checkbox"/> New Program (Part III)		(Major ____, Option <u>X</u> __; Minor ____; or Certificate __)
<input checked="" type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	September 4, 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	October 14, 2009	Approved x Disapproved	11/19/09
General Education Committee*	N/A	Faculty Senate**	11/30/09
Teacher Education Committee*	N/A	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: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To remove MGT 320, 330 and OHO 362G as requirements of Marketing BBA/PGM Option. Lower hours required to graduate.

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

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

B. The justification for this action:
 To remove MGT 320, 330 and OHO 362G as requirements for the Marketing BBA/PGM Option to decrease the total number of hours required to complete the option from 137 to 130.

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; PSY 200 or 200W 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 300W, CIS 300, FIN 300, MGT 300, 370, MKT 300, G BU 480.	
Major Requirements	27- 52 <u>45</u> 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 <u>45</u> 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 <u>130</u> hours

Council on Academic Affairs Curriculum Change Form

NEW PREFIX

Applied to Multiple Courses

New Prefix: <u> AEM </u>	College: <u> B&T </u> Department: <u> TECHNOLOGY </u>
----------------------------	---

Proposal Approved by: _____ <u> Date </u> Departmental Committee: <u> 10/02/2009 </u> College Curriculum Committee: <u> 10/14/2009 </u> General Education Committee*: <u> NA </u> Teacher Education Committee* <u> NA </u>	<u> Date </u> Graduate Council* <u> NA </u> Council on Academic Affairs <u> 11/19/09 </u> Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <small>*If Applicable (Type NA if not applicable.)</small>
--	--

Completion of A and B is required:

A. Effective Academic Year: (Example: Fall 2010/11) Summer 2010

B. The justification for this action:

1. The body that accredits the Industrial Technology program completed a year-long self-study in an effort to understand and better reflect changes in the field. As part of this effort, the organization determined that a name change was appropriate. The name has been changed from the "National Association of Industrial Technology" to the "Association of Technology, Management, and Applied Engineering." In keeping with the findings of the study, the Industrial Technology Curriculum Committee voted to change the name of the degree program to "Applied Engineering Management." The full faculty of the Department of Technology concurred.
2. A prefix change is recommended to bring it in line with the program name change. Courses listed below:

Affected Courses: All courses listed below will have the new prefix applied as of the specified effective academic year and with the statement "formerly INT" in description.

Current Prefix	Number	Course Title	Comments
INT	192	Descriptive Geometry.	
INT	195	Computer Aided Drafting.	
INT	200	Introduction to Industrial Distribution	
INT	201	Metallic Material Processes	
INT	238	Industrial Materials	
INT	301	Non-Metallic Material Processes	Change Prerequisite(s) prefixes: INT 238 to AEM 238
INT	310	Computer Communications in Industry	
INT	320	Warehousing and Material Handling	Change Prerequisite(s) prefixes: INT 202 and 308 to AEM 202 and 308
INT	330	Dimensional Metrology	
INT	332	Process Control and Auditing	Change Prerequisite(s) prefixes: INT 202 to AEM 202
INT	336	Reliability and Sampling	Change Prerequisite(s) prefixes: INT 202 to AEM 202
INT	349	Applied Learning in Industrial Technology	
INT	349 A-N	Cooperative Study: Industrial Technology	

TECH 1

For Registrar Office Use Only:	Date: _____	Initial: _____	Office of the Registrar
Copy Sent to: Graduate Council			Version 1.1 10/20/09

Council on Academic Affairs Curriculum Change Form

NEW PREFIX

Applied to Multiple Courses

New Prefix: <u> AEM </u>	College: <u> B&T </u> Department: <u> TECHNOLOGY </u>
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Proposal Approved by: _____ <u> Date </u> Departmental Committee: <u> 10/02/2009 </u> College Curriculum Committee: <u> 10/14/2009 </u> General Education Committee*: <u> NA </u> Teacher Education Committee* <u> NA </u>	<u> Date </u> Graduate Council* <u> NA </u> Council on Academic Affairs <u> 11/19/09 </u> Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <small>*If Applicable (Type NA if not applicable.)</small>
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1. The body that accredits the Industrial Technology program completed a year-long self-study in an effort to understand and better reflect changes in the field. As part of this effort, the organization determined that a name change was appropriate. The name has been changed from the "National Association of Industrial Technology" to the "Association of Technology, Management, and Applied Engineering." In keeping with the findings of the study, the Industrial Technology Curriculum Committee voted to change the name of the degree program to "Applied Engineering Management." The full faculty of the Department of Technology concurred.
2. A prefix change is recommended to bring it in line with the program name change. Courses listed below:

Affected Courses: All courses listed below will have the new prefix applied as of the specified effective academic year and with the statement "Formerly INT" in description.

Current Prefix	Number	Course Title	Comments
INT	352	Automated Technology Devices	
INT	371	Hydraulics and Pneumatics	
INT	382	Advanced Material Processing	
INT	383	CAD/CAM Integration	Change Prerequisite(s) prefixes: INT 201 to AEM 201
INT	390	Advanced Computer Aided Design	Change Prerequisite(s) prefixes: INT 195 to AEM 195
INT	392	Computer Aided Machine Drawing	Change Prerequisite(s) prefixes: INT 195 to AEM 195
INT	397	Advanced Machine Drawing	Change Prerequisite(s) prefixes: INT 390 and 392 to AEM 390 and 392
INT	400	Distribution Operations Management	Change Prerequisite(s) prefixes: INT 200, 308 to AEM 200, 308
INT	406	Manufacturing Planning systems	
INT	408	Human Resource Development	
INT	499	Manufacturing Senior Project	

TECH 2

For Registrar Office Use Only:	Date: _____	Initial: _____	Office of the Registrar
Copy Sent to: Graduate Council			Version 1.1 10/20/09

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 Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number AEM 338 <hr/> *Course Title (30 characters) Engineered Materials Testing <hr/> *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	10/2/2009	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	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved	11/19/09
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.)
 To reduce the credit hours of four 3-credit hour courses [12 credit hours total] (INT [AEM] 201, 238, 301, 330) to 10 credit hours by distributing the content of INT [AEM] 330 into 201 (3 hours), 301 (3 hours) & 338 (4 hours). The content of AEM 338 will consist primarily of material from INT [AEM] 238 (minus plastics testing) and the core of metrology (lab content) of INT [AEM] 330.

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

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

B. The justification for this action:
 As part of an effort to reduce the total number of credit hours from 128 to 120 credit hours for Industrial Technology (Applied Engineering Management) majors.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

New or Revised* Catalog Text

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

AEM 338 Engineered Materials Testing. (4) A. Prerequisites: AEM 201 and TEC 190 and MAT 108.
Structure, composition, properties, tolerances, standards, and common applications of engineering materials.
Use of GD&T and techniques for precision electronic and mechanical measurement and testing.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
AEM	338	Summer 2010 Fall 2010	AS _____ JS _____ BT <u>xx</u> EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
4	Lecture <u>3</u>	Laboratory <u>2</u>	Other _____	
Schedule Type* (List all applicable)		Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
<u>L</u>		<u>5</u>	Normal	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.	Prerequisites: AEM 201 and TEC 190 and MAT 108.
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

**Eastern Kentucky University
Department of Technology**

**AEM 338, Engineered Materials Testing
4 Credit Hours
Fall 2010**

I. Professor:

Dr. Sergio Sgro
Office: 342 Whalin (Ault Building)

Mailing Address:

Eastern Kentucky University
307 Whalin Technology Complex
521 Lancaster Avenue
Richmond, KY 40475

Telephone: (859) 622-1195 (office)

E-mail Sergio.Sgro@eku.edu

II. CATALOG DESCRIPTION:

Structure, composition, properties, and common industrial applications of metals, plastics, woods, composites, ceramics, and other materials. Use of common testing machines for standard materials measuring and testing.

III. PREREQUISITE:

AEM 201 and TEC 190 and MAT 108

IV. TEXTS:

Industrial Material, 2nd edition (2008). Hesel/Liu. Goodheart-Willcox Company, Inc. Tinley Park, Illinois.
ISBN 978-1-59070-852-1

V. STUDENT LEARNING OUTCOMES:

- A. Student will demonstrate their knowledge of the unique properties of materials through written examinations.
- B. Student will be able to demonstrate the ability to examine the nature of materials and their typical applications by testing materials and completing lab reports.
- C. Student will demonstrate the ability to understand and apply the theory, symbols and methods of dimensioning by successfully completing measurement labs.
- D. Student will demonstrate the ability to understand and apply the theory, equipment and procedures of metrology by successfully completing measurement labs.

VI. EVALUATION METHODS:

Final evaluation will be determined by the scores made on the following:

A.	Lab Reports	40%
B.	Homework	20%
C.	Weekly quizzes	20%
D.	Participation/Lab Cleanup	10%
F.	Exams	10%

**Each student must obtain an EKU email/Blackboard account and maintain participation in Blackboard throughout the semester (at least prior to each class period). Grades, assignments, and supplemental materials will be regularly posted and assigned. Homework submitted more than one class period late will not be accepted.

