

4-15-2010

Council on Academic Affairs Minutes, Apr 15, 2010

Eastern Kentucky University

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COUNCIL ON ACADEMIC AFFAIRS MINUTES
April 15, 2010

Members Present: Onda Bennett, Ed Davis, Michael Foster, Claire Schmelzer, Benton Shirey, Norman Spain, Sherwood Thompson, Janna Vice

Members Absent: Rich Boyle*, Bob Brubaker*, Steve Byrn, Tina Davis*, Linda Fossen, Verna Freer*, Linda Frost*, Claire Good, DaJuane Harris, E.J. Keeley, Sandra Moore, Jaleh Rezaie, Deborah Whitehouse*
*indicates prior notification

Non-Members Present: Sandy Cain (for Tina Davis), Tammy Cole (for Rich Boyle), Margaret Foote (for Verna Freer), Jerry Pogatshnik (for Jaleh Rezaie)

Dr. Janna Vice called the Council on Academic Affairs to order at 1:03 p.m. on April 15, 2010.

Approval of the Minutes – March 18, 2010

The minutes were approved as distributed.

CURRICULUM ITEMS

Business and Technology

ACTION ITEM – Returning Item from the March 18, 2010, CAA meeting:

Accounting, Finance and Information Systems

New Program

Approved

Minor in Personal Finance

Fall 2010

Justice and Safety

ACTION ITEMS – Returning Items from the March 18, 2010, CAA meeting:

Safety, Security, and Emergency Management

New Programs

Approved

Fire Protection Administration (B.S.)

Fall 2010

Approved

Fire, Protection, and Safety Engineering Technology (B.S.)

Fall 2010

Approved

Fire, Arson, and Explosion Investigation (B.S.)

Fall 2010

Fire and Safety Engineering Technology

New Program

Approved

Occupational Safety (B.S.)

Fall 2010

Safety, Security, and Emergency Management

Program Suspension

Approved

Fire and Safety Engineering Technology Program

Fall 2010

Program Revision

Approved Minor in Fire and Safety Engineering Technology - *Modify the minor to reflect course prefix changes within the fire and safety curriculum.* Fall 2010

New Courses

Approved	FSE 224 Human Behavior in Fire	Fall 2010
Approved	FSE 260 Proving Criminal Acts	Fall 2010
Approved	FSE280 Constitutional Criminal Procedure	Fall 2010
Approved	FSE 330 Principles of Criminal Investigation	Fall 2010
withdrawn	FSE 335 Engineering Mechanics	Fall 2010
Approved	FSE 445 Advanced Structural Fire Protection	Fall 2010
Approved	FSE 480 Industrial Fire Safety	Fall 2010
Approved	FSE 481 Fire Protection Design	Fall 2010
Approved	OSH 495 Senior Capstone	Fall 2010

New Prefix

Change course prefix to OSH for the following courses:

Approved	FSE 200 Applied Fire/Safety Analysis	Fall 2010
	FSE 225 Legal Aspects of Fire and Safety	
	FSE 305 Hazardous Materials	
	FSE 361 Principles of Occupational Safety and Health	
	FSE 362 Principles of Occupational Safety and Health Legislation	
	FSE 366 Hazard Identification and Control	
	FSE 367 Human Factors in Occupational Safety	
	FSE 379 Construction Safety	
	FSE 390 Workers Compensation I	
	FSE 410 System Safety Analysis	
	FSE 412 Safety and Health Program Management	
	FSE 492 Workers Compensation II	
	FSE 349 Applied Learning in Fire and Safety Engineering	
	FSE 349 A-N Cooperative Study: Fire and Safety Engineering	

Homeland Security

New Programs

Approved	Certificate in Emergency Management	Fall 2010
Approved	Certificate in Homeland Security	
Approved	Minor in Emergency Management	

New Courses

Approved	HLS 391 Vulnerability and Risk Assessment	
Approved	HLS 402 Counterintelligence	
Approved	HLS 451 Disaster Preparedness and Response	
Approved	HLS 491 Emergency Planning	
Approved	HLS 495 Homeland Security Colloquium	

Justice and Safety

Department of Safety, Security and Emergency Management (SSEM)

New Courses

Approved	SSE 850 Ergonomics & Human Factors	Fall 2010
Approved	SSE 851 Human Factors/Simple & Complex Systems	Fall 2010
Approved	SSE 852 Ergonomics Process & Practice	Fall 2010
Approved	SSE 853 Applied Research in Ergonomics	Fall 2010

Revised syllabi are pending for each of the above new courses, including updated disability statement. Department will provide syllabi to the Registrar's Office.

New Option

Discussion SSEM Ergonomics Option – *Discussion Item in April, Action Item in May*

New Certificate

Discussion SSEM Ergonomics Certificate - *Discussion Item in April, Action Item in May*

Department of Criminal Justice and Police Studies

New Course

Withdrawn CRJ 823 Social Justice and Music

Health Sciences

Baccalaureate and Graduate Nursing

Course Revision

Approved NSC 340 *Revise to change course offering* Summer 2010
Withdrawn NSC 370 *Remove this course from Block VIII General Education
(Race, Gender, and Sexuality Theme)*

Program Revisions

Approved Post-Master of Science in Nursing Cert. *Revise Post-Master's Admission Certificate* Fall 2010
Approved Post-Master of Science in Nursing Cert. *Change General Information* Fall 2010
Approved MSN Program *Change number 4 of Advanced Nursing practice Outcomes to meet updated
terminology for advanced nursing requirements from an accrediting body* Fall 2010
Approved MSN Program *Change Progression Plan Policy* Fall 2010

Occupational Therapy

Course Revisions

Approved OTS 871 Professional Seminar II *Add language so credit will not be awarded for both OTS 871 and 871S* Summer 2010

Hybrid Course

Approved OTS 871S Professional Seminar II Summer 2010

Arts and Sciences

Anthropology, Sociology, and Social Work

Program Revision

Approved Social Work Minor - *Change social welfare minor requirements.* Fall 2010

Biological Sciences

New Course

Approved BIO 382W Wildlife Population Analysis Fall 2010

Course Drop

Approved BIO 382 Wildlife Population Analysis Fall 2010

Program Revision

Approved Wildlife Management B.S. - *Add BIO 382 W as option to BIO 382 in list of major requirements
("382 or 382 W")* Fall 2010

Government

New Course

Approved POL 320 National Security Strategy Spring 2011

Music

New Courses

Approved MUS 161 Musicianship I Fall 2010
Approved MUS 162 Musicianship II Fall 2010
Approved MUS 261 Musicianship III Fall 2010
Approved MUS 262 Musicianship IV Fall 2010

Program Revision

Approved Bachelor of Music- *Add the following courses to the BM degree, MUS 161, 162, 261, 262* Fall 2010

Psychology

New Course

Approved PSY 857S Intervention with Children and Families Fall 2010

Drop Course

Approved PSY 857 Interventions with Children and Families Fall 2010

Program Revisions

Approved Clinical Psychology M.S. - *Substitute the S version of PSY 857 to fulfill requirements for the M.S. in Clinical Psychology.* Fall 2010

Approved Associate Degree in General Studies (A.G.S.) – *add Psychology Concentration to the program* Fall 2010

Education

Counseling and Educational Psychology

Editorial Revision

Withdrawn COU 881 Internship in Counseling: Elementary, Secondary, or Mental Health – *revise internship hours* 1
Curriculum and Instruction

Course Revision

Approved LIB 769 Instructional Media and Technology - Change number of LIB 769 to LIB 801. LIB 769 is cross-listed with LIB 569, which is dropped. Revise course title. Change course description for new number of the course to reflect current language in education. This course is a requirement for the Library Media Specialist programs. Fall 2010

Course Drop

Approved LIB 569 Instructional Media and Technology Fall 2010

Course Revisions

Approved LIB 301 Children’s Literature - *Revise prerequisites for clarification for students transferring in EDF 203 or equivalent.* Fall 2010

Approved LIB 301S Children’s Literature - *Revise prerequisites for clarification for students transferring in EDF 203 or equivalent.* Fall 2010

Approved ELE 322 Physical Education in the Elementary School - *Revise prerequisites for clarification for students transferring in EDF 203 or equivalent.* Fall 2010

Approved ELE 361 Art in the Elementary Grades P-5 - *Revise prerequisites for clarification for students transferring in EDF 203 or equivalent.* Fall 2010

Approved ELE 362 Music Education for the Classroom Teacher - *Revise prerequisites for clarification for students transferring in EDF 203 or equivalent.* Fall 2010

Approved ELE 365 Health Education P-5 - *Revise prerequisites for clarification for students transferring in EDF 203 or equivalent.* Fall 2010

Approved ELE 445 Foundations of Reading/Language Arts - *Change a prerequisite and add a pre- or co-requisite* Fall 2011

Approved ELE 445W Foundations of Reading/Language Arts - *Change a prerequisite and add a pre- or co-requisite* Fall 2011

Approved EMG 445 Foundations of Reading/Language Arts - *Change a prerequisite and add a pre- or co-requisite* Fall 2011

Approved EMG 445W Foundations of Reading/Language Arts - *Change a prerequisite and add a pre- or co-requisite* Fall 2011

Hybrid Course

Approved EMG 494W English/Communication in the Middle Grades Fall 2010

Program Revisions

Approved MAEd – Library Science - *Revise the Master of Arts in Education - Library Science program to change LIB 769 to LIB 801* Fall 2011

Approved Rank I – Library Science - *Revise the program to change LIB 769 to LIB 801* Fall 2011

ACTION ITEMS

- | | | |
|----------|--|-------------------------|
| Approved | 1. Clarification of Credit/Non-Credit Coursework, <i>Catalog</i> Revision | Office of the Registrar |
| Approved | 2. Progressive Admissions Plan | Office of the Provost |
| Approved | 3. General Studies B.A. Degree, <i>Catalog</i> Revision
<i>-Add language clarifying General Studies B.A. as a first degree, not as a concurrent or secondary degree</i> | Office of the Registrar |
| Approved | 4. Baccalaureate Degree Requirements <i>Catalog</i> Revision
<i>-Approved as Amended</i> | Office of the Registrar |

DISCUSSION ITEMS

- | | |
|--|-------------------------|
| 1. Revision of 4.1.14P Final Examinations Policy
<i>Presented by Dr. Sherry Robinson. The Drafting Team will discuss possible edits before this item returns for vote in the May CAA meeting.</i> | Office of the Provost |
| 2. Associate Degree in General Studies (A.G.S.), <i>Catalog</i> Revision
<i>Returning for action in the May CAA meeting.</i> | Office of the Registrar |

The Council on Academic Affairs was adjourned at 3:26 p.m.

COUNCIL ON ACADEMIC AFFAIRS AGENDA

April 15, 2010

1. Call to Order
 2. Approval of the Minutes – March 18, 2010
-

Curriculum Items

Business and Technology

ACTION ITEM – Returning Item from the March 18, 2010, CAA meeting:

Accounting, Finance and Information Systems

New Program

Minor in Personal Finance

Justice and Safety

ACTION ITEMS – Returning Items from the March 18, 2010, CAA meeting:

Safety, Security, and Emergency Management

New Programs

Fire Protection Administration (B.S.)

Fire, Protection, and Safety Engineering Technology (B.S.)

Fire, Arson, and Explosion Investigation (B.S.)

Fire and Safety Engineering Technology

New Program

Occupational Safety (B.S.)

Safety, Security, and Emergency Management

Program Suspension

Fire and Safety Engineering Technology Program

Program Revision

Minor in Fire and Safety Engineering Technology - *Modify the minor to reflect course prefix changes within the fire and safety curriculum.*

New Courses

FSE 224 Human Behavior in Fire

FSE 260 Proving Criminal Acts

FSE280 Constitutional Criminal Procedure

FSE 330 Principles of Criminal Investigation

FSE 335 Engineering Mechanics

FSE 445 Advanced Structural Fire Protection

FSE 480 Industrial Fire Safety

FSE 481 Fire Protection Design

OSH 495 Senior Capstone

New Prefix

Change course prefix to OSH for the following courses:

FSE 200 Applied Fire/Safety Analysis

FSE 225 Legal Aspects of Fire and Safety
 FSE 305 Hazardous Materials
 FSE 361 Principles of Occupational Safety and Health
 FSE 362 Principles of Occupational Safety and Health Legislation
 FSE 366 Hazard Identification and Control
 FSE 367 Human Factors in Occupational Safety
 FSE 379 Construction Safety
 FSE 390 Workers Compensation I
 FSE 410 System Safety Analysis
 FSE 412 Safety and Health Program Management
 FSE 492 Workers Compensation II
 FSE 349 Applied Learning in Fire and Safety Engineering
 FSE 349 A-N Cooperative Study: Fire and Safety Engineering

Homeland Security

New Programs

Certificate in Emergency Management
 Certificate in Homeland Security
 Minor in Emergency Management

New Courses

HLS 391 Vulnerability and Risk Assessment
 HLS 402 Counterintelligence
 HLS 451 Disaster Preparedness and Response
 HLS 491 Emergency Planning
 HLS 495 Homeland Security Colloquium

Justice and Safety

Department of Safety, Security and Emergency Management (SSEM)

New Courses

SSE 850 Ergonomics & Human Factors
 SSE 851 Human Factors/Simple & Complex Systems
 SSE 852 Ergonomics Process & Practice
 SSE 853 Applied Research in Ergonomics