Grades will be distributed according to the following:

A.....	90+
B.....	80 - 89
C.....	70 - 79
D.....	60 - 69
F	below 60

NOTE: No grade below a “C” is acceptable in the Industrial Technology Degree Program.

VII. STUDENT PROGRESS:

Students will be provided with written and/or Blackboard information on their progress at least once prior to mid-term. Additionally, students will meet individually with the professor prior to midterm to discuss current grades.

VIII. ATTENDANCE POLICY:

Students are expected to attend each class session to derive full benefits from the course. One unexcused absent is permitted in the event of an emergency. Any additional unexcused absences will result in 5% deduction of your final grade for each unexcused absence. 5% points will be deducted for every 2 late arrivals.

IX. LAST DAY TO DROP THE COURSE:

August 29, 2009: Drop without effect to transcript

October 29, 2009: Last day to “withdraw” with a “W” from a full-term class or from the University

X. 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.

XI: 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.

XII: OFFICIAL E-MAIL:

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

XIII: COURSE REQUIREMENTS:

Problem assignments are due at the beginning of class, on the date specified, unless prior arrangements have been made with the instructor. Working together on problems is permissible; copying is not.

ALL students are required to furnish the following:

- B. Properly worn safety glasses (required before working in the lab)
- C. Shop coat (recommended)

XIV. COURSE OUTLINE:

- A. Introduction to industrial and manufacturing material measurement and testing
 - a. History of industrial materials
 - b. Measurement systems
 - c. Structure
 - d. Mechanical properties
 - e. Physical and chemical properties
- B. Materials used in manufacturing
 - a. Metals
 - i. Ferrous
 - ii. Non-ferrous
 - b. Polymers
 - i. Thermoplastics
 - ii. Thermosets
 - iii. Rubber
 - c. Ceramics
 - i. Glass
 - ii. Cement & Concrete
 - d. Composites
 - i. Polymer matrix composites
 - ii. Ceramic matrix composites
 - iii. Metal matrix composites
- C. Material testing
 - a. Lab reports
 - b. Standards and nondestructive testing procedures
 - c. Destructive testing
- D. Geometric dimensioning and tolerance
 - a. Introduction to Metrology
 - b. Drawings and Specifications

- c. Language of Measurement
- d. Measurement with Graduated Scales
- e. Instrumentation
 - i. Scaled
 - ii. Vernier
 - iii. Micrometer
 - iv. Gage Blocks
 - v. Measurement by Comparison
 - vi. Reference Planes
 - vii. Angle Measurement
 - viii. Optical Measurement

AEM 338: Engineered Materials Testing
TENTATIVE SCHEDULE
 Fall 2009

Week	DATE	Topic and assignments due	READING
1	Aug 24	Syllabus review & Course expectations Blackboard. Wall Street Journal Introduction & Overview	GD&T Ch.4 & 5
2	Aug 31	GD&T – Form & Profile, Orientation & Runout Quiz #1 (GD&T – Ch. 4 & 5) WSJ 01 Due	GD&T Ch. 6
3	Sept 7	GD&T – Location tolerances (Part 1), Intro to CMMs Quiz #2 (GD&T – Ch. 6) WSJ 02 Due	GD&T Ch. 7
4	Sept 14	GD&T – Location tolerances (Part 2), CMM Quiz #3 (GD&T – Ch. 7) WSJ 03 Due	GD&T Ch. 8
5	Sept 21	EXAM 1 (GD&T)	Mat'ls Ch. 1 & 2
6	Sept 28	Quiz #4 (Mat'ls – Ch. 1 & 2) WSJ 04 Due	Mat'ls Ch. 3 & 4
7	Oct 5	Quiz #5 (Mat'ls – Ch. 3 & 4) WSJ 05 Due	Mat'ls Ch. 17 & 18
8	Oct 12	Quiz #6 (Mat'ls – Ch. 17 & 18) WSJ 06 Due	Mat'ls Ch. 5 & 6
9	Oct 19	EXAM 2 (Mat'ls - Ch. 1 – 4, 17 & 18)	Mat'ls Ch. 7 & 8
10	Oct 26	Lab – GD&T Quiz #7 (Mat'ls – Ch. 7 & 8) WSJ 07 Due	Mat'ls Ch. 9 & 10
11	Nov 2	Lab – GD&T Quiz #8 (Mat'ls – Ch. 9 & 10) WSJ 08 Due	Mat'ls Ch. 11 & 12
12	Nov 9	Lab - GD&T/Materials Quiz #9 (Mat'ls – Ch. 11 & 12) WSJ 09 Due	Mat'ls Ch. 13 & 14
13	Nov 16	EXAM 3 (Mat'ls – Ch.7-12)	Mat'ls Ch. 15 & 16
14	Nov 23	Lab - Materials	
15	Nov 30	Lab - Materials	
16	Dec 7	Finish All Labs	
17	Dec 14	Final Exam	

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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>Technology</u> College <u>Business and Technology</u> *Course Prefix & Number <u>INT 202</u> *Course Title (<u>30 characters</u>) <u>Quality Control</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>10/02/09</u> Graduate Council* _____ Date <u>N/A</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 <u>10/14/2009</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>11/19/09</u> 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.)</p> <p>Change the prefix to AEM and change the course name to "Introduction to Quality". Add the statement "Formerly INT". Reduce the number of topics covered in the course. Change the focus of the course from a primarily quantitative approach to one that addresses the key concepts behind the techniques in quality.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Summer 2010 Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>N/A</p>	<p>B. The justification for this action: Change of major program name from Industrial Technology to Applied Engineering Management. The industrial technology curriculum committee members recommend a broader introduction to quality. The committee recommends a more focused review of statistical concepts needed for modern quality tools and techniques. There has been extensive overlap between INT [AEM] 202 and a second quality course, INT [AEM] 332. The intent is to significantly reduce the overlap and make INT [AEM] 332 a required quality course to ensure both breadth and depth of coverage.</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.)

~~INT~~ AEM 202: Introduction to Quality Control-(3) I, II. ~~Formerly INT 202~~. Prerequisite: STA 215 or 270 or QMB 200 and MAT 107 or higher mathematics.

~~Basic concepts of statistical quality control as applied to manufacturing operations. Topics include control charts, acceptance sampling, product reliability, quality costs, and quality planning.~~

Role of statistical thinking in modern quality control. Methods for problem solving, data collection, and process improvement. Deriving actionable conclusions from data analyses. Understanding, quantifying, and reducing variation to improve business performance.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
AEM INT	202	Summer 2010 Fall 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	TECH
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	.25		FR _____	JR _____
B	.25		SO _____	SR _____
W	.25			
		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 INT 202</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form
(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>Technology</u> College <u>Business and Technology</u> *Course Prefix & Number <u>INT 242</u> *Course Title (30 characters) <u>Furniture and Cabinet Construction</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	<u>Date</u> 10/02/09	Graduate Council* <u>Date</u> N/A
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	10/14/09	Council on Academic Affairs <u>Date</u> 11/19/09
General Education Committee*	N/A	Approved <input checked="" type="checkbox"/> Disapproved _____ Faculty Senate** <u>Date</u> N/A
Teacher Education Committee*	N/A	Board of Regents** <u>Date</u> N/A Council on Postsecondary Edu.*** <u>Date</u> N/A
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change the prefix to AEM and drop the INT 142 prerequisite.	
A. 2. Effective date: (Example: Fall 2001) Summer 2010 Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: Change of major program from Industrial Technology to Applied engineering Management. INT 142 was dropped from the catalog earlier and was never deleted from INT 242's prerequisites	
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.)

~~INT~~ AEM 242 Furniture and Cabinet Construction. (3) A. ~~Formerly INT 242.~~ Prerequisite: ~~INT 142~~ or TEC 141. Principles of furniture and cabinet construction, elements of structural design, advanced woodworking operations; care and sharpening of tools; related technical information; furniture and cabinet construction and finishing. 2 Lec/2 Lab

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
INT <u>AEM</u>	242	Fall 2010 Summer 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	TECH
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)	
			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.	INT 142 or TEC 141
Course Prefix and No.	

Test Scores

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

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

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

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

Course Prefix and No.	Formerly INT 242.
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one)	Department Name	<u>Technology</u>
<input type="checkbox"/> New Course (Parts II, IV)	College	<u>Business and Technology</u>
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	<u>INT 308</u>
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	<u>Methods Efficiency Measurement</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>10/2/2009</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>10/14/2009</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>11/19/09</u>
General Education Committee*	<u>N/A</u>	Faculty Senate** <u>N/A</u>
Teacher Education Committee*	<u>N/A</u>	Board of Regents** <u>N/A</u>
		Council on Postsecondary Edu.*** <u>N/A</u>

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change the prefix to AEM and change the course name from "Methods Efficiency Measurement" to "Methods of Lean Operations." Add the statement "Formerly INT". Update the course description to emphasize content related to lean concepts.

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

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

B. The justification for this action: Change of major program name from Industrial Technology to Applied Engineering Management. The Industrial Technology Advisory council recommended increased exposure of students to lean concepts. The industrial technology curriculum committee members concur with the need for an increased emphasis on the topic, and Lean concepts are already introduced in INT [AEM] 308.

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.)

~~INT AEM 308 Methods Efficiency Measurement of Lean Operations (3) I, II. Formerly INT 308.~~ Prerequisite: STA 215 or 270 or QMB 200; and MAT 107 or higher. Examination of lean principles, such as value mapping, continuous flow, continuous improvement, determination of customer demand, and standard work. Concepts and implementation of pull, line balancing, lean accounting, FMEA, time studies, and total productive maintenance. An examination of the human factors in motion and time study, motion economy, analysis and charts, photographic and electronic techniques, film analysis, effort rating, work measurement, direct time study, predetermined time study, and standards for pay and production.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
INT <u>AEM</u>	308	Fall 2010 Summer 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	.25		FR _____	JR _____
B	.25		SO _____	SR _____
W	.25			
		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 INT 308</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business & Technology <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Industrial Technology (B.S.) <hr/> (Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input type="checkbox"/> <hr/> *Provide only the information relevant to the proposal.	
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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"/> College Curriculum Committee General Education Committee* Teacher Education Committee*	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 50%; text-align: center;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black;">10/2/2009</td> <td style="border-bottom: 1px solid black; text-align: center;">Date</td> </tr> <tr> <td style="border-bottom: 1px solid black;">10/14/2009</td> <td style="border-bottom: 1px solid black; text-align: center;">Date</td> </tr> <tr> <td style="border-bottom: 1px solid black;">N/A</td> <td style="border-bottom: 1px solid black; text-align: center;">Date</td> </tr> <tr> <td style="border-bottom: 1px solid black;">N/A</td> <td style="border-bottom: 1px solid black; text-align: center;">Date</td> </tr> </tbody> </table>		<u>Date</u>	10/2/2009	Date	10/14/2009	Date	N/A	Date	N/A	Date	Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
	<u>Date</u>											
10/2/2009	Date											
10/14/2009	Date											
N/A	Date											
N/A	Date											

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

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

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

1. Change name of major program from Industrial Technology to Applied Engineering Management
2. Change course prefixes of program from INT to AEM
3. Suspend the Industrial Distribution option.
4. Reduce requirement of four hours of cooperative study in technology (AEM 349) to one hour.
5. Drop two courses, AEM 238 and AEM 330, from the list of required courses and add a new four-credit course, AEM 338, to the list of required courses.
6. Add AEM 301 and 338 as required courses to the program core.
7. Add AEM 332 as a required course to the program core while dropping a three-credit elective.
8. Drop three credits of general electives from the program.

9. Decrease number of hours in program from 128 to 120.

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

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
 Suspend the Industrial Distribution option of the Industrial Technology (B.S.) as of Summer 2010.

B. The justification for this action:

1. The body that accredits the Industrial Technology program completed a year-long self-study in an effort to understand and better reflect changes in the field. As part of this effort, the organization determined that a name change was appropriate. The name has been changed from the "National Association of Industrial Technology" to the "Association of Technology, Management, and Applied Engineering." In keeping with the findings of the study, the Industrial Technology Curriculum Committee voted to change the name of the degree program to "Applied Engineering Management." The full faculty of the Department of Technology concurred.
2. A prefix change is recommended to bring it in line with the program name change.
3. The Industrial Technology Curriculum Committee voted to suspend the Industrial Distribution option due to low enrollments. The full faculty of the Department of Technology concurred.
4. The proposed change from a requirement of four hours of cooperative study in technology to one hour is based on the effort to reduce the overall program credit requirement from 128 to 120 credit hours. Most students exceed the required number of cooperative study hours in any case.
5. AEM 201 (Metallic Material Processes), AEM 238 (Industrial Materials), AEM 301 (Non-Metallic Material Processes), and AEM 330 (Dimensional Metrology) necessarily have some content overlap. The Industrial Technology Curriculum Committee believes that some of that overlap can be eliminated without loss of content coverage by developing a new four-credit course, AEM 338 (Engineered Materials Testing) and integrating the material from the AEM 238 and AEM 330 courses over the other three courses (AEM 201, AEM 301, and AEM 338). This results in a net reduction of two credits from the program total.
6. AEM 238, 301, and 330 were all required courses in the Manufacturing option, but were not identified as being in the core since they were not required by the Industrial Distribution option. Since that program has been recommended for suspension, AEM 301 can be moved to the core along with the replacement course (AEM 338) for the other two courses.
7. AEM 202 has been a difficult course for many students in the program due to the amount and nature of material covered. For that reason, there are proposed modifications to the required quality course, AEM 202, that would change the focus of the course from a primarily quantitative approach to one that addresses the key concepts behind the modern quality movement. The Industrial Advisory Committee has previously recommended that the quantitative requirements for quality control topics in the program not be reduced. In the past, there has been significant overlap in terms of quantitative topics between AEM 202 (Quality Control) and AEM 332 (Process Control and Auditing), so the addition of AEM 332 to the required core along with the elimination of a three-credit elective was the recommendation of the Industrial Technology Curriculum Committee.
8. The proposed reduction of three credits of general electives from the program is based on the effort to reduce the overall program credit requirement from 128 to 120 credit hours.
9. The reduction in total number of hours needed for completing the program from 128 to 120 will reduce the burden on students while still meeting accreditation requirements. The impact on the curriculum should be minimal given the proposed changes:
 - a. Reduction in the cooperative study requirement from four credits to one credit (3 credit reduction).
 - b. Replace one 3-credit elective course with AEM 332 as a required course for Industrial Technology majors (0 credit reduction).
 - c. Drop AEM 238 and AEM 330 from the curriculum. Add a new 4-credit course, AEM 338 to the curriculum (2 credit reduction).
 - d. Drop one 3-credit general elective course from the curriculum.

The reduction to 120 credit hours will encourage transfers from the Kentucky Community and Technical College System (KCTCS) in a streamlined 2+2 format.

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

Personnel Impact:

None

Operating Expenses Impact:

None

Equipment/Physical Facility Needs:

None

Library Resources:

None

New or Revised* Catalog Text

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

Applied Engineering Management Industrial Technology (Formerly Industrial Technology) (B.S.) Area Major

CIP Code: 15.0612

Prior to enrolling in the last 60 hours of the Applied Engineering Management Industrial Technology degree program students must complete ~~INT 238, AEM 201, 202, TEC 161, 190, MAT 108, PHY 131, CHE 101, 107 (1) or CHE 111, 115 (1); and STA 215 or 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-". Transfer students will be treated on an individual basis. The Applied Engineering Management Industrial Technology program is accredited by the Association of Technology, Management, and Applied Engineering. ~~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 (credits included in GenEd VII); 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 300, CIS 300, FIN 300, MGT 300.~~

Supporting Course Requirements for Manufacturing.....~~22-28~~ 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 (credits included in GenEd VII); ~~INT AEM 349 (1-4).~~

Major Requirements.....~~46-36~~ hours

Applied Engineering Management Industrial Technology Core:

EET 251, AEM-INT 201, 202, 301, 308, 310, 332, 338 (4), 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 Upper Division technical electives from:

~~EET 351, INT 332, 336, 349, TEC 313.~~

Applied Engineering Management electives Manufacturing.....15-24 hours

~~INT 238, 301, 330.~~

Select 3 technical hours from:

EET 252, AEM-INT 192, 195; GCM 211.

Select 12 hours of Upper Division ~~U-D~~ technical electives from:

EET 350, 351, 452; NET 440; CON 303; AEM-INT 320, 332, 336, 383, 390, 392, 397, 506, 530; TEC 313.

Free Electives (~~Industrial Distribution Option~~).....1 hour

Free Electives (~~Manufacturing Option~~).....~~6-9~~ hours

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

The Department of Technology's Applied Engineering Management 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 Applied Engineering Management 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.

* Applied Engineering Management Industrial Technology majors may apply AEM-INT 310 in lieu of CCT 300 toward the minor in Business.

~~Incorporates a Business Minor into the Industrial Distribution Option.~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 305 <hr/> *Course Title (30 characters) Linear Electronic Circuits <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	5/1/2009	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	10/14/2009	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop EET 305 (Linear Electronic Circuits)</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action:</p> <p>The EET 305 course is not required by either the BS or AAS computer electronics technology degree programs, and has not been offered in the past several years.</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.)

~~EET 305 Linear Electronic Circuits. (3) A.~~

~~Prerequisite: EET 257.~~

~~An analysis of electronic control circuits and devices to include both linear and nonlinear amplifiers. 2 Lec/2 Lab.~~

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 Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number NET 454 <hr/> *Course Title (30 characters) Wireless/WAN Security <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;">5/1/2009</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;">10/14/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">11/19/09</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 style="text-align: center;">NA</td> </tr> </tbody> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	5/1/2009	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	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/19/09	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	5/1/2009	Graduate Council*	NA																											
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General Education Committee*	NA	Faculty Senate**	NA																											
Teacher Education Committee*	NA	Board of Regents**	NA																											
		Council on Postsecondary Edu.***	NA																											
<p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>																														

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Approval of new course: NET454 (Wireless/WAN Security)</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>	<p>B. The justification for this action: This course will cover advanced network security concepts and technologies used in different types of computer networks. Offering a course related to wireless and WAN security has been strongly recommended by the computer electronics programs advisory committee.</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>
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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.)