New Option

SSEM Ergonomics Option – *Discussion Item in April, Action Item in May*

New Certificate

SSEM Ergonomics Certificate - *Discussion Item in April, Action Item in May*

Department of Criminal Justice and Police Studies

New Course

CRJ 823 Social Justice and Music

Health Sciences

Baccalaureate and Graduate Nursing

Course Revision

NSC 340	<i>Revise to change course offering</i>	2
NSC 370	<i>Remove this course from Block VIII General Education (Race, Gender, and Sexuality Theme)</i>	4

Program Revisions

Post-Master of Science in Nursing Cert.	<i>Revise Post-Master's Admission Certificate</i>	6
Post-Master of Science in Nursing Cert.	<i>Change General Information</i>	7
MSN Program	<i>Change number 4 of Advanced Nursing practice Outcomes to meet updated</i>	8

MSN Program	<i>terminology for advanced nursing requirements from an accrediting body Change Progression Plan Policy</i>	9
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Occupational Therapy

Course Revisions		
OTS 871 Professional Seminar II	<i>Add language so credit will not be awarded for both OTS 871 and 871S</i>	11
Hybrid Course		
OTS 871S Professional Seminar II		13

Arts and Sciences

Anthropology, Sociology, and Social Work

Program Revision		
Social Work Minor - <i>Change social welfare minor requirements.</i>		ANSW 1

Biological Sciences

New Course		
BIO 382W Wildlife Population Analysis		BIOS 1
Course Drop		
BIO 382 Wildlife Population Analysis		BIOS 12
Program Revision		
Wildlife Management B.S. - <i>Add BIO 382 W as option to BIO 382 in list of major requirements (“382 or 382 W”)</i>		BIOS 13

Government

New Course		
POL 320 National Security Strategy		GOVN 1

Music

New Courses		
MUS 161 Musicianship I		MUSC 1
MUS 162 Musicianship II		MUSC 12
MUS 261 Musicianship III		MUSC 23
MUS 262 Musicianship IV		MUSC 30
Program Revision		
Bachelor of Music- <i>Add the following courses to the BM degree, MUS 161, 162, 261, 262</i>		MUSC 38

Psychology

New Course		
PSY 857S Intervention with Children and Families		PSYC 1
Drop Course		
PSY 857 Interventions with Children and Families		PSYC 24
Program Revisions		
Clinical Psychology M.S. - <i>Substitute the S version of PSY 857 to fulfill requirements for the M.S. in Clinical Psychology.</i>		PSYC 25
Associate Degree in General Studies (A.G.S.) – <i>add Psychology Concentration to the program</i>		PSYC 27

Education

Counseling and Educational Psychology

Editorial Revision		
COU 881 Internship in Counseling: Elementary, Secondary, or Mental Health – <i>revise internship hours</i>		1

Curriculum and Instruction

Course Revision

LIB 769 Instructional Media and Technology - Change number of LIB 769 to LIB 801. LIB 769 is cross-listed 4
with LIB 569, which is dropped. Revise course title. Change course description for new number of the course
to reflect current language in education. This course is a requirement for the Library Media Specialist
programs.

Course Drop

LIB 569 Instructional Media and Technology 18

Course Revisions

LIB 301 Children's Literature - *Revise prerequisites for clarification for students transferring in* 20
EDF 203 or equivalent.

LIB 301S Children's Literature - *Revise prerequisites for clarification for students transferring in* 23
EDF 203 or equivalent.

ELE 322 Physical Education in the Elementary School - *Revise prerequisites for clarification for* 26
students transferring in EDF 203 or equivalent.

ELE 361 Art in the Elementary Grades P-5 - *Revise prerequisites for clarification for students transferring* 29
in EDF 203 or equivalent.

ELE 362 Music Education for the Classroom Teacher - *Revise prerequisites for clarification for* 32
students transferring in EDF 203 or equivalent.

ELE 365 Health Education P-5 - *Revise prerequisites for clarification for students transferring in* 35
EDF 203 or equivalent.

ELE 445 Foundations of Reading/Language Arts - *Change a prerequisite and add a pre- or co-requisite* 38

ELE 445W Foundations of Reading/Language Arts - *Change a prerequisite and add a pre- or co-requisite* 41

EMG 445 Foundations of Reading/Language Arts - *Change a prerequisite and add a pre- or co-requisite* 44

EMG 445W Foundations of Reading/Language Arts - *Change a prerequisite and add a pre- or co-requisite* 47

Hybrid Course

EMG 494W English/Communication in the Middle Grades 50

Program Revisions

MAEd – Library Science - *Revise the Master of Arts in Education - Library Science program to* 64
change LIB 769 to LIB 801

Rank I – Library Science - *Revise the program to change LIB 769 to LIB 801* 67

Action Item

The following item was presented for discussion in the March 18, 2010, CAA meeting and is returning for action in the April CAA meeting:

1. Clarification for Credit/Non-Credit Coursework, *Catalog Revision*

Office of the Registrar

Discussion Items

1. Revision of 4.1.14P Final Examinations Policy
2. Progressive Admissions Plan

Office of the Provost

Office of the Provost

3. General Studies B.A. Degree, *Catalog Revision*
-Add language clarifying General Studies B.A. as a first degree, not as a concurrent or secondary degree.
4. Associate Degree in General Studies (A.G.S.), *Catalog Revision*
-Add new language for *Optional Departmental Concentration and University requirement.*
5. Baccalaureate Degree Requirements *Catalog Revision*
-Clarify application of credits over eight years old

Office of the Registrar

Office of the Registrar

Office of the Registrar

Information Items

Faculty Senate Update

The following items were approved by the Faculty Senate at the April 5, 2010, meeting:

Curriculum Proposals

New Program

1. MPH-EHS Graduate Certificate in Industrial Hygiene

New Endorsement

1. Teacher Leader Endorsement

Program Revisions – Reducing Hours Required to Graduate

1. Globalization and International Affairs B.A. –
reduce the number of hours for the BA degree in Globalization and International Affairs from 128 semester hours to 120 semester hours by reducing Free Electives.
2. Minor in Humanities – *Reducing the overall required hours from 24 to 18 and changing the courses required for the minor.*
3. Accounting B.B.A. – *Reduce the total number of hours required for a degree in Accounting, to add Accounting Information Systems as a required course, and to make MAT 211 required for all accounting majors.*
4. Finance B.B.A. – *Reduce the total hours required for Finance major to 120, and to incorporate recently approved courses FIN 310 and FIN 311 into the finance program. Edit courses for alphabetizing purposes.*
5. Insurance B.B.A. – *Decrease number of free electives to reduce total number hours required to 120. Revise and increase Major Requirements hours to reflect current course offerings.*
6. Insurance B.S. – *Decrease number of free electives to reduce total number hours required to 120. Revise Major Requirements to reflect current course offerings.*
7. Management B.B.A. – *Add “or PSY 200 or 200W” to Supporting Course Requirements. Revise the number of total hours required to obtain Management BBA Degree, Management Option and Human Resource Management Option from 128 hours to 120 hours by decreasing 8 hours from Free Electives. Add “W” to CCT 300 in Business Core.*
8. Aviation B.S. Area Major – *Reduce “Total Curriculum Requirements from 128 to 120 hours. Drop CSC 104 or CIS 212; MAT 107 and 108; MGT 480 or INT 408 from Supporting Courses. Add PSY 200W to Supporting Course Requirements. Drop 8-12 hours from Free Electives. Add AVN 310 to the Professional Flight Option and ECO 231 to Aerospace Management Option. Move AVN 340, 401, 402 from Aerospace Management Option to the Aviation Core. Move AVN 325 from Professional Flight Option to Aviation Core. Eliminate VIII (6hours) in General Education Requirements—Previous editorial error.*

Program Revisions

1. Minor in International Studies – *update the elective in the Minor: GEO 200 to GEO 100. Delete ANT 325, ANT 435, SPE 375, TNT 300, and HIS 354 from the electives. Add ANT 250, GEO 205, GEO 302, HUM 350, HUM 360, and CMS 375 to the electives.*
2. MAEd in Instructional Leadership – *Revise MAEd in Instructional Leadership degree title and components of the program to reflect the requirements and standards for the new Teacher Leader Endorsement. Per an EPSB mandate, all existing Masters degrees/Rank II programs must be closed to new students no later than December 2010.*
3. Nursing B.S.N. - *update catalog copy to reflect revised mission and outcomes, and also*

department approval process for three prerequisite nursing courses. Specify the time frame as five years for accepting older credits on specific prerequisite/ support courses (BIO 171, BIO 273/CLT 209, BIO 301, CHE 105, NFA 201, NSC 232, NSC 242, and NSC 252).

4. General Dietetics – a. *Change progression/admission and graduation requirements:
-Increase the minimum cumulative GPA required for admission to the dietetics program from 2.5 to 2.75
-Increase the minimum cumulative GPA required to earn the BS in General Dietetics from 2.75 to 3.0*
b. *Delete CHE 330 as a Major Requirement option*
5. Health Education – Wellness Option - *Drop REC 411 and Add PHE 407. Change name of this Health Education option to Worksite Health Promotion*

Catalog Revisions

1. Education Introductory *Catalog Text Revision - Update the College of Education introductory catalog text on page 62; Rank II notification of future changes page 63; Departmental leadership changes pages 63, 64, and 73.*
2. Admission Requirements for Associate of General Studies, *Catalog Revision*
3. Academic Dismissal *Catalog Revision*

Action Item

1. First Day of Class Attendance: Use It or Lose It
Approved with amendment.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Business and Technology
Office of the Associate Dean

214 Business & Technology Center
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1574 FAX: (859) 622-1413
Ed.Davis@eku.edu • www.cbt.eku.edu

TO: Council on Academic Affairs

FROM: Dr. Ed Davis, Associate Dean
College of Business & Technology

DATE: April 2, 2010

SUBJECT: Curriculum Proposal(s)

Please consider the following new program proposal tabled from the March 18th CAA meeting from the College Business & Technology's Curriculum Committee at the next CAA meeting on April 15, 2010:

AFIS:

1. New Program(s)

Program	Proposal	Pages
Minor in Personal Finance	To establish a Minor in Personal Finance	AFIS 43-44



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>Accounting, Finance and Information Systems</u> College <u>Business and Technology</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Minor in Personal Finance</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 <u>2/5/2010</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>2/19/2010</u> Approved <input checked="" type="checkbox"/> Disapproved <u>4/15/10</u> General Education Committee* <u>NA</u> Faculty Senate** <u>5/3/10</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>6/7/10</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.) Establish a Minor in Personal Finance. 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: Recent turmoil in financial markets has highlighted once more the deficiencies in financial literacy. We are proposing a minor in personal finance to address financial literacy needs of non-business students.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

Part 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.)

Minors

Minor in Personal Finance
(Page 96 of the 2009-10 *Undergraduate Catalog*)

Designed to prepare students to make informed financial decisions regarding investments, mortgages, loans, retirement planning, etc. Students minoring in personal finance must earn at least 12 hours of the total hours at ECU and maintain a cumulative GPA of 2.0 in all courses comprising the minor. This minor includes the following courses:

Requirements..... 18 hours

ACC 201, 322; FIN 201, FIN 311, FIN 324; INS 370.

Total Requirements.....18 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 checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Safety, Security and Emergency Management</u> College <u>Justice and Safety</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Fire Protection Administration (B.S.)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	Date <u>03/02/2010</u>	Graduate Council* Date <u>N/A</u>
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	Date <u>03/03/2010</u>	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ 4/15/10
General Education Committee*	Date <u>N/A</u>	Faculty Senate** 5/3/10
Teacher Education Committee*	Date <u>N/A</u>	Board of Regents** 6/7/10
		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.) Create a degree in Fire Administration with 128 hours required which will replace the Fire Administration Option currently within the Fire and Safety Engineering Technology curriculum. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Fall 2016 .	B. The justification for this action: Attaining accreditation for the Fire Protection Engineering Technology and Industrial Safety portions of our programs through ABET (Accreditation Board for Engineering and Technology) will benefit the professional development of graduates. Currently the Fire and Safety Engineering Technology curriculum has four study options, Fire Administration, Fire Protection Engineering Technology, Fire, Arson, and Explosion Investigation and Industrial Safety and Risk Management. To obtain this accreditation, the plans of study that are now under a single degree must be separated into a single track to obtain the degree. Curriculum will remain constant for the newly developed degrees while offering the greatest flexibility for graduates. Continued accreditation of the Fire, Arson and Explosion Investigation curriculum will be sought under the International Fire Service Accreditation Congress (IFSAC).
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change. Operating Expenses Impact:	

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

Equipment/Physical Facility Needs:

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

Library Resources:

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

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.)

Fire Protection Administration (B.S.)

CIP Code : B43.0202

Major Requirements----- 66 hours

Core Requirements FSE 101, FSE 120, FSE 200, FSE 221, FSE 305, FSE 320, OSH 361

3 hours from FSE, 349, FSE 201, FSE 223, FSE 225, FSE 230, FSE 300, FSE 322, FSE 350, FSE 355, FSE 360, FSE 365, FSE 375, OSH 390, FSE 400, FSE 425

Supporting Course Requirements -----17 hours

CHE 101/107L, CHE 102, MAT 107, PSY 200, TRS 235

General Education Requirements----- 36 hours

Standard General Education program, excluding Blocks II, VB, and VII (6 hours)

University Requirement----- 1 hour

JSO 100

Free Electives----- 0-8 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 checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Safety, Security and Emergency Management</u> College <u>Justice and Safety</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Fire, Protection, and Safety Engineering Technology (B.S)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	03/02/2010	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	03/03/2010	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	N/A	Faculty Senate** 5/3/10
Teacher Education Committee*	N/A	Board of Regents** 6/7/10
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Create a degree in Fire Protection Engineering with 129 hours required which will replace the Fire Protection Engineering Technology Option currently within the Fire and Safety Engineering Technology curriculum.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2010</p> <p>A.3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>Fall 2016</p>	
<p>B. The justification for this action:</p> <p>Attaining accreditation for the Fire Protection Engineering Technology portion of our program through ABET (Accreditation Board for Engineering and Technology) will benefit the professional development of graduates. Currently the Fire and Safety Engineering Technology curriculum has four study options, Fire Administration, Fire Protection Engineering Technology, Fire, Arson, and Explosion Investigation and Industrial Safety and Risk Management. To obtain ABET accreditation, the plans of study that are now under a single degree must be separated into a single track to obtain the degree. Curriculum will remain constant for the newly developed degrees while offering the greatest flexibility for graduates.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.</p> <p>Operating Expenses Impact:</p>	

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

Equipment/Physical Facility Needs:

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

Library Resources:

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

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

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

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

New or Revised* Catalog Text

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

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

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

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

Fire, Protection, and Safety Engineering Technology (B.S.)

CIP CODE: B43.021

Major Requirements----- 50 Hours

FSE101, FSE 120, FSE 200, FSE 221, FSE 224, FSE 300W, FSE 305, FSE 322, FSE 335, FSE 350, FSE 355, FSE 360, OSH 361, OSH 410, FSE 445, FSE 480, FSE 481

Supporting Courses - ----- 34 Hours

CHE 111/115, CHE 112, MAT 124, MAT 224, PHY 201, PHY 202, PHY 221, PHY 375, TEC 190.

General Education – -----39 Hours

Standard General Education Program, excluding course Block II, IVB, VII (QS)) and VIII (6 hours). Refer to Section Four of this catalog for details on the General Education and University Requirements.

University Requirement – -----1 Hour

JSO 100

Total Curriculum Requirements- -----124 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 checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Safety, Security, and Emergency Management</u> College <u>Justice and Safety</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Fire, Arson, and Explosion Investigation (B.S.)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	03/02/2010	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	03/03/2010	Graduate Council* N/A
General Education Committee*	N/A	Council on Academic Affairs
Teacher Education Committee*	N/A	Approved <input checked="" type="checkbox"/> Disapproved _____ 4/15/10
		Faculty Senate** 5/3/10
		Board of Regents** 6/7/10
		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.) Create a degree in Fire, Arson, and Explosion Investigation with 125 hours required which will replace the Fire, Arson, and Explosion Investigation Option currently within the Fire and Safety Engineering Technology curriculum.	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Fall 2016	
B. The justification for this action: Attaining accreditation for the Fire Protection Engineering Technology and Industrial Safety portions of our programs through ABET (Accreditation Board for Engineering and Technology) will benefit the professional development of graduates. Currently the Fire and Safety Engineering Technology curriculum has four study options, Fire Administration, Fire Protection Engineering Technology, Fire, Arson, and Explosion Investigation and Industrial Safety and Risk Management. To obtain this accreditation, the plans of study that are now under a single degree must be separated into a single track to obtain the degree. Curriculum will remain constant for the newly developed degrees while offering the greatest flexibility for graduates. Continued accreditation of the Fire, Arson and Explosion Investigation curriculum will be sought under the International Fire Service Accreditation Congress (IFSAC).	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.	

Operating Expenses Impact:

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

Equipment/Physical Facility Needs:

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change

Library Resources:

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

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

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

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

New or Revised* Catalog Text

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

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

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

Fire, Arson, Explosion Investigations (B.S.)

CIP Code: B 43.0299

Major Requirements----- 68 hours

FSE 101, FSE 120, FSE 200, FSE 221, FSE 305, FSE 320, OSH 361,(3 hours from FSE 349), FSE 201, FSE 223, FSE 225, FSE 250,FSE 260, FSE 280, FSE 330, FSE 300W, FSE 350, FSE 355, FSE 370, FSE 380, FSE 450, FSE 495, FSE 499

Supporting Course Requirements-----17 Hours

CHE 101/107Lab & CHE 102, or CHE 111/115Lab & CHE 112/116LAB, FOR 301, MAT 107, PLS 375

General Education Requirements-----39 hours

Standard General Education program, excluding course Block II and Block VIII. Refer to Section Four of this catalog for details on the General Education and University Requirements.

University Requirements----- 1 Hour

JSO 100

Total Curriculum Requirements -----125 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 checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Fire and Safety Engineering Technology</u> College <u>Justice & Safety</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Occupational Safety (B.S.)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>03/02/2010</u> Graduate Council* <u>N/A</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> <u>X</u> Council on Academic Affairs _____ College Curriculum Committee <u>03/03/2010</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>4/15/10</u> General Education Committee* <u>N/A</u> Faculty Senate** <u>5/3/10</u> Teacher Education Committee* <u>N/A</u> Board of Regents** <u>6/7/10</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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Create a degree in Occupational Safety with 128 hours required which will replace the Industrial Safety and Risk Management Option currently within the Fire and Safety Engineering Technology curriculum.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>Fall 2016</p>	<p>B. The justification for this action:</p> <p>Attaining accreditation for the Fire Protection Engineering Technology and Industrial Safety portions of our programs through ABET (Accreditation Board for Engineering and Technology) will benefit the professional development of graduates. Currently the Fire and Safety Engineering Technology curriculum has four study options, Fire Administration, Fire Protection Engineering Technology, Fire, Arson, and Explosion Investigation and Industrial Safety and Risk Management. To obtain this accreditation, the plans of study that are now under a single degree must be separated into a single track to obtain the degree. Curriculum will remain constant for the newly developed degrees while offering the greatest flexibility for graduates. Continued accreditation of the Fire, Arson and Explosion Investigation curriculum will be sought under the International Fire Service Accreditation Congress (IFSAC).</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>No new or additional faculty will be required for this change, as the curriculum is currently being taught as an option.</p> <p>Operating Expenses Impact:</p> <p>Because the current curriculum is being taught as an option, no new or additional expenses are anticipated.</p>
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Equipment/Physical Facility Needs:

No new or additional equipment or physical facilities are anticipated for this change.

Library Resources:

No new or additional library resources are anticipated for this change.

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

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

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

New or Revised* Catalog Text

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

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

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

Occupational Safety (B.S.)

CIP Code: 15.0703

Major Requirements..... 42 hours

OSH 200, 225, 305, 349, 361, 362, 366, 367, 379, 390, 410, 412, 492, 495.

Supporting Course Requirements..... 33 hours

FSE 101, 120, 221, 300W; APS 210; CHE 101/107 Lab or 111/115 Lab; EHS 340, 345; MAT 107; PHY 131.

General Education Requirements.....36 hours

Exclude blocks II and VIII (6 hours) for Occupational Safety. Refer to section four of this *Catalog* for details on the General Education and University Requirements.

University Requirement.....1 hour

JSO 100.

Free Electives..... 16 hours

Total Curriculum Requirements.....128 hours

NOTE: * A grade of "C" or higher must be earned in each OSH course for credit towards a Baccalaureate Degree in Occupational Safety. Students will earn a minor in "Fire A and Safety Engineering Technology" based upon completion of this program.

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

Part I

(Check one)	Department Name	Safety, Security and Emergency Management
<input type="checkbox"/> New Course (Parts II, IV)	College	Justice and Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Fire and Safety Engineering Technology Program (BS)
<input type="checkbox"/> New Program (Part III)	(Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)	
<input type="checkbox"/> Program Revision (Part III)		
<input checked="" type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u> </u> <u> </u>	<u> </u> <u> </u>	<u> </u> <u> </u>
Departmental Committee	3/2/2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs		
College Curriculum Committee	3/3/2010	Approved <input checked="" type="checkbox"/> Disapproved	4/15/10
General Education Committee*	NA	Faculty Senate**	5/3/10
Teacher Education Committee*	NA	Board of Regents**	6/7/10
		Council on Postsecondary Edu.***	NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Suspend the Fire and Safety Engineering Technology 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) Fall 2016</p>
<p>B. The justification for this action:</p> <p>Attaining accreditation for the Fire Protection Engineering Technology and Industrial Safety portions of our programs through ABET (Accreditation Board for Engineering and Technology) will benefit the professional development of graduates. Currently the Fire and Safety Engineering Technology curriculum has four study options, Fire Administration, Fire Protection Engineering Technology, Fire, Arson, and Explosion Investigation and Industrial Safety and Risk Management. To obtain this accreditation, the plans of study that are now under a single degree must be separated into a single track to obtain the degree. Curriculum will remain constant for the newly developed degrees while offering the greatest flexibility for graduates. Continued accreditation of the Fire, Arson and Explosion Investigation curriculum will be sought under the International Fire Service Accreditation Congress (IFSAC).</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p>

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree. Several new courses are required to meet the ABET accreditation CRITERIA. New faculty added to the FSE program in recent years can teach the new courses and the program is continuing to add appropriately credentialed adjunct faculty to help with existing and/or new courses.

Operating Expenses Impact:

The ABET accreditation of two of the new degrees will require some support to fund the accreditation process (application fees and site visits).

Equipment/Physical Facility Needs:

The four new degree curricula include many of the same courses for the options within the Fire and Safety Engineering Technology Degree thus, no new or additional faculty will be required for this change.

Library Resources:

The four new degree curricula include many of the same courses for the options within the Fire and Safety Engineering Technology Degree thus, very little additional library resources will be required.

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.)

~~Fire and Safety Engineering Technology (B.S.)~~
CIP Code: B43.0201

~~Major Requirements.....45-61 hours~~

~~Core Requirements.....24 hours~~

~~FSE 101, 120, 200, 221, 305, 320, 361, three hours approved
from 349.~~

~~Options (Select Only One)~~

~~Fire Protection Engineering Technology.....24 hours~~

~~FSE 201, 225, 300, 322, 355, 360, 366, 410.~~

~~Fire Protection Administration.....42 hours~~

~~FSE 201, 223, 225, 230, 300, 322, 350, 355, 360, 365, 375, 390, 400, 425.~~

~~Fire, Arson, and Explosion Investigation.....35 hours~~

~~FSE 201, 223, 225, 250, 300, 350, 355, 370, 380, 450, 495, 499 (2).~~

~~Industrial Safety and Risk Management.....30 hours~~

~~FSE 300, 362, 366, 367, 379, 390, 410, 412, 430, 492.~~

~~Supporting Course Requirements.....14-38 hours~~

~~Fire Protection Engineering Technology.....38 hours~~

~~CHE 101 & 107 Lab, CHE 102, EHS 340; MAT 107, 124, 224; PHY 201, 202, 375; TEC 190. CHE 101 & 107 Lab, CHE 102, EHS 340; MAT
107, 124, 224; PHY 201, 202, 375; TEC 190.~~

~~Fire Protection Administration.....17 hours~~

~~CHE 101 & 107 Lab, CHE 102, MAT 107, PSY 200, TRS, 235.~~

~~Fire, Arson, and Explosion Investigation.....29 hours~~

~~CHE 101 & 107 Lab or 111/115 Lab, CHE 102 or 112/116, Lab, FOR 301; MAT 107; PLS 216, 316, 375, 416, 426.~~

~~Industrial Safety and Risk Management.....28 hours~~

~~A PS 210; BIO 171; CHE 101/107 Lab or 111/115 Lab; EHS 340, 345; INS 370, 378; MAT 107; PHE 320.~~

~~General Education Requirements.....33-39 hours~~

~~Standard General Education program, excluding the following
per option:~~

~~Exclude blocks II, IVB, VII (QS) and VIII (6 hours) for Fire
Protection Engineering Technology Option.~~

~~Exclude blocks II, VB, and VIII (6 hours) for Fire Protection
Administration Option.~~

~~Exclude blocks II and VIII (6 hours) for Fire, Arson, and
Explosion Investigation and Industrial Safety and Risk
Management Options.~~

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

~~University Requirement.....1 hour~~

~~JSO 100.~~

~~Free Electives.....0-8 hours~~

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

~~NOTE: The Fire Protection Engineering Technology and Fire
Protection Administration options do not contain a sufficient
number of upper division hours to satisfy university requirements.
Students should select courses in general education requirements to
satisfy upper division hours.~~

~~*A grade of "C" or higher must be earned in each FSE course
for credit toward a Baccalaureate Degree in Fire and Safety Engineering Technology.~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (<u>30 characters</u>) *Program Title (Major ____, Option ____, Minor <u>X</u> ; or Certificate ____)	Safety, Security, and Emergency Management College of Justice and Safety Minor in fire and safety engineering technology *Provide only the information relevant to the proposal.
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	03/02/2010	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	03/03/2010	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10
General Education Committee*	N/A	Faculty Senate** 5/3/10
Teacher Education Committee*	N/A	Board of Regents** 6/7/10
		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.) Modify the minor to reflect course prefix changes within the fire and safety curriculum. 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 clarifies and aligns the minor with the other Fire and Safety Engineering Technology curriculum changes	
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.)

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

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

New or Revised* Program Text

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

Minor in Fire and Safety Engineering Technology

The courses required to complete a minor in Fire and Safety Engineering Technology include:
FSE 120, FSE 225 or OSH ~~FSE~~-362, and 12 hours of FSE or OSH electives. Nine hours must be upper division.