NET 454 Wireless/WAN Security. (3) A. Prerequisites: (NET 303 or CIS 375) and NET 354

Security considerations in wireless and WANs. Wi-Fi, 802.11x, WPA, RADIUS, encryption, VPNs, VLANs, AAA authentication, Network Security Appliances, and secure protocols. Laboratory based configuration and security testing of WAPs, appliances and servers. 2 Lec/2 Lab

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NET	454	Summer 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>2</u> Laboratory <u>2</u> Other _____		Cip Code (first two digits only) <u>15</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>L</u>	<u>0.25</u> <u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ (NET 303 or CIS 375) and NET 354

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

Eastern Kentucky University
Department of Technology
Syllabus for NET 454, Wireless/WAN Security, CRN xxxxxx
3 credit hours
Semester xxxx Year xxxx

Professor's name Jeffery Kilgore
Professor's Office # Whalin 402
Professor's Contact information :
Phone 859 622 1204
E-mail Jeff.Kilgore@eku.edu

**Catalogue Course Description:
(including pre-requisites)**

NET 454 Wireless/WAN Security. (3) A.
Prerequisites: NET 303 and NET 354

Security considerations in wireless and WANs. Wi-Fi, 802.11x, WPA, RADIUS, encryption, VPNs, VLANs, AAA authentication, Network Security Appliances, and secure protocols. Laboratory based configuration and security testing of WAPs, appliances and servers. 2 Lec/2 Lab

Text(s):

(with dates, supplemental text(s), and other required readings or references)

CWNA Certified Wireless Network Administrator Study Guide

ISBN 978 0 471 78952 9

Internet access. WWW... example.. www.microsoft.com ..., technet, etc.....

Virtual server software.

Windows OS software.

Linux software.

Wireless Ethernet hardware.

Handouts

Microsoft Technet seminars.

Student Learning Outcomes:

Upon successful completion of this course the participant will:

Setup and analyze a wireless security audit.

Analyze security issues identified through network monitoring.

Assess the suitability of appropriate encryption services.

Evaluate the performance of various network security appliances.

Setup, manage and troubleshoot security in a wireless network.

Configure and test WAN security.

Setup and analyze a WAN security audit.

Apply AAA authentication for securing a network.

Determine appropriate RADIUS services in a wireless network.

Evaluation Methods:

(including relative weight of each course requirement)

Grading: You are expected to complete all reading and lab assignments. Your grade will be determined as follows:

1. Two tests each worth 100 points.
2. Four single page word processed, 12 point type, double spaced, 1” margins, reports on current topics each worth 5 points. **NOTE:** These reports **must** be developed utilizing a word processor, and be based on networking journals published in 20xx/20xx.
3. Labs will be worth 5 points each.
4. Quizzes - vary in point value and will be given as needed.
5. Final: 50 points hands on, 50 points written.

Tentative Exam Schedule:

Test 1 xx/xx

Test 2 xx/xx

Hands on Exam xx & xx of dead week.

Written final University Exam Schedule

[Http://www.eku.edu/compass/exams/20xxspring_exams.php](http://www.eku.edu/compass/exams/20xxspring_exams.php)

NOTE.

Quizzes cannot be made up.

Grading scale:

94 - 100%	A
85 - 93	B
70 - 84	C
60 - 70	D
< 60	F

Student Progress:

(mechanism for notifying students of progress in the course)

Progress Report.

Each student must make an appointment with the instructor following each test. The student and the instructor will discuss the students progress in the course and if needed ways to improve the students performance.

Attendance Policy:

See Department of Technology class attendance policy attachment.

Each unexcused absence in excess of two will result in a final grade reduction of one letter grade.

Last Date to Drop the Course: xx xx xxxx

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

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

Course Requirements:

1. Two tests each worth 100 points.
2. Four single page word processed, 12 point type, double spaced, 1" margins, reports on current topics each worth 5 points. **NOTE:** These reports **must** be developed utilizing a word processor, and be based on networking journals published in 20xx/20xx.
3. Labs will be worth 5 points each.
4. Quizzes - vary in point value and will be given as needed.
5. Final: 50 points hands on, 50 points written.

Course Outline:

Topical outline with anticipated weekly schedule.

Week 1	Overview of Wireless Standards and Organizations Radio Frequency Fundamentals
Week 2	Radio Frequency Components, Measurements, and Mathematics
Week 3	Radio Frequency Signal and Antenna Concepts
Week 4	IEEE 802.11 Standards
Week 5	Wireless Networks and Spread Spectrum Technologies
Week 6	Wireless LAN Topologies
Week 7	802.11 Medium Access
Week 8	802.11 MAC Architecture
Week 9	Wireless Devices
Week 10	Network Design, Implementation, and Management
Week 11	WLAN Troubleshooting
Week 12	802.11 Network Security Architecture
Week 13	Wireless Attacks, Intrusion Monitoring, and Policy
Week 14	Radio Frequency Site Survey Fundamentals
Week 15	Site Survey Systems and Devices

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 Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 251 <hr/> *Course Title (30 characters) Electricity and Electronics <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;">5/1/2009</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> <input type="checkbox"/> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10/14/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">11/19/09</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 style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	5/1/2009	Graduate Council*	NA	<i>Is this a SACS Substantive Change?</i> <input type="checkbox"/> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/19/09	General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	NA
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Update course description, including discussion on the characteristics of AC-DC, deleting rectification and adding sources. A. 2. Effective date: (Example: Fall 2001) Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: The catalog description change serves to maintain the course as a survey of electricity and electronics, and is based on discussions within the curriculum 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 II. Recording Data for New, Revised, or Dropped 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.)

EET 251 Electricity and Electronics. (3) I, II. Prerequisite: Grade of at least "C" in MAT 095 or a minimum math ACT score of 18 or a minimum SAT math score of 490. Principles of basic electricity, circuit operation, and electronics. Topics include electrical components, measurements, power, ~~properties~~ characteristics of AC-DC, basic circuit laws, circuit simulation, magnetism, energy conversion, and ~~rectification~~ sources. 2 Lec/2 Lab.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EET	251	Summer 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Cip Code (first two digits only)				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name: <u>Technology</u> College: <u>Business and Technology</u> *Course Prefix & Number: <u>EET 252</u> *Course Title (30 characters): <u>Digital Electronics</u> *Program Title: _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>5/1/2009</u></td> <td>Graduate Council*</td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;"><u>10/14/2009</u></td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;"><u>11/19/09</u></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Faculty Senate**</td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Board of Regents**</td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;"><u>NA</u></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	<u>5/1/2009</u>	Graduate Council*	<u>NA</u>	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	<u>10/14/2009</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	<u>11/19/09</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>
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Departmental Committee	<u>5/1/2009</u>	Graduate Council*	<u>NA</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.) Update course description, adding discussion on number system and demultiplexers. Move discussion on memory systems, and microcomputer systems to EET 253 (Microprocessor Control Systems). Delete "are covered in a combination of lecture, demonstration, and laboratory," from the course description.	
A. 2. Effective date: (Example: Fall 2001) Summer 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Discussion of number systems and devices commonly used with digital systems. Advanced digital topics such as memory and computer system organization are being moved to EET 253. Reduction in the number of words used in the course description to conform to the 35 word limit, with minimum impact on the course content.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

EET 252 Digital Electronics. (3) I, II. Prerequisite: grade of at least "C" in MAT 090 or equivalent.
A survey of digital electronics fundamentals and applications. Topics include number systems, digital Digital mathematics, logic families, logic gates, multiplexers, demultiplexers, comparators, counters, decoders, displays, and converters, ~~memory systems, and microcomputer systems are covered in a combination of~~ lecture, demonstration, and laboratory. 2 Lec/2 Lab.

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EET	252	Summer 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			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 _____		
Co-Requisites and Prerequisites **See definitions on following page**				
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)				
Course Prefix and No.				
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)				
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
Equivalent Course(s): (credit not allowed with; or formerly:)				
Course Prefix and No.				
Course Prefix and No.				
Course Prefix and No.				

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 253 <hr/> *Course Title (30 characters) Microprocessor Systems <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	5/1/2009	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	10/14/2009	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
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 name to "Microprocessor Control Systems", adding "control" to the name. Offer course in alternate semesters. Update pre-requisites to include EET 251. Change EET 252 from co- requisite to pre-requisite. Update course description to include content from the EET 254 course, related to microcontroller based systems, in an electro-mechanical project environment. Delete "desktop and process," and expand discussion to general memory systems, ports, and interfacing of I/O devices. Delete "are covered in the laboratory," from the course description.	
A. 2. Effective date: (Example: Fall 2001) Summer 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Increased emphasis on advanced digital electronics topics including microcontrollers, memory and computer based control of electro-mechanical devices. The changes are based on discussions by the computer electronics curriculum committee. Reduction in the number of words used in the course description to conform to the 35 word limit, with minimum impact on the course content.	