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>Safety Security and Emergency Management</u> College <u>Justice and Safety</u> *Course Prefix & Number <u>FSE 224</u> *Course Title (<u>30 characters</u>) <u>Human Behavior in Fire</u> *Program Title _____ (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	03/02/2010	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	03/03/2010	Approved <input checked="" type="checkbox"/> Disapproved 4/15/10
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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To approve new FSE course- FSE 224 Human Behavior in Fire.</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>This course examines considerations of human behavior when faced with emergency situations, predominately where fire conditions exist. Understanding how humans tend to behave when faced with such situations is critical to designing fire protection systems capable of mitigating injury and death. Students engaged in the Fire Protection Engineering Technology program will utilize this understanding throughout their careers and it is critical to gaining designation as a professional engineer.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>Operating Expenses Impact:</p> <p>Equipment/Physical Facility Needs:</p> <p>Library Resources:</p>

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

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

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.)

FSE 224 Human Behavior In Fire.(3) Prerequisites: FSE 101 and FSE 120. Examine current and past research on human behavior, systems models, life safety education and building design to determine interactions emergency situations. Develop a best practice building life safety system.

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)*
FSE	224	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
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)	
L	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>FSE 101 and FSE 120</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)			

FSE-224
Human Behavior in Fire
COURSE SYLLABUS
Spring 20XX

Instructor(s): Gregory E. Gorbett
Assistant Professor – Fire & Safety Engineering Technology
Eastern Kentucky University
250-A Stratton Building - 104 Ashland
Richmond, KY 40475
(859) 622-2344
Greg.Gorbett@eku.edu
Website: <http://people.eku.edu/gorbettg/index.htm>

Office Hours:

Class Hours:

Course Description: The goal of Fire Related Human Behavior is to provide students with knowledge of what we know about how humans respond to fire and how that knowledge has been integrated into life safety systems design and development. Students will examine current and past research on human behavior, systems models, life safety education and building design to determine interactions of these areas in emergency situations. Students will develop an understanding of a best practice building life safety system as one that combines knowledge in the areas of psychology and sociology joined with engineering and education to produce the best possible outcomes in terms of human survivability in an emergency.

Text and Reading Material:

Human Behavior in Fire, Engineering Guide, Society of Fire Protection Engineers, 2003.

Fire Protection Handbook, 20th Edition, National Fire Protection Association, 2008.

Additional Reading Material:

Journal Articles available through ECU's College of Justice and Safety library.

Student Learning Outcomes:

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

1. Apply knowledge to create a system that integrates human behavior factors into life safety planning and practice.
2. Understand how psychology and sociology factors influence behavior.
3. Demonstrate how current computer systems modeling function
4. Locate and analyze current human related fire research.

Course Methodology: Lecture: Classroom discussion on a meaningful level with individual and group participation. Pertinent audio-visual media will be utilized throughout the semester. Students will complete all reading and related assignments and will be fully and adequately prepared to discuss salient points in subsequent class sessions. Additionally, at least four (4) laboratory sessions, of eight (8) hour duration, will be conducted on designated days.

Course Requirements: There will be at least three written (3) examinations. The exams may consist of short answer, multiple choice, matching, essay or/and true/false questions from topics covered in the lecture, assigned readings and handouts. **Participation in laboratories* is mandatory as each will be a graded exercise.**

Grading:

A= 90% and above

B=80 - 89%

C=70 - 79%

D=60 - 69%

F=59% and below

Other Requirements: Course requirements, in addition to the above-mentioned, may include a research paper, class project, abstracts or other instructor prescribed materials. The class size, instructor's schedule, and other influence require consideration for the determination of course methodology and requirements. The evaluation scheme and grading procedures for this class will be discussed during the initial class meeting.

Student Progress: Students will be notified in writing, at the mid-point of the course. Grades and/or progress provided will include "Passing", "D", and "F". The last day to withdraw from the class with a "W" is March 19, 20XX.

Missed and Late Assignments: Missed or late assignments will NOT be accepted by the instructor, unless prior approval has been obtained from the instructor. Therefore, if the student fails to turn in an assignment without the prior approval of the instructor no credit will be given for the assignment. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse, and the right to substitute or add additional assignments in lieu of late or missed assignments.

Your Ideas, Evaluations, etc..

In general, your ideas, comments, suggestions, questions, grade challenges, etc. are welcome and highly encouraged. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and participation.

You are encouraged to take advantage of instructor office hours for help with coursework or anything else connected with the course and your progress.

Course Correspondence Policy

Electronic submission is acceptable for assignments if they are properly identified and sent to the instructor's university email account. Name the file with your last and first name followed by the course and assignment identifier, i.e. smithmary.FSE380.assignment2.doc. Also, make certain to include your name in the submitted document.

You are required to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information. Use of an email address other than the EKU assigned email address is strongly not recommended.

University Policies

Attendance:

Regular attendance is recommended and essential for successful completion of this course. In accordance with the Safety, Security and Emergency Management Departmental Attendance Policy, students with an absenteeism rate of or exceeding 20% of the total class meetings will automatically receive a letter grade of "F".

Academic Integrity:

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

Course Honor Code:

Some of the exams for this course may be take-home and the student will be provided day(s) to complete the exam. Therefore, an honor code will be enforced to reinforce the academic integrity requirements for this course. After completing the exam/quiz write the following on the cover page:

I HAVE NEITHER GIVEN NOR RECEIVED AID ON THIS EXAM
AND HAVE COMPLIED WITH THE EXAM RULES

Sign and date your name to confirm the truth of this statement.

Students With Disabilities:

If you are registered with the Office of Services for Students 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 Disabilities, please contact the Office directly either in person on the first floor of the Turley

House, or by telephone at (859) 622-1500 V/TTY. Upon request, this syllabus can be made available in alternate forms.

Classroom Rules of Conduct

- a. Cell phones are required to be silenced during class. Absolutely NO texting during class.
- b. Class lab time is expected to be spent in lab work. Lab time is not free time. Attendance and concerted work on assignments are required. Work at home will be required *in addition to* work during lab times (work at home should not *substitute for* work during lab periods).
- c. Smoking in University Buildings is not permitted, Food, Refreshments, Soft Drinks, is not permitted in classrooms or academic areas.

* A laboratory exercise is defined as a practical exercise involving the application of classroom theory and/or principals in a “hands-on” fire or explosion investigation in efforts to determine the origin and cause of such incident and may also consist in the removal or installation (construction there of) of building materials and/or components at the discretion of the professor.

Tentative Schedule:

Introduction

- Overview of the course
- Why study human behavior in fire (HBF)
- Some fire statistics
- World Trade Center Attacks

Basics in Environmental Psychology

- Personal Space and Privacy
- Territoriality
- Appropriation
- Crowding

Basics in Cognition

- Perception
- Information Processing
- Decision Making
- Problem Solving
- Stress - Anxiety and Human Performance

Behavioral Concepts in HBF

- Panic
- Commitment
- Affiliation
- Familiarity
- Role

Work of the Founders

- Bryan
- Wood, Canter, Sime
- Boyce, Shields
- Bruck, Thomas, Saunders
- Fahy, Proulx etc.

Delay in Response

- Response to alarm
- Response to fire cues
- Time to start evacuation

Approach to Case Study

- Occupant Characteristics
- Building Characteristics
- Fire Scenario

Movement of People

- Fruin
- Pauls
- Proulx
- Shield & Boyce (disabled)

Data Gathering

- Anecdotes, Media accounts
- Observation
- Fire statistics
- Surveys
- Field Studies and Lab. Experiments

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>Safety Security and Emergency Management</u> College: <u>Justice and Safety</u> *Course Prefix & Number: <u>FSE 260</u> *Course Title (<u>30 characters</u>): <u>Proving Criminal Acts</u> *Program Title: <u>Fire, Arson and Explosion Investigation</u> (Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.																									
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%; border: none;">Departmental Committee</td> <td style="width: 20%; border: none; text-align: center;"><u>Date</u> 03/02/2010</td> <td style="width: 30%; border: none;">Graduate Council*</td> <td style="width: 20%; border: none; text-align: center;"><u>Date</u> N/A</td> </tr> <tr> <td colspan="2" 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> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">College Curriculum Committee</td> <td style="border: none; text-align: center;">03/03/2010</td> <td style="border: none;">Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="border: none; text-align: center;">4/15/10</td> </tr> <tr> <td style="border: none;">General Education Committee*</td> <td style="border: none; text-align: center;">N/A</td> <td style="border: none;">Faculty Senate**</td> <td style="border: none; text-align: center;">NA</td> </tr> <tr> <td style="border: none;">Teacher Education Committee*</td> <td style="border: none; text-align: center;">N/A</td> <td style="border: none;">Board of Regents**</td> <td style="border: none; text-align: center;">N/A</td> </tr> <tr> <td colspan="2" style="border: none;"></td> <td style="border: none;">Council on Postsecondary Edu.***</td> <td style="border: none; text-align: center;">N/A</td> </tr> </table>			Departmental Committee	<u>Date</u> 03/02/2010	Graduate Council*	<u>Date</u> N/A	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	03/03/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	4/15/10	General Education Committee*	N/A	Faculty Senate**	NA	Teacher Education Committee*	N/A	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
Departmental Committee	<u>Date</u> 03/02/2010	Graduate Council*	<u>Date</u> N/A																							
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																										

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To Approve new course for FSE – FSE 260 Proving Criminal Acts.</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: Providing our students with more relevant background instruction for legal understanding required for our major.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Will require adjunct faculty.</p> <p>Operating Expenses Impact:</p> <p>Equipment/Physical Facility Needs:</p> <p>Library Resources:</p>

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

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

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.)

FSE 260 Proving Criminal Acts .(3) A study of crimes and the methodical steps in the investigation and proving of criminal acts. Explore defenses/legal remedies to enable the student to understand the obligations of managing an investigation.

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)*
FSE	260	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
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)	
L	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)			

FSE-260
Proving Criminal Acts
COURSE SYLLABUS
Fall 2010

Instructor: **Bobby Ricks**
Adjunct Professor – Fire & Safety Engineering Technology
Eastern Kentucky University
Richmond, KY 40475

Pre- Requisite- None Required

Class Hours:

Course Description: A study of the concepts of crimes and the methodical steps in the successful investigation and proving of criminal acts. Defenses and other legal remedies will be explored to enable the student to understand the ethical and moral obligations of managing an investigation.

Text and Reading Material: J. Dressler, Understanding Criminal Law (2006) Lexis ISBN: 9781422429877

Student Learning Outcomes:

Upon completion of this course, the learner will understand the requirements to prove a crime has been committed and the steps in the judicial process to prosecute a subject for a criminal act. Specific outcomes include the student being able to:

- Distinguish between a crime, a tort, and violations of administrative regulations
- Differentiate between parallel proceedings in criminal, civil, and administrative investigations
- Explain the burdens of proof in criminal, civil, and administrative matters.
- Identify the sources of law
- Define the basic elements of a crime
- Identify how omissions of acts can be an element to a crime
- Distinguish between the doctrine of merger and lesser included offenses
- Explain how inchoate crimes can be prosecuted
- List the defenses available for a criminal act
- Select the proper jurisdiction for prosecution of a matter
- Identify specific preliminary and pre-trial hearings and motions
- Describe the grand jury scope and process
- Explain the accused 6th Amendment rights in court proceedings
- Name the pleadings available to an accused
- Describe the scope and purpose of the rules of evidence
- Summarize the types of privileged communications
- Identify the requirements for the admissibility of evidence in court proceedings

Describe the requirements for admitting scientific evidence and expert witness testimony in court proceedings

Explain the role of documentary evidence and law enforcement reports in court proceedings

State how to maintain the integrity of evidence

Summarize the role of investigator testimony at all proceedings

Course Methodology: Lecture: Classroom discussion on a meaningful level with individual and group participation. Pertinent audio-visual media will be utilized throughout the semester. Students will complete all reading and related assignments and will be fully and adequately prepared to discuss salient points in subsequent class sessions.

Course Requirements: There will be at least three written (3) examinations. The exams may consist of short answer, multiple choice, matching, essay or/and true/false questions from topics covered in the lecture, assigned readings and handouts.

Grading:

A= 90% and above

B=80 - 89%

C=70 - 79%

D=60 - 69%

F=59% and below

Other Requirements: Course requirements, in addition to the above-mentioned, may include a research paper, class project, abstracts or other instructor prescribed materials. The class size, instructor's schedule, and other influence require consideration for the determination of course methodology and requirements. The evaluation scheme and grading procedures for this class will be discussed during the initial class meeting.

Student Progress: Students will be notified in writing, at the mid-point of the course. Grades and/or progress provided will include "Passing", "D", and "F". The last day to withdraw from the class with a "W" is March 19, 2010.

Missed and Late Assignments: Missed or late assignments will NOT be accepted by the instructor, unless prior approval has been obtained from the instructor. Therefore, if the student fails to turn in an assignment without the prior approval of the instructor no credit will be given for the assignment. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse, and the right to substitute or add additional assignments in lieu of late or missed assignments.

Your Ideas, Evaluations, etc..

In general, your ideas, comments, suggestions, questions, grade challenges, etc. are welcome and highly encouraged. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and participation.

You are encouraged to take advantage of instructor office hours for help with coursework or anything else connected with the course and your progress.

Course Correspondence Policy

Electronic submission is acceptable for assignments if they are properly identified and sent to the instructor's university email account. Name the file with your last and first name followed by the course and assignment identifier, i.e. smithmary.FSE260.assignment2.doc. Also, make certain to include your name in the submitted document.

You are required to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information. Use of an email address other than the EKU assigned email address is strongly not recommended.

University Policies

Attendance:

Regular attendance is recommended and essential for successful completion of this course. In accordance with the Safety, Security and Emergency Management Departmental Attendance Policy, students with an absenteeism rate of or exceeding 20% of the total class meetings will automatically receive a letter grade of "F".

Academic Integrity:

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

Students With Disabilities:

If you are registered with the Office of Services for Students 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 Disabilities, please contact the Office directly either in person on the first floor of the Turley House, or by telephone at (859) 622-1500 V/TTY. Upon request, this syllabus can be made available in alternate forms.