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

Personnel Impact:

None

Operating Expenses Impact:

None

Equipment/Physical Facility Needs:

None

Library Resources:

None

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

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

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

EET 253 Microprocessor Control Systems. (3) ~~I, II~~ A. Prerequisite/Corequisite: EET 251 and 252.
The operation and application of ~~the~~ microprocessor-based ~~in desktop and process~~ control systems in
electro-mechanical project environments. Topics include data ~~Data~~, address, and control signals; memory
expansion; software; interfacing digital and analog devices; input and output ports; power control interface;
and data communications ~~are covered in the laboratory.~~ 2 Lec/2 Lab.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EET	253	Summer 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Cip Code (first two digits only)				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Prerequisite/Corequisite: EET <u>251 and 252</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"/> 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 Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 257 <hr/> *Course Title (30 characters) Circuits and Electronic Devices <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	5/1/2009	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	10/14/2009	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Update name to "Electronic Devices and Circuits." Offer course in alternate semesters. Update course description deleting "electrical circuits and theorems," focusing attention on the different types of electronic circuits and devices through laboratory activities and demonstration.	
A. 2. Effective date: (Example: Fall 2001) Summer 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: The name change and updates in content reflect the emphasis of the EET 257 course on electronic devices and circuits, and are based on recommendations of the curriculum 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 II. Recording Data for New, Revised, or Dropped 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.)

EET 257 ~~Circuits and Electronic Devices~~ and Circuits. (3) ~~I, II~~ A. Prerequisite: EET 251.
~~Electrical circuits and theorems. A~~ An technical analysis of the characteristics of solid state devices and the common circuits that utilize these devices. Emphasis on problem solving supplemented by laboratory activities and demonstration ~~analysis~~ of electronic circuits and devices. 2 Lec/2 Lab.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EET	257	Summer 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 302 <hr/> *Course Title (30 characters) PC Troubleshooting & Construction <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	5/1/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	11/19/09
College Curriculum Committee	10/14/2009	Approved <u>x</u> Disapproved _____	11/19/09
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 prefix to NET. Update course description to include discussion of "modern operating systems."
 Delete "are covered in a combination of lecture, demonstration, and laboratory," from course description. Include a computer applications course as pre-requisite for the course.

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

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

B. The justification for this action:
 Prefix of major program changed to "NET" based on recommendations of the curriculum and advisory committees.
 Reduction in the number of words used in the course description to conform to the 35 word limit, with minimum impact on the course content.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

EET NET 302 PC Troubleshooting & Construction. (3) I, II. Formerly EET 302. Prerequisite: TEC 161 or CSC 104 or CIS 212 or equivalent. ~~This course covers the construction~~ Construction, operation and troubleshooting of microprocessors, system memory, computer architecture, video types, monitors, hard drives, mice, cabling, notebook computers and printers, ~~as they relate to the running of current modern~~ operating systems, and application programs. Building of computer systems to specific to user requirements are covered in a combination of lecture, demonstration, and laboratory. 2 Lec/2 Lab.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NET EET	302	Summer 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Cip Code (first two digits only)				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			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>TEC 161 or CSC 104 or CIS 212 or equivalent</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>Formerly EET 302.</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form
(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 Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 303 <hr/> *Course Title (30 characters) LANs & PC Communications <hr/> *Program Title (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	5/1/2009	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	10/14/2009	Approved x Disapproved	11/19/09
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 prefix to NET. Offer course in fall and spring semesters. Including discussion on configuring and managing computer based communications. Delete "This course provides the participant with basic information on installing," from the course description. Include a computer applications course as an additional pre-requisite for the course.

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

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

B. The justification for this action:
 Prefix of major program changed to "NET" based on recommendations of the curriculum and advisory committees. Reduction in the number of words used in the course description to conform to the 35 word limit, with minimum impact on the course content.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

New or Revised* Catalog Text

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

EET NET 303 LANs & PC Communications. (3) A I, II. Formerly ~~EET 303~~. Prerequisite: TEC 161 or CSC 104 or CIS 212 or equivalent and a Grade grade of at least "C" in MAT 095 or a minimum math ACT score of 18 or a minimum SAT math score of 490. ~~This course provides the participant with basic information on installing~~ Installing, configuring, managing, and troubleshooting and using microcomputer network and computer systems communications and local area network hardware and software. 2 Lec/2 Lab

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

Course prefix (3 letters) EET NET	Course Number (3 Digits) 303	Effective Term (Example: Fall 2001) Summer 2010	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* TECH
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. _____ (TEC 161 or CSC 104 or CIS 212 or equivalent) and a (Grade grade of at least “C” in MAT 095 or a minimum math ACT score of 18 or a minimum SAT math score of 490).

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____ Formerly EET 303

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 343 <hr/> *Course Title (30 characters) Network Switches & Routers <hr/> *Program Title (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	5/1/2009	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	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/19/09
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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change course prefix to NET along with prefix of major pre-requisite. Offer course in alternate semesters. Editorial changes in course description. Include CIS 375 as a pre-requisite for the course.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p> <hr/> <p>B. The justification for this action: Prefix of major program changed to "NET" based on recommendations of the curriculum and advisory committees.</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>

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

EET NET 343 Network Switches & Routers. (3) I A. Formerly EET 343. Prerequisite: ~~EET NET 303~~ or CIS 375. ~~This course covers~~ Cisco internetworking, switching, IOS, routing, VLAN's, access lists, and WAN protocols are covered in a combination of lecture, demonstration, and laboratory. 2 Lec/2 Lab.

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

Course prefix (3 letters) EET NET	Course Number (3 Digits) 343	Effective Term (Example: Fall 2001) Summer 2010	College/Division: AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* TECH
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.	<u>EET NET 303 or CIS 375</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>Formerly EET 343</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form
(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 Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 349 <hr/> *Course Title (30 characters) Applied Learning in CET/CEN <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;">5/1/2009</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10/14/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">11/19/09</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 style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	5/1/2009	Graduate Council*	NA	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/19/09	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	5/1/2009	Graduate Council*	NA																											
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs																												
College Curriculum Committee	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/19/09																											
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 prefix to NET, and title to "Applied Learning in NET," deleting "CET/CEN" from the existing course name. Offer course in both fall and spring semesters. Update course description deleting references to Computer Electronics Technology (CET) and Computer Electronic Networking (CEN). A. 2. Effective date: (Example: Fall 2001) Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Prefix of major program changed to "NET" based on recommendations of the curriculum and advisory committees. Reduction in the number of words used in the course description to conform to the 35 word limit, with minimum impact on the course content.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

EET NET 349 Applied Learning in CET/CEN NET (1-8) I, II Formerly EET 349. Prerequisite: Grade of at least "C" in MAT 095 or a minimum math ACT score of 18 or a minimum SAT math score of 490. Work under faculty and field supervisors in placements related to academic studies in ~~Computer Electronics Technology (CET) or Computer Electronic Networking (CEN)~~. Transfer students must have completed at least 12 hours of coursework at EKU. A minimum of 80 hours work required for each academic credit.

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

Course prefix (3 letters) EET NET	Course Number (3 Digits) 349	Effective Term (Example: Fall 2001) Summer 2010	College/Division: AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* TECH
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*	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 EET 349</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form
(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 Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 349A-N <hr/> *Course Title (30 characters) Cooperative Study: CET/CEN <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;">5/1/2009</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> <input type="checkbox"/> Yes**** <input checked="" type="checkbox"/> No </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10/14/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">11/19/09</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 style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	5/1/2009	Graduate Council*	NA	<i>Is this a SACS Substantive Change?</i> <input type="checkbox"/> Yes**** <input checked="" type="checkbox"/> No		Council on Academic Affairs		College Curriculum Committee	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/19/09	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>																											
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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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change course prefix to NET, and title to "Applied Learning in NET," deleting "CET/CEN" in the existing course name. Offer course in both fall and spring semesters. Update course description deleting references to Computer Electronics Technology (CET) and Computer Electronic Networking (CEN).</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>
<p>B. The justification for this action: Prefix of major program changed to "NET" based on recommendations of the curriculum and advisory committees. Reduction in the number of words used in the course description to conform to the 35 word limit, with minimum impact on the course content.</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.)

EET NET 349 A-N Cooperative Study: ~~CET/CEN NET (1-8) I, II.~~ Formerly EET 349 A-N. Prerequisite: departmental approval, sophomore (30-59 hours) or higher standing and minimum of 2.0 GPA. Work under faculty and field supervisors in placements related to academic studies in ~~Computer Electronics Technology (CET) or Computer Electronic Networking (CEN).~~ 1-8 credit hours/ ~~per semester or summer.~~ Transfer students must have completed at least 12 hours of coursework at ECU. ~~A minimum of~~ Minimum 80 hours work required per credit hour. ~~for each academic credit.~~

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

Course prefix (3 letters) EET NET	Course Number (3 Digits) 349 A-N	Effective Term (Example: Fall 2001) Summer 2010	College/Division: AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* TECH
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)			Cip Code (first two digits only)	
Work Load (for each schedule type)		Grading Mode*		
		Class Restriction, if any: (undergraduate only)		
		FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

FOR BANNER USE ONLY

Date of data entry _____

Data entry person _____

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Formerly EET 349 A-N
Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

EET 350 Industrial Electronics I. (3) † A. Prerequisite: EET 257. Principles of timing, power control circuitry, transducers, and programmable controllers in commercial and industrial applications. 2 Lec/2 Lab.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EET	350	Summer 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 351 <hr/> *Course Title (30 characters) Programmable Logic Controllers <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	5/1/2009	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	10/14/2009	Approved ^x Disapproved 11/19/09
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.) Include EET 252 as an alternate prerequisite to the existing prerequisite (EET 251). Offer course in alternate semesters. A. 2. Effective date: (Example: Fall 2001) Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Knowledge of digital electronics and related circuits provides an appropriate background for taking EET 351, and is based on discussions within the curriculum 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 II. Recording Data for New, Revised, or Dropped 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.)

EET 351 Programmable Logic Controllers. (3) ~~I, II~~ A. Prerequisite: EET 251 or 252.

The study of programmable logic controllers (PLCs). PLC functioning theory, selection, wiring, and programming. 2 Lec/2 Lab.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EET	351	Summer 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			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. _____ EET 251 or 252

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
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(Complete only the section(s) applicable.)

Part I

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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;">5/1/2009</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10/14/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">11/19/09</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 style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	5/1/2009	Graduate Council*	NA	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/19/09	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	5/1/2009	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.) Change course prefix to NET, along with prefix of major pre-requisite. Offer course in fall and spring semesters. Update course description expanding discussion to include "malware," which includes computer viruses and spyware. Add "Wi-Fi" security. Delete "in a combination of lecture, demonstration, and laboratory," from the course description. Include CIS 375 as a pre-requisite to the course. A. 2. Effective date: (Example: Fall 2001) Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Prefix of major program changed to "NET" based on recommendations of the curriculum and advisory committees. Updates in the course content reflect changes in computer network security as approved by curriculum committee. Reduction in the number of words used in the course description to conform to the 35 word limit, with minimum impact on the course content.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

1. For a new course, provide the catalog text.
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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.)

EET NET 354 Microcomputer & Network Security. (3) A I, II. Formerly EET 354. Prerequisite: ~~EET NET 303 or CIS 375.~~ System Security considerations involved in securing PCs computer systems and networks in a very dynamic environment using appropriate hardware and software. Topics include malware, Computer viruses, encryption, VPNs, ACLs, firewalls, Wi-Fi, and secure protocols. The course includes testing ~~Testing, and configuring, managing and troubleshooting security on in network systems. PCs and networks in a combination of lecture, demonstration, and laboratory.~~ 2 Lec/2 Lab

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EET NET	354	Summer 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			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.	EET NET 303 or CIS 375
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	Formerly EET 354
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 395 <hr/> *Course Title (30 characters) Special Topics in CET/CEN <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	5/1/2009	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
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 prefix to NET. Offer course in alternate semesters. Require "sophomore (30 – 59 hours) or higher standing," and (EET 252 or NET 303), as an additional prerequisite to the existing one of "departmental approval." Update course description replacing references to the Computer Electronics Technology (CET) and Computer Electronic Networking (CEN), with "Network Security & Electronics (NET)." Delete list of possible special topics.	
A. 2. Effective date: (Example: Fall 2001) Summer 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Prefix of major program changed to "NET" based on recommendations of the curriculum and advisory committees. Special topics courses more useful when students are at a sophomore or higher level, and have a better background in computer networking or electronics. Reduction in the number of words used in the course description to conform to the 35 word limit, with reduced impact on the course content.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

EET NET 395 Special Topics in CET/CEN NET. (2-3) A. Formerly EET 395. Prerequisite: Departmental approval, sophomore (30 – 59 hours) or higher standing, and (EET 252 or NET 303) Emerging technologies in the area of Computer Electronics Technology (CET) and Computer Electronic Networking (CEN) Network security and electronics (NET): ~~networking system administration, microcomputers, electronics, hardware, network operating systems, scripting, security, computer industry standard and certifications, will be covered in a combination of lecture, demonstration and laboratory.~~ May be repeated up to a maximum of 9 hours provided subject matter differs each time. Lec/Lab.

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

Course prefix (3 letters) EET NET	Course Number (3 Digits) 395	Effective Term (Example: Fall 2001) Summer 2010	College/Division: AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* TECH
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*	Class Restriction, if any: (undergraduate only) FR _____ JR <input checked="" type="checkbox"/> SO <input checked="" type="checkbox"/> SR <input checked="" type="checkbox"/>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	Departmental approval, <u>sophomore (30 – 59 hours) or higher standing, and (EET 252 or NET 303)</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>Formerly EET 395.</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form
(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 Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 399 <hr/> *Course Title (30 characters) CET Capstone Project <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;">5/1/2009</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> <input type="checkbox"/> Yes**** <input checked="" type="checkbox"/> No </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">11/19/09</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10/14/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	5/1/2009	Graduate Council*	NA	<i>Is this a SACS Substantive Change?</i> <input type="checkbox"/> Yes**** <input checked="" type="checkbox"/> No		Council on Academic Affairs	11/19/09	College Curriculum Committee	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	NA	General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	NA
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	5/1/2009	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.) Change course prefix and prefixes of prerequisites to NET, and name to "Associate Degree Capstone." Update the course description including reference to the capstone course being "at the Associate Degree level." Include content related to "managing a technical project."	
A. 2. Effective date: (Example: Fall 2001) Summer 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Prefix of major program changed to "NET" based on recommendations of the curriculum and advisory committees. Emphasis of capstone project on design and implementation of a technical project.	
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.)

EET NET 399 ~~CET Associate Degree Capstone Project.~~ (3) II. Formerly EET 399. Prerequisite: departmental approval and sophomore (30 – 59 hours) standing with a minimum of 24 semester hours of EET NET coursework completed. A project and research oriented course which serves as a capstone experience at the Associate Degree level for ~~Computer Electronics Technology (CET)~~. The design Design, implementation, analysis, and troubleshooting of electronic and computer technology related systems, and managing a technical project is emphasized.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EET NET	399	Summer 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Cip Code (first two digits only)				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO <u>X</u> _____	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 and sophomore (30 – 59 hours) standing with a minimum of 24 semester hours of <u>EET NET</u> coursework completed.
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 EET 399</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form
(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 Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 403 <hr/> *Course Title (30 characters) Advanced LANs and PC Communication <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	5/1/2009	Graduate Council* NA
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/19/09
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 prefix to NET, along with prefix of major pre-requisite. Offer course in alternate semesters. Update the course description for discussing "common server platforms," and provide students the opportunity to "setup and manage network hardware, operating systems and applications." Include CIS 375 as a pre-requisite for the course.	
A. 2. Effective date: (Example: Fall 2001) Summer 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Prefix of major program changed to "NET" based on recommendations of the curriculum and advisory committees. Need for students to be familiar with advanced networking hardware and software topics being used in professional work environments. Offering the course in alternate semesters better reflects the frequency of its schedule.	
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.)

EET NET 403 Advanced LANs and PC Communication. (3) H A. Formerly ~~EET 403~~. Prerequisite: ~~EET NET 303 or CIS 375~~. This course will cover installation, configuration, troubleshooting and maintaining common server platforms. The participants will be given the opportunity to setup and manage ~~run~~ network hardware, operating systems and applications ~~server operating systems with Ethernet hardware~~. 2 Lec/2 Lab.

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

Course prefix (3 letters) EET NET	Course Number (3 Digits) 403	Effective Term (Example: Fall 2001) Summer 2010	College/Division: AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* TECH
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*	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. _____ EET NET 303 or CIS 375

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____ Formerly EET 403.

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 440 <hr/> *Course Title (30 characters) Fiber-optics & Communications <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;">5/1/2009</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> <input type="checkbox"/> Yes**** <input checked="" type="checkbox"/> No </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10/14/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">11/19/09</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 style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	5/1/2009	Graduate Council*	NA	<i>Is this a SACS Substantive Change?</i> <input type="checkbox"/> Yes**** <input checked="" type="checkbox"/> No		Council on Academic Affairs		College Curriculum Committee	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/19/09	General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	NA
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Departmental Committee	5/1/2009	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.)
 Change course prefix to NET, along with prefixes of relevant major pre-requisites. Editorial changes in course description. Delete "Design, simulation and implementation of communication circuits in a combination of lecture, demonstration, and laboratory," from the course description. Delete EET 251 as a pre-requisite for the course, and add pre-requisite of PHY 101 for the course.

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

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

B. The justification for this action:
 Prefix of major program changed to "NET" based on recommendations of the curriculum and advisory committees. Course description updated for clarity as approved by the curriculum committee. Reduction in the number of words used in the course description to conform to the 35 word limit, with minimum impact on the course content. EET 251 is a pre-requisite for EET 257. The physics pre-requisite will provide students with supporting information for understanding communication systems.

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.)

EET NET 440 Fiber-optics & Communications. (3) A. ~~Formerly EET 440.~~ Prerequisite: (MAT 108 or higher), (PHY 101), ~~EET 254~~ and EET 257. Principles of communication over fiber and other wired/wireless media; digital ~~Digital~~ and analog data transmission; modulation ~~Modulation~~ and multiplexing of data. ~~Functioning of various fiber optic~~ Communication system components, safety ~~Safety~~, testing and troubleshooting of ~~single and multi-mode~~ fiber-optic and communication systems. ~~Design, simulation and implementation of communication circuits in a combination of lecture, demonstration, and laboratory.~~ 2 Lec/2 Lab.