Classroom Rules of Conduct

- a. Cell phones are required to be silenced during class. Absolutely NO texting during class.
- b. Class lab time is expected to be spent in lab work. Lab time is not free time. Attendance and concerted work on assignments are required. Work at home will be

required *in addition to* work during lab times (work at home should not *substitute for* work during lab periods).

- c. Smoking in University Buildings is not permitted, Food, Refreshments, Soft Drinks, is not permitted in classrooms or academic areas.

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: Safety Security and Emergency Management College: Justice and Safety *Course Prefix & Number: FSE 280 *Course Title (30 characters): Constitutional Criminal Procedure *Program Title: Fire, Arson and Explosion Investigation (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date	Date
Departmental Committee	03/02/2010	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	03/03/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10
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 approve a new course for FSE- FSE 280 Constitutional Criminal Procedure. 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: Fire / explosion investigators are charged with providing information sufficient to determine cause and responsibility of fires and explosions in criminal and civil court proceedings. This course provides requisite understanding of laws related to court proceedings to facilitate their work. Course work includes study of fourth, fifth and sixth amendment limitations on investigations, evidentiary value of artifacts, evidence preservation, evidence analysis, courtroom procedures, expert witness issues, and other contemporary issues related to fire, arson and explosion investigations.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Will require adjunct faculty. 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 ~~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.)

FSE 280 Constitutional Criminal Procedure. (3) Examines the legal implications of obtaining evidence directly from the suspect. Fourth, Fifth, and Sixth Amendments, and rules of evidence are discussed as they relate to the investigation of criminal acts.

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)*
FSE	280	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
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)	
L	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.)

FSE-280
Constitutional Criminal Procedure
COURSE SYLLABUS
Fall 2010

Instructor: **Bobby Ricks**
Adjunct Professor – Fire & Safety Engineering Technology
Eastern Kentucky University
Richmond, KY 40475

Pre-Requisite- None

Class Hours:

Course Description: Course examines the legal implications of obtaining evidence directly from the suspect. The Fourth, Fifth, and Sixth Amendments, and the rules of evidence are discussed as they relate to the investigation of criminal acts.

Text and Reading Material: To be determined

Student Learning Outcomes: At the completion of this course the student will be able to demonstrate an understanding of protecting a person's rights during an investigation, specifically, rights afforded under the Fourth, Fifth and Sixth Amendments to the U.S. Constitution, and of the rules of evidence in collecting and prosecuting criminal acts, as part of this course outcome, the student will be able to:

- Define the terms for purposes of the fourth amendment: search, seizure, and probable cause, reasonable expectation of privacy, plain view, and plain touch.
- Identify the purpose and scope of the exclusionary rule.
- Recognize when a person is seized under the Fourth Amendment.
- Describe the scope of a search incident to arrest.
- Explain the requirements for and scope of a search warrant.
- List search situations where a search warrant is not required.
- Explain searches on less than probable cause: frisk, inventory, consent, abandonment.
- Differentiate between open fields and curtilage.
- Write an affidavit for a search warrant.
- Define confessions and admissions.
- Explain situations where a person is not compelled to be a witness against him or herself.
- List the Miranda warnings and when must they be given.
- Discuss what constitutes a valid waiver of Miranda rights.
- Define interrogation and the functional equivalent to questioning.
- Identify when there has been an invocation of rights, i.e. silence or counsel.
- List when the Miranda warnings are not required.
- Explain when the Right to Counsel attaches under the Sixth Amendment to the U.S. Constitution.

Course Methodology: Lecture: Classroom discussion on a meaningful level with individual and group participation. Pertinent audio-visual media will be utilized throughout the semester. Students will complete all reading and related assignments and will be fully and adequately prepared to discuss salient points in subsequent class sessions.

Course Requirements: There will be at least three written (3) examinations. The exams may consist of short answer, multiple choice, matching, essay or/and true/false questions from topics covered in the lecture, assigned readings and handouts.

Grading:

A= 90% and above

B=80 - 89%

C=70 - 79%

D=60 - 69%

F=59% and below

Other Requirements: Course requirements, in addition to the above-mentioned, may include a research paper, class project, abstracts or other instructor prescribed materials. The class size, instructor's schedule, and other influence require consideration for the determination of course methodology and requirements. The evaluation scheme and grading procedures for this class will be discussed during the initial class meeting.

Student Progress: Students will be notified in writing, at the mid-point of the course. Grades and/or progress provided will include "Passing", "D", and "F". The last day to withdraw from the class with a "W" is March 19, 2010.

Missed and Late Assignments: Missed or late assignments will NOT be accepted by the instructor, unless prior approval has been obtained from the instructor. Therefore, if the student fails to turn in an assignment without the prior approval of the instructor no credit will be given for the assignment. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse, and the right to substitute or add additional assignments in lieu of late or missed assignments.

Your Ideas, Evaluations, etc.

In general, your ideas, comments, suggestions, questions, grade challenges, etc. are welcome and highly encouraged. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and participation.

You are encouraged to take advantage of instructor office hours for help with coursework or anything else connected with the course and your progress.

Course Correspondence Policy

Electronic submission is acceptable for assignments if they are properly identified and sent to the instructor's university email account. Name the file with your last and first name followed by the course and assignment identifier, i.e. smithmary.FSE260.assignment2.doc. Also, make certain to include your name in the submitted document.

You are required to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information. Use of an email address other than the EKU assigned email address is strongly not recommended.

University Policies

Attendance:

Regular attendance is recommended and essential for successful completion of this course. In accordance with the Safety, Security and Emergency Management Departmental Attendance Policy, students with an absenteeism rate of or exceeding 20% of the total class meetings will automatically receive a letter grade of "F".

Academic Integrity:

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

Students With Disabilities:

If you are registered with the Office of Services for Students 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 Disabilities, please contact the Office directly either in person on the first floor of the Turley House, or by telephone at (859) 622-1500 V/TTY. Upon request, this syllabus can be made available in alternate forms.

Classroom Rules of Conduct

- a. Cell phones are required to be silenced during class. Absolutely NO texting during class.
- b. Class lab time is expected to be spent in lab work. Lab time is not free time. Attendance and concerted work on assignments are required. Work at home will be required *in addition to* work during lab times (work at home should not *substitute for* work during lab periods).
- c. Smoking in University Buildings is not permitted, Food, Refreshments, Soft Drinks, is not permitted in classrooms or academic areas.

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>Safety Security and Emergency Management</u> College: <u>Justice and Safety</u> *Course Prefix & Number: <u>FSE 330</u> *Course Title (30 characters): <u>PrinciplesCriminal Investigation</u> *Program Title: <u>Fire, Arson and Explosion Investigation</u> (Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	03/02/2010	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	03/03/2010	Council on Academic Affairs 4/15/10
General Education Committee*	N/A	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> NA
Teacher Education Committee*	N/A	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create new course.	
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 class will integrate management of technical details of complex investigation ancillary investigative efforts including witness interviews, evaluation of supporting and exculpatory evidence, and information sources beyond scenes or witnesses. Students who complete this course will demonstrate the ability to synthesis complex concepts and data into derivation of truth when assessing cases.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Will require adjunct faculty. 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 ~~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.)

FSE 330 Principles of Criminal Investigation. (3) Prerequisites: FSE 300W, FSE 260, and FSE 280. A detailed study of the investigative procedure as it applies to fire, arson, explosion and other personal property crimes.

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)*
FSE	330	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
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)	
L	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.	FSE 300W, FSE 260, and FSE 280
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.)

FSE-330
Principles of Criminal Investigation
COURSE SYLLABUS
Fall 2010

Instructor: **Bobby Ricks**
Adjunct Professor – Fire & Safety Engineering Technology
Eastern Kentucky University
Richmond, KY 40475

Pre-Requisite: FSE 260 and 280

Class Hours:

Course Description: An in-depth study of criminal investigative procedures with emphasis upon fire, arson, bombing, and other explosive/incendiary devices, and related investigations. A continuous thread scenario will take the student through the steps for an effective investigation.

Text and Reading Material: Swanson, Criminal Investigation, McGraw Hill, 2006

Student Learning Outcomes:

The student will demonstrate an understanding of the criminal investigative processes, including being able to:

- Explain the role of critical thinking and link analysis in an investigation.
- List the responsibilities of the investigator at a crime scene relative to: securing the scene and scene documentation, locating potential witnesses, searching for evidence and evidence collection and chain of custody.
- Construct a crime scene sketch.
- Describe the purpose, use and retention of field notes.
- Identify the role of the crime lab in an investigation.
- Prepare a transmittal for physical evidence to a crime lab.
- Explain the role of the investigator in interviewing witnesses and the difference between conducting an interview and an interrogation.
- Provide examples of the methods available in follow up investigation which include search warrants, surveillance, informants, lead development and undercover operations
- Describe the types of documentary evidence and their use in an investigation.
- Prepare a case report for a class exercise.
- Explain the process of case preparation for presentation to the prosecutor.
- Demonstrate the protocol for testifying in court.

Course Methodology: Lecture: Classroom discussion on a meaningful level with individual and group participation. Pertinent audio-visual media will be utilized throughout the semester.

Students will complete all reading and related assignments and will be fully and adequately prepared to discuss salient points in subsequent class sessions.

Course Requirements: There will be at least three written (3) examinations. The exams may consist of short answer, multiple choice, matching, essay or/and true/false questions from topics covered in the lecture, assigned readings and handouts.

Grading:

A= 90% and above

B=80 - 89%

C=70 - 79%

D=60 - 69%

F=59% and below

Other Requirements: Course requirements, in addition to the above-mentioned, may include a research paper, class project, abstracts or other instructor prescribed materials. The class size, instructor's schedule, and other influence require consideration for the determination of course methodology and requirements. The evaluation scheme and grading procedures for this class will be discussed during the initial class meeting.

Student Progress: Students will be notified in writing, at the mid-point of the course. Grades and/or progress provided will include "Passing", "D", and "F". The last day to withdraw from the class with a "W" is March 19, 2010.

Missed and Late Assignments: Missed or late assignments will NOT be accepted by the instructor, unless prior approval has been obtained from the instructor. Therefore, if the student fails to turn in an assignment without the prior approval of the instructor no credit will be given for the assignment. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse, and the right to substitute or add additional assignments in lieu of late or missed assignments.

Your Ideas, Evaluations, etc.

In general, your ideas, comments, suggestions, questions, grade challenges, etc. are welcome and highly encouraged. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and participation.

You are encouraged to take advantage of instructor office hours for help with coursework or anything else connected with the course and your progress.

Course Correspondence Policy

Electronic submission is acceptable for assignments if they are properly identified and sent to the instructor's university email account. Name the file with your last and first name followed by the course and assignment identifier, i.e. smithmary.FSE260.assignment2.doc. Also, make certain to include your name in the submitted document.

You are required to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information. Use of an email address other than the EKU assigned email address is strongly not recommended.

University Policies

Attendance:

Regular attendance is recommended and essential for successful completion of this course. In accordance with the Safety, Security and Emergency Management Departmental Attendance Policy, students with an absenteeism rate of or exceeding 20% of the total class meetings will automatically receive a letter grade of "F".

Academic Integrity:

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

Students With Disabilities:

If you are registered with the Office of Services for Students 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 Disabilities, please contact the Office directly either in person on the first floor of the Turley House, or by telephone at (859) 622-1500 V/TTY. Upon request, this syllabus can be made available in alternate forms.

Classroom Rules of Conduct

- a. Cell phones are required to be silenced during class. Absolutely NO texting during class.
- b. Class lab time is expected to be spent in lab work. Lab time is not free time. Attendance and concerted work on assignments are required. Work at home will be required *in addition to* work during lab times (work at home should not *substitute for* work during lab periods).
- c. Smoking in University Buildings is not permitted, Food, Refreshments, Soft Drinks, is not permitted in classrooms or academic areas.

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

Part I

(Check one)	Department Name	Safety Security and Emergency Management	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice and Safety	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	FSE 335	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Engineering Mechanics	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Fire Protection and Safety Engineering Technology (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)	
<input type="checkbox"/> New Program (Part III)			
<input type="checkbox"/> Program Revision (Part III)			
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u> </u>	<u> </u>	<u> </u>
Departmental Committee	03/02/2010	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	03/03/2010	Approved <u> </u> Disapproved <u> </u>	WITHDRAWN
General Education Committee*	N/A	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 approve new FSE course- FSE 335 Engineering Mechanics.

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 course examines theories of mechanics and mechanical systems. Information is vital to understanding the basis for engineering needed to mitigate fire for life and building safety.

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

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 ~~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.)

FSE 335 Engineering Mechanics (3). Prerequisites: CON 303 or PHY 221. Engineering mechanics and materials provide students with knowledge of structural mechanics and behavior of materials. Topics: elasticity, stress, strain, tension, compression, shear, beams, columns, moments of inertia, and centroids.

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)*
FSE	335	Fall 2010	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
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) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>L</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		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.	<u>CON 303 or PHY 221</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)			

FSE-335
Engineering Mechanics and Materials
COURSE SYLLABUS
Spring 20XX

Instructor(s): Andrew T. Tinsley
Assistant Professor – Fire & Safety Engineering Technology
Eastern Kentucky University
250-A Stratton Building - 104 Ashland
Richmond, KY 40475
(859) 622-7256
Andrew.Tinsley@eku.edu

Office Hours:

Class Hours:

Course Description: The goal of engineering mechanics and materials is to provide students with knowledge of structural mechanics and behavior of materials under a variety of loadings. Students will learn to examine mechanical and building systems to analyze the various stresses encountered depending on the loading scenario. Students will develop an understanding of the behavior of given materials through the exploration of elasticity theory. Topics to include: elasticity, stress, strain, tension, compression, shear, shear and moment diagrams, beam behavior (statically determinate only), column behavior, moments of inertia, and centroids. Through the understanding of these topics, students will be able to navigate their way through advanced engineering courses.