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

Course prefix (3 letters) EET NET	Course Number (3 Digits) 440	Effective Term (Example: Fall 2001) Summer 2010	College/Division: AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* TECH
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)			Cip Code (first two digits only)	
Work Load (for each schedule type)		Grading Mode*		
		Class Restriction, if any: (undergraduate only)		
		FR _____ JR _____ SO _____ SR _____		
		<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>		
		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.	(MAT 108 or higher), (PHY 101), EET 254 and EET 257
Course Prefix and No.	

Test Scores

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

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

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

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

Course Prefix and No.	Formerly EET 440.
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form
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(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 Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 452 <hr/> *Course Title (30 characters) Electrical Power & Drives <hr/> *Program Title (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	5/1/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> <input checked="" type="checkbox"/> Yes*** <input type="checkbox"/> No		Council on Academic Affairs	
College Curriculum Committee	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	11/19/09
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.) Offer course in alternate semesters. Delete "are covered in a combination of lecture, demonstration, and laboratory," from the course description. Delete EET 251 as a pre-requisite for the course, and add pre-requisite of PHY 101 for the course.	
A. 2. Effective date: (Example: Fall 2001) Summer 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: As an elective course in the major, offering EET 452 in alternate semesters better reflects the frequency of its schedule. Reduction in the number of words used in the course description to conform to the 35 word limit, with minimum impact on the course content. The physics pre-requisite will provide students with supporting information for understanding energy concepts.	
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.)

EET 452 Electrical Power & Drives. (3) # A. Prerequisites: (MAT 108 or higher), (PHY 101), ~~EET 254~~ and EET 257. Principles of electromagnetic induction as applied to the generation, distribution, conversion, control, and measurement of electrical power. Analysis of the electronics used for electrical drives ~~controlling machinery and computer systems~~. Installation, programming and maintenance of digital drives ~~are covered in a combination of lecture, demonstration, and laboratory~~. 2 Lec/2 Lab.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EET	452	Summer 2010	AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	TECH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			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.	(MAT 108 or higher), (PHY 101), EET 254 and EET 257
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business and Technology <hr/> *Course Prefix & Number EET 499 <hr/> *Course Title (30 characters) CEN Capstone Project <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;">5/1/2009</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****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10/14/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td></td> <td style="text-align: center;">11/19/09</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	5/1/2009	Graduate Council*		NA	<i>Is this a SACS Substantive Change? Yes****</i> <input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/>		Council on Academic Affairs			College Curriculum Committee	10/14/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>		11/19/09	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	5/1/2009	Graduate Council*		NA																																	
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<p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs *** Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>																																					

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change course prefix to NET and name to "Senior" Capstone, deleting "CEN" and "project" from the name. Update the course description to include references to the capstone experience at the "Bachelor Degree level" program. Include content related to "managing a technical project." A. 2. Effective date: (Example: Fall 2001) Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Prefix of major program changed to "NET" based on recommendations of the curriculum and advisory committees. Emphasis of capstone project on design and implementation of a technical project.	
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.)

EET NET 499 CEN Senior Capstone Project. (3) II. Formerly EET 499. Prerequisite: Departmental approval and senior (90 hours or more) standing. A project and research oriented course which serves as a capstone experience ~~for Computer Electronic Networking (CEN) at the Bachelor Degree level.~~ The design Design, implementation, analysis, and troubleshooting of networking, computers and electronics technology related systems, and managing a technical project is emphasized.

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

Course prefix (3 letters) EET <u>NET</u>	Course Number (3 Digits) 499	Effective Term (Example: Fall 2001) Summer 2010	College/Division: AS _____ JS _____ BT <input checked="" type="checkbox"/> _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* TECH
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*	Class Restriction, if any: (undergraduate only) 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 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 and senior (90 hours or more) standing
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 EET 499.</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business & Technology <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Computer Electronic Networking (B.S.) <hr/> (Major <input checked="" type="checkbox"/> , Option <input type="checkbox"/> ; Minor <input type="checkbox"/> ; or Certificate <input type="checkbox"/>) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	5/1/2009	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	10/14/2009	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate** 11/30/09
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: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

1. Change name of major program from "Computer Electronic Networking" to "Network Security & Electronics," and update prefix of program to "NET," and CIP code to 15.1299. The networking and security related major courses will use NET.
2. Expand selection of Computer Science classes to include three hours of higher level courses beyond CSC160, not restricted to CSC 177(Visual Basic) or CSC 190(Intro. to C++).
3. Expand selection of Mathematics courses to include MAT 124 (Calculus I).
4. Expand selection of general education physical science laboratory courses to include 7 hours of PHY 101 (Conceptual Physics) and CHE 101/107 (Chemistry in Everyday Life/Intro. Chemistry lab) or higher courses in standard general education block IVB.
5. Drop QMB 200 (Business Statistical I) from the list of alternate Statistics classes.
6. Reduce requirement of 4 hours of upper-division electives to 2 hours of upper-division electives. Reduce overall free electives from 9 hours to 5-6 hours, and major requirements from 42 to 40 hours.
7. Change prefixes of computer networking and security related classes in the updated Network Security & Electronics major from "EET" to "NET," while retaining the EET prefix for Electricity and Electronics Technology related courses.
8. Make NET 354 (Microcomputer & Network Security, formerly EET 354), a required course in the major. At present EET 354 is an elective in the major. Move EET 351 (Programmable Logic Controllers) and EET 452 (Electrical power & drives) into the block of technical electives.
9. Drop EET 254 (Machine Language for Microcontrollers) from the list of required major classes and add NET 454 (WAN/Wireless Security) as a required major class.

10. Decrease number of hours in program from 128 to 120.

11. Require taking of at least one advisor approved computer networking, security, electronics, or related technology certification or license exam.
12. Change prefix of supporting classes related to Industrial Technology (INT) to Applied Engineering Management (AEM).

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

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

B. The justification for this action:

1. The increased need regionally and nationally for skilled technology professionals who can manage and secure networks systems has caused the curriculum committee to gradually increase emphasis in the BS program to include security of wired and wireless computer networking systems. Results of an EKU funded grant which permitted graduating students to write an internationally recognized professional networking certification exam revealed the need for additional security coursework in the curriculum. These courses have been offered as special topics courses by the major, and there is a need for integrating security at all levels of the curriculum. The computer electronics programs advisory committee strongly recommends computer and network security be an integral part of the program, and the updated name of the program "Network Security & Electronics," along with the "NET" prefix associated with the computer networking and security classes reflects this. The earlier CIP code 15.0301 is no longer in use. Update the CIP code for the NET program to 15.1299 for Computer Engineering Technologies/Technicians, Other. This code represents the content related to computer network hardware/software, security and electronics technology that will be covered in the revised NET curriculum.
2. Three hours of higher level Computer Science courses, including upper division courses beyond CSC160 (Intro. to programming) will permit students to take appropriate web based programming and database related courses. Also, this provides greater flexibility in course selection.
3. The addition of a Calculus course (MAT 124) will make the Calculus requirements consistent with existing supporting calculus requirements in the major (MAT 211 or MAT 261). As per the undergraduate catalog, students who have credit for MAT 124 are not awarded credit for MAT 211 or MAT 261. This will ease transfer coursework as well.
4. Expanding selection of physical laboratory sciences to include a range of Physics and Chemistry courses based on the recommendation of the departmental curriculum and advisory committees. Existing requirements are 10 hours of PHY131 and PHY 132 (pre-requisite PHY 131). The Association of Technology, Management, and Applied Engineering (ATMAE), formerly National Association of Industrial Technology (NAIT) accreditation guidelines specify 6 or more hours of physical sciences - Physics, Chemistry, etc. Students in the major will benefit by taking physical laboratory science courses including chemistry (CHE 101/107 or higher) for developing an understanding of the physical world. This will reduce supporting course requirements from 46 hours to 43 hours.
5. QMB 200 is rarely used by departmental majors as a pre-requisite for the INT 202 (Quality Control) which is required in the BS program. The curriculum committee recommends General Education Block VII(QS) approved statistics courses STA 215 or STA 270 be used exclusively for this purpose. Overrides into INT 202 will be granted to students with QMB 200 as needed.
6. The overall reduction in free electives from 9 to 5-6 is due to reduction in total credit hours required by the program from 128 to 120. The reduction in 4 hours of upper-division electives to 2 is due to the addition of a proposed upper-division required major class NET454, and reduction of required upper-division hours from 43 to 42, while also reducing 2 hours of upper-division major requirements. ATMAE accreditation standards specify a minimum of 0 credit hours for electives. The accreditation guidelines also specify up to 36 technical (major) hours for a 120 hour degree program. Accordingly the major hours are being reduced from 42 to 40 hours. This includes 4 upper-division hours that can be taken entirely for co-operative education, reducing the technical hour requirement to 36. Opportunities for student to participate in co-operative education, when available, are strongly encouraged by the curriculum and advisory committees.
7. Following discussions in both the computer electronics curriculum committee and the advisory committees, the unanimous recommendation was to change the prefix of the program, and of major courses for emphasizing the future direction of the major. The "NET," prefix change for classes related to computer networking and security reflects this, while retaining the EET prefix for electricity and electronics related major courses.
8. Including NET 354 (Microcomputer & network security, formerly EET 354) as a major requirement has been strongly supported by the computer electronics advisory and curriculum committees. The 2006-07 EKU assessment grant for validating the departmental exit exam based on professional certification exams indicated that student performance in networking concepts and security needed to be strengthened. The automation, control and power related courses EET351 and EET452 will serve as technical electives for the major.
9. The essentials of microcontroller hardware and programming covered in EET254 will be migrated into EET253 (Microprocessor Systems) with the course description revision to reflect these changes. The integration of the microprocessor and microcontroller courses will enable students to learn about real-time control using embedded controllers and mechatronics. NET454 is a new course related to WAN/Wireless security, and will equip students with the knowledge and skills needed for managing and securing enterprise level networking systems. The departmental advisory committee endorses inclusion of content in the computer and networking security area at all levels of the curriculum.
10. The reduction in total number of hours needed for completing the program from 128 to 120 will make this requirement consistent across the technology department, without affecting any of the major, supporting or general education course requirements. Only the number of free electives will be impacted by reducing these to 3-4 credit hours. Updated national accreditation guidelines for technology programs permit 0 credit hours of free electives, and the change exceeds this accreditation requirement, while still permitting students some flexibility in selection of electives. The reduction to 120 credit hours will encourage transfers from the Kentucky Community and Technical College System (KCTCS) in a streamlined 2+2 format.
11. An increased emphasis in the profession on certifications related to field of computer networking, security, and electronics are valued by potential employers. External validation of student proficiency in technical areas and the opportunity for students to advance professionally by continuing education in the form of certifications and licensure will also be achieved.