Text and Reading Material:

Mechanics of Materials, 6th Edition, William Riley, Leroy Sturges, and Don Morris, John Wiley and Sons

Prerequisite Course: STATICS

Student Learning Outcomes:

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

1. Understand elasticity and its application in structural design.
2. Understand the differences in behavior of certain materials.
3. Explain, comprehend, and produce shear and moment diagrams.
4. Accurately quantify the stresses encountered by a variety of loading conditions on a variety of member configurations.
5. Accurately quantify beam deflections.
6. Accurately calculate moments of inertia and centroids along with their uses in the design process.

Course Methodology: Lecture: Classroom discussion on a meaningful level with individual and group participation. Pertinent audio-visual media will be utilized throughout the semester. Students will complete all reading and related assignments and will be fully and adequately prepared to discuss salient points in subsequent class sessions.

Course Requirements: The content of the written evaluations will include all assigned materials, which include information, found in the text and related texts, handouts, lecture materials, and other special assignments included as a part of the class activities.

Assignments:

Coursework will be assigned at the discretion of the professor. Coursework will be assigned throughout the semester and be of the following form, including but not limited to, calculation assignments, and review problems. All assignments are due within 7 days of them being assigned, unless otherwise specified by the professor. Homework is viewed as an essential portion of this class and will be heavily weighted into the student's grade. That being said, assignments will account for 50% of the total grade.

General Test Information:

Examinations will account for 50% of the final grade. There will be 3 exams (10% each) in addition to the final examination (20%).

Grading:

A= 90% and above

B=80 - 89%

C=70 - 79%

D=60 - 69%

F=59% and below

Other Requirements: Course requirements, in addition to the above-mentioned, may include a research paper, class project, abstracts, or other instructor prescribed materials. The class size, instructor's schedule, and other influence require consideration for the determination of course methodology and requirements. The evaluation scheme and grading procedures for this class will be discussed during the initial class meeting.

Student Progress: Students will be notified in writing, at the mid-point of the course. Grades and/or progress provided will include "Passing", "D", and "F". The last day to withdraw from the class with a "W" is March 19, 20XX.

Missed and Late Assignments: Missed or late assignments will NOT be accepted by the instructor, unless prior approval has been obtained from the instructor. Therefore, if the student fails to turn in an assignment without the prior approval of the instructor no credit will be given for the assignment. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse, and the right to substitute or add additional assignments in lieu of late or missed assignments.

Your Ideas, Evaluations, etc.

In general, your ideas, comments, suggestions, questions, grade challenges, etc. are welcome and highly encouraged. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and participation.

You are encouraged to take advantage of instructor office hours for help with coursework or anything else connected with the course and your progress.

Course Correspondence Policy:

Electronic submission is acceptable for assignments if they are properly identified and sent to the instructor's university email account. Name the file with your last and first name followed by the course and assignment identifier, i.e. smithmary.FSE380.assignment2.doc. Also, make certain to include your name in the submitted document.

You are required to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information. Use of an email address other than the EKU assigned email address is strongly not recommended.

University Policies:

Attendance:

Regular attendance is recommended and essential for successful completion of this course. In accordance with the Safety, Security and Emergency Management Departmental Attendance Policy, students with an absenteeism rate of or exceeding 20% of the total class meetings will automatically receive a letter grade of "F".

Academic Integrity:

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

Course Honor Code:

Some of the exams for this course may be take-home and the student will be provided day(s) to complete the exam. Therefore, an honor code will be enforced to reinforce the academic integrity requirements for this course. After completing the exam/quiz write the following on the cover page:

I HAVE NEITHER GIVEN NOR RECEIVED AID ON THIS EXAM
AND HAVE COMPLIED WITH THE EXAM RULES

Sign and date your name to confirm the truth of this statement.

Students With Disabilities:

If you are registered with the Office of Services for Students 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 Disabilities, please contact the Office directly either in person on the first floor of the Turley House, or by telephone at (859) 622-1500 V/TTY. Upon request, this syllabus can be made available in alternate forms.

Classroom Rules of Conduct

- a. Cell phones are required to be silenced during class. Absolutely NO texting during class.
- b. Computer use during class is prohibited.
- c. Homework Guidelines outlined in Appendix A of this syllabus shall be observed at all times.
- d. Smoking in University Buildings is not permitted, Food, Refreshments, Soft Drinks, is not permitted in classrooms or academic areas.

Tentative Schedule*:

****Schedule subject to change at discretion of instructor based on class progress.***

Week	Topic	Notes
Week 1	Statics Review	Chapter 1
Week 2	Stress	Chapter 2
Week 3	Stress	Chapter 2
Week 4	Strain	Chapter 3, Exam 1
Week 5	Strain	Chapter 3
Week 6	Material Properties	Chapter 4
Week 7	Axially Loaded Members	Chapter 5
Week 8	Pressure Vessels	Chapter 5, Exam 2
Week 9	Stresses in Beams (Flexural Loading)	Chapter 7
Week 10	Stresses in Beams (Flexural Loading)	Chapter 7
Week 11	Deflections in Beams (Flexural Loading)	Chapter 8
Week 12	Deflections in Beams (Flexural Loading)	Chapter 8, Exam 3
Week 13	Columns	Chapter 9
Week 14	Columns	Chapter 9
Week 15	Miscellaneous Topics and Review for Final Exam	

Final Exam: The final exam will be held in our regular room on _____.

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

Part I

<input type="checkbox"/> (Check one)	Department Name	Safety Security and Emergency Management	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice and Safety	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	FSE 445	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Structural Fire Protect	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Fire Protection and Safety Engineering Technology	
<input type="checkbox"/> New Program (Part III)		(Major <input checked="" type="checkbox"/> , 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	03/02/2010	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	03/03/2010	Approved <input checked="" type="checkbox"/> Disapproved ___	4/15/10
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	N/A	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested:	(Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To approve a new FSE course- FSE 445 Advanced Structural Fire Protection.
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 course examines theories and methodologies utilized to engineer fire protection systems for structural members and systems. Currently education of Fire Protection Engineering Technology students does not include this information which is critical to their success in completion of certification testing.
C. The projected cost (or savings) of this proposal is as follows:	
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 ~~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.)

FSE 445 Advanced Structural Fire Protection. (3) Prerequisite: FSE 335(C). Examines principles involved in structural fire protection: behavior of materials and design considerations for each material in regards to a structure's design under fire attack and resistive protection methods.

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)*
FSE	445	Fall 2010	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
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) 43				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>L</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>FSE 335</u>
Course Prefix and No.	

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)	<u>C</u>
--	----------

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

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

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

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

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

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

FSE-445
Advanced Structural Fire Protection
COURSE SYLLABUS
Spring 20XX

Instructor(s): Andrew T. Tinsley
Assistant Professor – Fire & Safety Engineering Technology
Eastern Kentucky University
250-A Stratton Building - 104 Ashland
Richmond, KY 40475
(859) 622-7256
Andrew.Tinsley@eku.edu

Office Hours:

Class Hours:

Course Description: This course examines the underlying principles involved in structural fire protection including the behavior of materials and specific design considerations for each material. Topics will include a variety of subjects in regards to a structure's design under fire attack and protection methods used to make them more resistive. Upon completion of this course, students will demonstrate knowledge and competency in the abilities to provide a structure's design with adequate fire resistance as dictated by applicable building codes.

Text and Reading Material:

Structural Design for Fire Safety, Andrew H. Buchanan, John Wiley and Sons

Fire Protection Handbook, National Fire Protection Association, 20th edition

Prerequisite Course: FSE 335: Engineering Mechanics

Student Learning Outcomes:

Upon completion of this course, the student will:

1. Understand the concepts of fire severity and fire resistance.
2. Analyze building structural components for fire endurance and fire resistance.
3. Understand the behavior of structural elements and buildings exposed to fire.
4. Be capable of the assessment of fire performance of existing structures.

Course Methodology: Lecture: Classroom discussion on a meaningful level with individual and group participation. Pertinent audio-visual media will be utilized throughout the semester. Students will complete all reading and related assignments and will be fully and adequately prepared to discuss salient points in subsequent class sessions.

Course Requirements: The content of the written evaluations will include all assigned materials, which include information, found in the text and related texts, handouts, lecture materials, and other special assignments included as a part of the class activities.

Assignments:

Coursework will be assigned at the discretion of the professor. Coursework will be assigned throughout the semester and be of the following form, including but not limited to, calculation assignments, and review problems. All assignments are due within 7 days of them being assigned, unless otherwise specified by the professor. Homework is viewed as an essential portion of this class and will be heavily weighted into the student's grade. That being said, assignments will account for 40% of the total grade.

General Test Information:

Quizzes and examinations will account for 60% of the final grade. There will be 2 exams (15% each) in addition to the final examination (20%). Quizzes may be given from time to time as seen necessary by the instructor. These will account for the remaining 10% of the total grade.

Grading:

A= 90% and above

B=80 - 89%

C=70 - 79%

D=60 - 69%

F=59% and below

Other Requirements: Course requirements, in addition to the above-mentioned, may include a research paper, class project, abstracts, or other instructor prescribed materials. The class size, instructor's schedule, and other influence require consideration for the determination of course methodology and requirements. The evaluation scheme and grading procedures for this class will be discussed during the initial class meeting.

Student Progress: Students will be notified in writing, at the mid-point of the course. Grades and/or progress provided will include "Passing", "D", and "F". The last day to withdraw from the class with a "W" is March 19, 20XX.

Missed and Late Assignments: Missed or late assignments will NOT be accepted by the instructor, unless prior approval has been obtained from the instructor. Therefore, if the student fails to turn in an assignment without the prior approval of the instructor no credit will be given for the assignment. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse, and the right to substitute or add additional assignments in lieu of late or missed assignments.

Your Ideas, Evaluations, etc.

In general, your ideas, comments, suggestions, questions, grade challenges, etc. are welcome and highly encouraged. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and participation.

You are encouraged to take advantage of instructor office hours for help with coursework or anything else connected with the course and your progress.

Course Correspondence Policy:

Electronic submission is acceptable for assignments if they are properly identified and sent to the instructor's university email account. Name the file with your last and first name followed by the course and assignment identifier, i.e. smithmary.FSE380.assignment2.doc. Also, make certain to include your name in the submitted document.

You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information. Use of an email address other than the ECU assigned email address is strongly not recommended.

University Policies:Attendance:

Regular attendance is recommended and essential for successful completion of this course. In accordance with the Safety, Security and Emergency Management Departmental Attendance Policy, students with an absenteeism rate of or exceeding 20% of the total class meetings will automatically receive a letter grade of "F".

Academic Integrity:

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

Course Honor Code:

Some of the exams for this course may be take-home and the student will be provided day(s) to complete the exam. Therefore, an honor code will be enforced to reinforce the academic integrity requirements for this course. After completing the exam/quiz write the following on the cover page:

I HAVE NEITHER GIVEN NOR RECEIVED AID ON THIS EXAM
AND HAVE COMPLIED WITH THE EXAM RULES

Sign and date your name to confirm the truth of this statement.

Students With Disabilities:

If you are registered with the Office of Services for Students 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 Disabilities, please contact the Office directly either in person on the first floor of the Turley House, or by telephone at (859) 622-1500 V/TTY. Upon request, this syllabus can be made available in alternate forms.

Classroom Rules of Conduct

- a. Cell phones are required to be silenced during class. Absolutely NO texting during class.
- b. Computer use during class is prohibited.
- c. Homework Guidelines outlined in Appendix A of this syllabus shall be observed at all times.
- d. Smoking in University Buildings is not permitted, Food, Refreshments, Soft Drinks, is not permitted in classrooms or academic areas.

Tentative Schedule*:

****Schedule subject to change at discretion of instructor based on class progress.***

Week	Topic	Notes
Week 1	Introduction and Fire Safety	Chapter 1 and 2
Week 2	Fire Safety in Buildings	Chapter 2
Week 3	Fire and Heat	Chapter 3
Week 4	Room Fires	Chapter 4
Week 5	Fire Severity	Chapter 5
Week 6	Fire Resistance	Chapter 6
Week 7	Design of Structures Exposed to Fire	Chapter 7
Week 8	Design of Structures Exposed to Fire	Chapter 7
Week 9	Steel Structures	Chapter 8
Week 10	Steel Structures	Chapter 8
Week 11	Concrete Structures	Chapter 9
Week 12	Concrete Structures	Chapter 9
Week 13	Timber Structures	Chapter 10
Week 14	Light Frame Construction	Chapter 11
Week 15	Miscellaneous Topics and Review for Final Exam	Chapter 12

Final Exam: The final exam will be held in our regular room on _____.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Safety Security and Emergency Management Justice and Safety FSE 480 Industrial Fire Safety Fire Protection and Safety Engineering Technology (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	03/02/2010	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	03/03/2010	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10
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 approve new FSE, FSE 480 Industrial Fire Safety 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 course examines theories of mechanics and mechanical systems. Information is vital to understanding the basis for engineering needed to mitigate fire for life and building safety.	
C. The projected cost (or savings) of this proposal is as follows: 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 ~~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.)

FSE 480 Industrial Fire Safety. (3) Prerequisites: FSE 101 and FSE 120. Fire scenario analyses for industrial installations using test data, loss experience and simplified theoretical modeling focusing on warehousing, storage of flammable liquids and safety of electrical equipment and computers.

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)*
FSE	480	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
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)	
L	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>FSE 101 and FSE 120</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)			

FSE-480
Industrial Fire Safety
COURSE SYLLABUS
Spring 20XX

Instructor(s): Gregory E. Gorbett
Assistant Professor – Fire & Safety Engineering Technology
Eastern Kentucky University
250-A Stratton Building - 104 Ashland
Richmond, KY 40475
(859) 622-2344
Greg.Gorbett@eku.edu
Website: <http://people.eku.edu/gorbettg/index.htm>

Pre -Requisite: FSE 101 and FSE 120

Office Hours:

Class Hours:

Course Description: Fire scenario analyses for various types of industrial installations using test data, loss experience and simplified theoretical modeling focusing on warehousing, storage of flammable liquids and safety of electrical equipment and computers.

Text and Reading Material:

R. Zalosh, Industrial Fire Protection Engineering, John Wiley & Sons Ltd., 2003/

Fire Protection Handbook, 20th Edition, National Fire Protection Association, 2008.

Additional Reading Material:

NFPA Standards available in the Justice and Safety Library and/or on the EKU web site.

Selected Factory Mutual Loss Prevention Data Sheets www.fmglobaldatasheets.com.

Student Learning Outcomes:

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

- 1) To provide a scenario-based engineering framework for evaluating industrial fire hazards and determining appropriate fire protection measures.
- 2) To apply these engineering principles to generic industrial fire protection issues such as plant layout, warehouse storage, and flammable liquid hazards.
- 3)
 - a) To review the historical and engineering basis of fire protection codes and standards and current practices applicable to these issues.
 - b) To anticipate changes in these standards evolving from current research and from technological and societal trends.

Course Methodology: Lecture: Classroom discussion on a meaningful level with individual and group participation. Pertinent audio-visual media will be utilized throughout the semester. Students will complete all reading and related assignments and will be fully and adequately prepared to discuss salient points in subsequent class sessions.

Course Requirements: There will be at least three written (3) examinations. The exams may consist of short answer, multiple choice, matching, essay or/and true/false questions from topics covered in the lecture, assigned readings and handouts. **Participation in laboratories* is mandatory as each will be a graded exercise.**

Grading:

A= 90% and above

B=80 - 89%

C=70 - 79%

D=60 - 69%

F=59% and below

Other Requirements: Course requirements, in addition to the above-mentioned, may include a research paper, class project, abstracts or other instructor prescribed materials. The class size, instructor's schedule, and other influence require consideration for the determination of course methodology and requirements. The evaluation scheme and grading procedures for this class will be discussed during the initial class meeting.

Student Progress: Students will be notified in writing, at the mid-point of the course. Grades and/or progress provided will include "Passing", "D", and "F". The last day to withdraw from the class with a "W" is March 19, 20XX.

Missed and Late Assignments: Missed or late assignments will NOT be accepted by the instructor, unless prior approval has been obtained from the instructor. Therefore, if the student fails to turn in an assignment without the prior approval of the instructor no credit will be given for the assignment. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse, and the right to substitute or add additional assignments in lieu of late or missed assignments.

Your Ideas, Evaluations, etc.

In general, your ideas, comments, suggestions, questions, grade challenges, etc. are welcome and highly encouraged. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and participation.

You are encouraged to take advantage of instructor office hours for help with coursework or anything else connected with the course and your progress.

Course Correspondence Policy

Electronic submission is acceptable for assignments if they are properly identified and sent to the instructor's university email account. Name the file with your last and first name followed by the course and assignment identifier, i.e. smithmary.FSE380.assignment2.doc. Also, make certain to include your name in the submitted document.

You are required to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information. Use of an email address other than the EKU assigned email address is strongly not recommended.

University Policies

Attendance:

Regular attendance is recommended and essential for successful completion of this course. In accordance with the Safety, Security and Emergency Management Departmental Attendance Policy, students with an absenteeism rate of or exceeding 20% of the total class meetings will automatically receive a letter grade of "F".

Academic Integrity:

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

Course Honor Code:

Some of the exams for this course may be take-home and the student will be provided day(s) to complete the exam. Therefore, an honor code will be enforced to reinforce the academic integrity requirements for this course. After completing the exam/quiz write the following on the cover page:

I HAVE NEITHER GIVEN NOR RECEIVED AID ON THIS EXAM
AND HAVE COMPLIED WITH THE EXAM RULES
Sign and date your name to confirm the truth of this statement.

Students With Disabilities:

If you are registered with the Office of Services for Students 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 Disabilities, please contact the Office directly either in person on the first floor of the Turley

House, or by telephone at (859) 622-1500 V/TTY. Upon request, this syllabus can be made available in alternate forms.

Classroom Rules of Conduct

- a. Cell phones are required to be silenced during class. Absolutely NO texting during class.
- b. Smoking in University Buildings is not permitted, Food, Refreshments, Soft Drinks, is not permitted in classrooms or academic areas.

Tentative Schedule

Date	Topic	Chapter in textbook*
01/20/09	Introduction	Chapter 1 Appendix B
1/27	Plant Siting and Layout HW 1	Chapter 2 Appendix A and C NFPA 80A
2/3	Plant Siting and Layout (contd.) Blast Damage Warehouse Storage: Configuration Exam 1	Chapter 2 (contd.) , Chapter 5
2/10	Warehouse Storage: Sprinkler HW 2	Chapter 5 and NFPA 13
2/17	Special Commodities and Bulk Materials	Chapter 6
2/24	2 Case Studies – Flammable liquid Ignition HW3	Chapter 7
3/3	Flammable Liquid Ignitability and Extinguish ability Exam 2	Chapter 7
3/10	Special Commodities- Part 2 Aerosol product HW 4	Chapter 6, FM Data Sheets
3/17	Flammable Liquid Storage HW 5	Chapter 8
3/24	Flammable Liquids	Chapter 7
3/31	Fire Resistant Construction	Chapter 3
4/7	Smoke Isolation and Venting HW 6	Chapter 4
4/14	Electrical Fires	Chapter 8
4/21	Fire Safety in High Risk Environments – Nuclear Power Plants. Final Exam (take home due in 1 week)	

* Additional reading material will be assigned during the class as well.

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

Part I

(Check one)	Department Name	Safety Security and Emergency Management	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice and Safety	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	FSE 481	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Fire Protection Design	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Fire Protection and Safety Engineering Technology	
<input type="checkbox"/> New Program (Part III)	(Major <input checked="" type="checkbox"/> , 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	03/02/2010	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	03/03/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	4/15/10
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	N/A	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	To approve a new FSE course- FSE 481 Fire Protection Design.
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:

Principles learned in previous courses are incorporated into design of fire protection for a building, structure or situation in this class. This course serves as an opportunity to assess student's ability to synthesize and apply complex concepts into a comprehensive project.

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

Personnel Impact:

Will require adjunct faculty who will be actively involved in design, construction and/or maintenance of complex facilities or projects.

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 ~~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.)

FSE 481 Fire Protection Design. (2). Comprehensive project emphasizing a team approach to the design process. Problem formulation; project management; drawings and specifications; cost estimating; and various project components.

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)*
FSE	481	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
2	Lecture <u>1</u> Laboratory <u>2</u> 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)	
L	2	n	FR _____ JR _____ SO _____ SR x _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
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)			

FSE-481
Fire Protection Design
COURSE SYLLABUS
Spring 20XX

Instructor(s): To be announced

Office Hours:

Class Hours:

Course Description: Open-ended, comprehensive project emphasizing a team approach to the design process. Includes problem formulation; project management; drawings and specifications; cost estimating; and various project components typical of those faced by practicing Fire Protection Engineering Technologists.

Text and Reading Material: None

Prerequisite Course:

No prerequisites. However, course must be completed within 12 months of their anticipated graduation date.

Student Learning Outcomes:

Upon completion of this course, the student will develop:

1. an ability to apply knowledge of mathematics, science, and engineering
2. an ability to design a system, component, or process to meet desired needs
3. an ability to identify, formulate, and solve engineering problems
4. an understanding of professional and ethical responsibility
5. an ability to communicate effectively (written, oral, and graphically)
6. a recognition of the need for and the ability to engage in life-long learning
7. a knowledge of contemporary issues from a number of Fire Protection Engineering Technology courses at an advanced level.
8. To introduce students to a "professional" way of thinking and attacking a problem.

Course Methodology: This course provides each of our engineering technology students an opportunity to participate in an integrating and meaningful engineering design experience under controlled class size conditions to facilitate a high-quality and personal environment. The course is taught by experienced departmental faculty (or equally qualified adjunct faculty) and is coordinated through an advisory committee consisting of the same faculty. Students will be provided with a realistic engineering problem and will be expected to design the project from beginning until completion. Students will be expected to present their designs to the "client" at the end of the semester in both written and oral formats

Course Requirements: The content of the written evaluations will include all assigned materials, which include information, found in the text and related texts, handouts, lecture materials, and other special assignments included as a part of the class activities.

Grading:

A= 90% and above

B=80 - 89%

C=70 - 79%

D=60 - 69%

F=59% and below

Other Requirements: Course requirements, in addition to the above-mentioned, may include a research paper, class project, abstracts, or other instructor prescribed materials. The class size, instructor's schedule, and other influence require consideration for the determination of course methodology and requirements. The evaluation scheme and grading procedures for this class will be discussed during the initial class meeting.

Student Progress: Students will be notified in writing, at the mid-point of the course. Grades and/or progress provided will include "Passing", "D", and "F". The last day to withdraw from the class with a "W" is March 19, 20XX.

Missed and Late Assignments: Missed or late assignments will NOT be accepted by the instructor, unless prior approval has been obtained from the instructor. Therefore, if the student fails to turn in an assignment without the prior approval of the instructor no credit will be given for the assignment. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse, and the right to substitute or add additional assignments in lieu of late or missed assignments.

Your Ideas, Evaluations, etc.

In general, your ideas, comments, suggestions, questions, grade challenges, etc. are welcome and highly encouraged. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and participation.

You are encouraged to take advantage of instructor office hours for help with coursework or anything else connected with the course and your progress.

Course Correspondence Policy:

Electronic submission is acceptable for assignments if they are properly identified and sent to the instructor's university email account. Name the file with your last and first name followed by the course and assignment identifier, i.e. smithmary.FSE380.assignment2.doc. Also, make certain to include your name in the submitted document.

You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information. Use of an email address other than the ECU assigned email address is strongly not recommended.

University Policies:Attendance:

Regular attendance is recommended and essential for successful completion of this course. In accordance with the Safety, Security and Emergency Management Departmental Attendance Policy, students with an absenteeism rate of or exceeding 20% of the total class meetings will automatically receive a letter grade of "F".

Academic Integrity:

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

Course Honor Code:

Some of the exams for this course may be take-home and the student will be provided day(s) to complete the exam. Therefore, an honor code will be enforced to reinforce the academic integrity requirements for this course. After completing the exam/quiz write the following on the cover page:

I HAVE NEITHER GIVEN NOR RECEIVED AID ON THIS EXAM
AND HAVE COMPLIED WITH THE EXAM RULES
Sign and date your name to confirm the truth of this statement.

Students With Disabilities:

If you are registered with the Office of Services for Students 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 Disabilities, please contact the Office directly either in person on the first floor of the Turley House, or by telephone at (859) 622-1500 V/TTY. Upon request, this syllabus can be made available in alternate forms.

Classroom Rules of Conduct

- a. Cell phones are required to be silenced during class. Absolutely NO texting during class.
- b. Computer use during class is prohibited.
- c. Homework Guidelines outlined in Appendix A of this syllabus shall be observed at all times.
- d. Smoking in University Buildings is not permitted, Food, Refreshments, Soft Drinks, is not permitted in classrooms or academic areas.

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>Safety Security and Emergency Management</u> College <u>Justice and Safety</u> *Course Prefix & Number <u>OSH 495</u> *Course Title <u>(30 characters)</u> <u>Senior Capstone</u> *Program Title <u>Occupational Safety</u> (Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	03/02/2010	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	03/03/2010	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>4/15/10</u>
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	N/A	Board of Regents** NA Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 As the Occupational Safety Program will be seeking ABET accreditation in the future, a senior capstone course will be beneficial to document our students progress though their four years of education. **To approve a new OSH course- OSH 495 Senior Capstone.**

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 course would be a senior capstone class that has the potential to clarify the student's relationship to this discipline of occupational safety by solidifying their knowledge and opening new paths for the future. This course would examine real world situations through case study analysis, and consider scenarios that are presented to them which then require them to use and integrate materials from courses they have taken and then develop strategies and problem solving methods to solve the problem, formulate strategies to deal with future issues to eliminate future events, and control future accidents and injuries, as well as dealing with management issues and concerns.

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

Personnel Impact:

As this is an additional course to a current curriculum, no new faculty or personnel will be required and other courses are being dropped from the curriculum.

Operating Expenses Impact:

No new expenses are expected from this change.

Equipment/Physical Facility Needs:

No new equipment or facility needs are expected.

Library Resources:

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

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

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

New or Revised* Catalog Text

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

OSH 495 Senior Capstone(3). Prerequisite: OSH 495(C). Students examine case studies, examine real life situations, combine knowledge they have gained from previous coursework, analyze and develop strategies, develop countermeasures, engage in strategic planning and policy development and training.

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)*
OSH	495	Fall 2010	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	SSEM
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) 43				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>L</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR <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.	<u>OSH 495</u>
Course Prefix and No.	