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

Personnel Impact:

None

Operating Expenses Impact:

None

Equipment/Physical Facility Needs:

None

Library Resources:

None

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

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

New or Revised* Program Text

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

~~Computer Electronic Networking~~ Network Security & Electronics (B.S.)

CIP Code: ~~15.0301.01~~ 15.1299

University Requirement	1 hour
BTO 100	
General Education Requirements	30 hours
Standard General Education program, excluding blocks II, IVB, VB, VII (NS), and VIII (6 hours). Refer to Section Four of this Catalog for details on the General Education and University requirements.	
Supporting courses	46 <u>43-44</u> hours
CSC 160 and <u>3</u> hours of higher CSC courses (CSC 177 or 190); ECO 230, MAT 108 and (<u>124(4) or 211 or 261</u>), AEM INT 202, 310, 406, 408; (<u>PHY 101</u>) and (<u>CHE 101, CHE 107(1) or higher</u>) in general education block IVB PHY 131(5), 132(5); STA 215 or STA 270 or QMB 200 ; TEC 161; and 3 upper division hours of ACC*, <u>AEM*</u> , CCT*, CIS*, FIN*, GBU*, INS*, INT* , MGT*, MKT*, <u>or QMB*</u> , or RST* , electives as approved by major advisor.	
Free Electives	<u>9</u> 5-6 hours
(A minimum of 4 <u>2</u> semester hours must be Upper Division Courses including Cooperative Education)	
Major Requirements	42 <u>40</u> hours
EET 251, 252, 253, 254 , 257, NET 302, 303, 343, <u>354</u> 354 , (403 or 452), 440, <u>454</u> , 499, Select 6 <u>4</u> hours from EET <u>NET</u> 349, <u>395</u> , <u>EET 351</u> 354 , <u>452</u> , 395 .	
Total Curriculum Requirements	128 120 hours

The Department of Technology's Computer Electronic Networking degree program has an articulation agreement for transfer of credit and cooperation with Bluegrass Community and Technical College's (formerly Lexington Community College) Associate in Applied Science Degree in Engineering Technology with Electrical Specialization.

*Prerequisite may be required for some course selections.

Students must take at least one computer systems, networking, security, electronics, or telecommunications technology certification or license approved by the advisor.

Students must take a Computer Electronic Networking exit examination before graduation.

Graduates must have an overall GPA of 2.25 in major requirements.

The Computer Electronic Networking program is accredited by the Association of Technology, Management and Applied Engineering (ATMAE) ~~National Association of Industrial Technology (NAIT)~~.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Technology <hr/> College Business & Technology <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Technology (A.A.S.) (Major __, Option <input checked="" type="checkbox"/> ; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 5/1/2009 & 10/2/2009	<u>Date</u> N/A
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
College Curriculum Committee	10/14/2009	11/19/09
General Education Committee*	N/A	Faculty Senate** 11/30/09
Teacher Education Committee*	N/A	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: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

1. Change prefixes for networking and security related courses in the Computer Electronics and Digital Imaging Design option from "EET," to "NET."
2. Expand selection of Computer Science classes beyond CSC 160 (Intro. to programming) to include three hours of higher level computer science courses, not restricted to CSC 177 (Visual Basic).
3. Expand selection of general education physical science laboratory courses to include PHY 101 (Conceptual physics) courses in standard general education block IVB, not restricted to PHY 131 (College Physics I).
4. Drop EET254 as a requirement for the option and include NET 354 (Microcomputer & network security) formerly EET 354, as a required class.
5. Offer a selection between EET 351 (Programmable Logic Controllers), or NET 395 (Special Topics in NET) formerly EET 395.
6. Reduce the total number of hours in the Computer Electronics option from 44 to 39-40.
7. Change INT prefixes to AEM.
8. Drop INT 238 and 330 from the Quality Assurance option, and add AEM 338 (4) to the option.
9. Add CMS 210 (Public Speaking) as an alternate course to CMS 100 in all AAS degree options.

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

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

B. The justification for this action:

1. Following discussions in both the Computer Electronics curriculum committee and the advisory committees, the unanimous recommendation was to change the prefixes major courses for emphasizing the future direction of the major. The "NET," prefix change for classes related to computer networking and security reflects this, while retaining the EET prefix for electricity and electronics related major courses.
2. Three hours of CSC160 or a higher level computer science course will provide students with greater flexibility in course selection, and ease transfer coursework.
3. Expanding the selection of physical laboratory sciences to include a range of Physics courses based on the recommendation of the departmental curriculum and advisory committees. The Association of Technology, Management, and Applied Engineering (ATMAE), formerly National Association of Industrial Technology (NAIT) accreditation guidelines specify 3 or more hours of physical sciences - Physics, Chemistry, etc. Students in major will benefit by taking physical laboratory science courses including Physics (PHY 101) for developing an understanding of the physical world.
4. The essentials of microcontroller hardware and programming covered in EET 254 will be migrated into EET 253 (Microprocessor Systems) whose course description is being revised to reflect these changes. The integration of the microprocessor and microcontroller courses will enable students to learn about real-time control using embedded controllers and mechatronics. Program accreditation will be unaffected by this change.
5. The automation and control related course EET 351 will serve as a technical elective along with computer and network security course EET 354. Students entering computer electronics and technology related fields often work in fields related to either of these specialized areas. Including computer security concepts in the curriculum has been strongly supported by the computer electronics program advisory and curriculum committees.
6. Dropping EET 254 from the Computer Electronics option, and permitting an expanded selection of physical laboratory science courses from Gen Ed IVB, will reduce the total hours required by the option.
7. Changes with Industrial Technology to Applied Engineering Management.
8. The course AEM 338(Engineered Materials) Testing will consist primarily of material from INT [AEM] 238 (minus plastics testing) and the core of metrology (lab content) of INT [AEM] 330 with syllabus.
9. General education Block IC includes both CMS 100 (Intro. to Human Communication) and CMS210 (Public Speaking).

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.)

Technology (A.A.S.)
 CIP Code: 15.0612

University Requirement	1 hour
BTO 100.	
General Education Requirements	18 hours
ENG 101 and 102 or 105 (6 hours); MAT 107 or higher (3 hours); humanities (3 hours); ECO 230 (3 hours); CMS 100 or 210 (3 hours).	
Option Requirements	39-44 37- 41 hours
Computer Aided Drafting (41 hours)	
CON 303; INT AEM 102, 195, 201, 330, 383, 390, 392, 397; MAT 108; PHY 131 (5); TEC 161, 190.	
Computer Electronics (44 39 hours)	
CSC 160 or 477 higher; <u>EET</u> 251, 252, 253, 254 , 257, <u>NET</u> 302, 303, 343, (<u>EET</u> 351 or <u>NET</u> 354), 399; MAT 108; PHY 131 (5) (<u>PHY</u> 101) in general education block IVB; TEC 161.	
Digital Imaging Design (40 hours)	
ART 100 or 152; CHE 101, 107 (1); CSC 160; EET <u>NET</u> 303; GCM 211, 217, 316, 317, 319; TEC 161, 255, 313, 355.	
Quality Assurance (39-40 37-38 hours)	
CHE 101, 107 (1) or CHE 111, 115 (1); EET 251; INT AEM 201, 202, 238 , 301, 330 , 332, 336, <u>338(4)</u> ; MAT 108; QMB 200 or STA 215 or 270; TEC 161, 190.	
Free Electives	1-6 8 hours
Total Curriculum Requirements	64 hours

Students must take an assessment examination before graduation.