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)	<u>C</u>
--	----------

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

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

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

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

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

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

OSH 495
Senior Capstone
Investigative Case Studies
COURSE SYLLABUS
Spring 20XX

Instructor(s): **Ronald G Dotson**
Assistant Professor – Fire & Safety Engineering Technology
Eastern Kentucky University
521 Lancaster Ave. Stratton Building 250
Richmond, KY 40475
(859) 622-1584
ron.dotson@eku.edu

Office Hours:

Class Hours:

Course Description: The goal of OSH 495 Investigative Case Studies is to provide senior safety students the ability to combine the knowledge and skills learned in previous coursework in order to analyze and develop strategies from case study scenarios. Students will be presented with leadership and incident investigation scenarios from construction and general industry and will be expected to prepare investigation reports, countermeasure plans, and strategic plans in order to counter and prevent future occurrences. The course will combine job hazard analysis, investigation skills, investigation report writing, strategic planning, policy development, and training in order to replicate scenarios that safety professionals encounter. Students will also present their findings to a panel of their peers.

Text and Reading Material:

Practical Loss Control Leadership, F.E. Bird & G.L. Germain, 1991. 3rd Edition.

29CFR1910 OSHA General Industry Standards

29CFR1926 OSHA Construction Industry Standards

Additional Reading Material:

NIOSH FACE Program Investigation Reports available at www.cdc.gov/niosh/face/

Student Learning Outcomes: The objectives of this Capstone course are primarily to provide students with the opportunity to solve real world occupational safety problems with as much professional quality as is possible via an academic course, as well as encouraging them to integrate the material from their previous courses and cooperative work study and experiences. At the conclusion of this course, students will be able to demonstrate their:

- knowledge and skill in investigative case analysis.
- group problem-solving and interpersonal skills.
- knowledge and skill in formulating policy and strategic plans.
- knowledge and skill in countermeasure planning and implementation.
- proficiency in professional report writing.
- skills in making oral technical presentations.

Course Methodology: Lecture: Classroom discussion on a meaningful level with individual and group participation. Pertinent audio-visual media will be utilized throughout the semester. Students will complete all reading and related assignments and will be fully and adequately prepared to discuss salient points in subsequent class sessions. Additionally, students will be required to apply their knowledge and skill to investigate mock incidents recreated in the field and in the classroom through role playing.

Course Requirements: This course will consist of 8 case studies and mock incidents. Students will be expected to use forms developed in previous safety courses and apply previous knowledge and skill sets with minimal review, in order to produce cause analysis, countermeasures, and strategic planning. The course will not include quizzes, papers, or exams.

Participation in field exercises is mandatory as each will be required in order to complete the assignments.

Grading:

A= 90% and above

B=80 - 89%

C=70 - 79%

D=60 - 69%

F=59% and below

Other Requirements:

Student Progress: Students will be provided feedback and grades at the completion of each case study. Grades and/or progress will be recorded utilizing the grade book function of Blackboard. Students will be notified in writing, at the mid-point of the course. Grades and/or progress provided will include "Passing", "D", and "F". The last day to withdraw from the class with a "W" is _____, 20XX.

Missed and Late Assignments: Missed or late assignments will NOT be accepted by the instructor, unless prior approval has been obtained from the instructor. Therefore, if the student fails to turn in an assignment without the prior approval of the instructor no credit will be given for the assignment. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse, and the right to substitute or add additional assignments in lieu of late or missed assignments.

Your Ideas, Evaluations, etc..

In general, your ideas, comments, suggestions, questions, grade challenges, etc. are welcome and highly encouraged. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and participation.

You are encouraged to take advantage of instructor office hours for help with coursework or anything else connected with the course and your progress.

Team evaluation of case studies is encouraged. However, blatant copying or cheating will not be tolerated.

Course Correspondence Policy

Electronic submission is not acceptable for assignments unless approved by the instructor of the course. However, course will be recorded digitally and on hardcopy reports.

You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information. Use of an email address other than the ECU assigned email is not recommended.

University Policies

Attendance:

Regular attendance is recommended and essential for successful completion of this course. Missing any field related exercise will be near impossible to replicate, therefore, attendance is mandated and missing any mock incident or field exercise will adversely affect the student's grade. . In accordance with the Safety, Security and Emergency Management Departmental Attendance Policy, students with an absenteeism rate of or exceeding 20% of the total class meetings will automatically receive a letter grade of "F".

Academic Integrity:

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

aforementioned information pertaining to academic dishonesty issues was downloaded from www.academicintegrity.eku.edu/.

Course Honor Code:

The projects required for this course will be take-home assignments and the student will be provided day(s) to complete the project. Therefore, an honor code will be enforced to reinforce the academic integrity requirements for this course.

Students With Disabilities:

If you are registered with the Office of Services for Students 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 Disabilities, please contact the Office directly either in person on the first floor of the Turley House, or by telephone at (859) 622-1500 V/TTY. Upon request, this syllabus can be made available in alternate forms.

Classroom Rules of Conduct

- a. Cell phones are required to be silenced during class. Absolutely NO texting during class.
- b. Class lab time is expected to be spent in lab work. Lab time is not free time. Attendance and concerted work on assignments are required. Work at home will be required *in addition to* work during lab times (work at home should not *substitute for* work during lab periods).
- c. Smoking in University Buildings is not permitted, Food, Refreshments, Soft Drinks, is not permitted in classrooms or academic areas.

* A laboratory exercise is defined as a practical exercise involving the application of classroom theory and/or principals in a “hands-on” investigation in efforts to determine the origin and cause of such incident and may also consist in the removal or installation (construction there of) of building materials and/or components at the discretion of the professor.

Tentative Schedule:

Introduction

- Overview of the course
- Why Investigate

Basics Technique Review

- Cause Analysis
- Handling Scenes
- Interview/Interrogation
- Evidence Collection
- Cost Analysis
- Countermeasures
- Strategic Planning

- Project Tracking

Case Study 1

- Present Case
 - Role Playing/Mock Scene
 - Interviews/Interrogation
 - Reporting
 - Countermeasure Plans/Tracking/Implementation
 - Case Review/Feedback
-
- Each case will proceed in the basic format of the case listed above.

Behavioural Concepts in HBF

- Panic
- Commitment
- Affiliation
- Familiarity
- Role

Work of the Founders

- Bryan
- Wood, Canter, Sime
- Boyce, Shields
- Bruck, Thomas, Saunders
- Fahy, Proulx etc.

Delay in Response

- Response to alarm
- Response to fire cues
- Time to start evacuation

Approach to Case Study

- Occupant Characteristics
- Building Characteristics
- Fire Scenario

Movement of People

- Fruin
- Pauls
- Proulx
- Shield & Boyce (disabled)

Data Gathering

- Anecdotes, Media accounts
- Observation
- Fire statistics
- Surveys
- Field Studies and Lab. Experiments

Council on Academic Affairs
Curriculum Change Form

NEW PREFIX
Applied to Multiple Courses

New Prefix: OSH College: Justice and Safety Department: SSEM

Proposal Approved by:	<u> </u> <u>Date</u>		<u> </u> <u>Date</u>
Departmental Committee:	<u>03/02/2010</u>	Graduate Council*	N/A
College Curriculum Committee:	<u>03/03/2010</u>	Council on Academic Affairs	<u> </u>
General Education Committee*:	N/A	Approved <u> </u> Disapproved <u> </u>	
Teacher Education Committee*:	N/A	*If Applicable (Type NA if not applicable.)	

Completion of A and B is required:

A. Effective Academic Year: (Example: Fall 2010/11) –Fall 2010

B. The justification for this action:

The justification for this action: The current prefix, FSE, is in the program Fire & Safety Engineering Technology, which has four (4) options, one of which is Industrial Safety and Risk Management. The department of Safety, Security, and Emergency Management (SSEM) desires to change this option to a separate B.S. Degree and rename it "Occupational Safety", based upon our market research. In addition, as we desire to seek accreditation through ABET, we cannot have multiple paths through the same degree- so we need to take it out of the FSE path.

Affected Courses: All courses listed below will have the new prefix applied as of the specified effective academic year and with the statement "formerly FSE" in description.

Current Prefix	Number	Course Title	Comments
FSE	200	Applied Fire/Safety Analysis	To also be retained and cross-listed with FSE 200 for SSEM majors
FSE	225	Legal Aspects of Fire & Safety	To also be retained and cross-listed with FSE 225 for SSEM majors
FSE	305	Hazardous Materials	To also be retained and cross- listed with FSE 305 for SSEM majors
FSE	361	Principles of Occupational Safety & Health	
FSE	362	Principles of Occupational Safety & Health Legislation	
FSE	366	Hazard Identification and Control	
FSE	367	Human Factors in Occupational Safety	
FSE	379	Construction Safety	
FSE	390	Workers Compensation I	
FSE	410	System Safety Analysis	
FSE	412	Safety and Health Program Management	
FSE	492	Workers Compensation II	
FSE	349	Applied learning in Fire and Safety Engineering	To also be retained and cross-listed with FSE 349 for SSEM majors
FSE	349 A-N	Cooperative Study: Fire and Safety Engineering	To also be retained and cross-listed with FSE 349 for SSEM majors

For Registrar Office Use Only:	Date: <u> </u>	Initial: <u> </u>	Office of the Registrar
Copy Sent to: Graduate Council			Version 1.1 10/20/09

4/15/10

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>Safety, Security and Emergency Management</u> College <u>Justice & Safety</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Certificate in Emergency Management</u> (Major ____, Option ____, Minor ____, or Certificate <u>X</u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	February 15, 2010	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3.3.2010	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	NA	Faculty Senate** <u>5/3/10</u>
Teacher Education Committee*	NA	Board of Regents** <u>6/7/10</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.)

<p>A. 1. Specific action requested: To create a university undergraduate Certificate in Emergency Management.</p> <p>A. 2. Effective date: Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: Not applicable</p>	
<p>B. The justification for this action: We have received a number of inquiries about establishing a university undergraduate Certificate in Emergency Management. The inquiries indicate there is a population of persons already with degrees who desire instruction in Emergency Management in order to start enter a new career field. The Kentucky Division of Emergency Management is considering use of an EKU certificate as part of their statewide Emergency Management training and qualifications program.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. Expected small increases (5-7 students a semester) in certificate courses can be accommodated by existing courses.</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.)

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.)

Certificate in Emergency Management

Not available to BS in Homeland Security majors or minors.

Students may obtain a Certificate in Emergency Management by completing, with a grade of "C" or better, a total of 24 semester hours as follows:

Requirements: (12 hours)

GEO 353, HLS 201, HLS 451, HLS 461

Electives: (select 12 hours from)

APS 210, EMC 450, FSE 310, FSE 375, FSE 400, GEO 220,
GEO 315, GEO 325, GEO 425, GEO 456, GEO 553, HLS 301,
HLS 391, HLS 491, or select one course from GEO 210 or GLY 302

Total Curriculum Requirements: (24 hours)

Summary of revised program and student learning outcomes attached.

CERTIFICATE IN EMERGENCY MANAGEMENT

Not available to BS in Homeland Security Majors or Minors

Students may obtain a Certificate in Emergency Management by completing, with a grade of “C” or better, a total of 24 semester hours as follows:

REQUIREMENTS: (12 HOURS)

GEO 353	Geographic Information Systems
HLS 201	Emergency Management
HLS 451	Disaster Preparedness & Response
HLS 461	Mitigation & Disaster Recovery

ELECTIVES: (12 HOURS)

Select 12 hours from:

APS 210	Physical Security
EMC 450	Disaster Medical Operations
FSE 310	WMD/Hazardous Materials
FSE 375	Emergency Service Resource Management
FSE 400	Advanced Emergency Services
GEO 220	Human Geography
GEO 315	Meteorology
GEO 325	Environmental Land Use Planning
GEO 425	Land Use Decisions and Controls
GEO 456	Geographic Image Interpretation
GEO 553	Advanced Geographic Information Systems
HLS 301	Critical Infrastructure Protection
HLS 391	Vulnerability & Risk Assessment
HLS 491	Emergency Planning

Or select one course from:

GLY 302	Earth Science OR
GEO 210	Introduction to Physical Geography

TOTAL CURRICULUM REQUIREMENTS: (24 HOURS)

Certificate in Emergency Management Student Learning Outcomes

Students completing the Certificate in Emergency Management will be able to:

SLO 1: Explain, discuss, and apply clearly and accurately the key concepts and general theories appropriate to the general Emergency Management discipline.

SLO 2: Evaluate questions and problems in the discipline using creative and critical thinking approaches that identify and analyze underlying concepts, assumptions, inferences, and point of view of arguments, including assessing alternative answers and solutions while considering implications and consequences.

SLO 3: Communicate based on intellectual standards in presenting arguments clearly and logically using oral and written forms.

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>Safety, Security and Emergency Management</u> College <u>Justice & Safety</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Certificate in Homeland Security</u> (Major ____, Option ____, Minor ____, or Certificate <u>X</u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	February 15, 2010	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3.3.2010	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	NA	Faculty Senate** <u>5/3/10</u>
Teacher Education Committee*	NA	Board of Regents** <u>6/7/10</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.)

<p>A. 1. Specific action requested: To create a university undergraduate Certificate in Homeland Security.</p> <p>A. 2. Effective date: Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: Not applicable</p>	
<p>B. The justification for this action: We have received a number of inquiries about establishing a university undergraduate Certificate in Homeland Security. We have experienced a number of students who enrolled in the BS in Homeland Security major who already have bachelor's degrees. In these cases a certificate covering the highlights of the Homeland Security field would have been more appropriate.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. Anticipated small enrollments (5-7 students each year) can be accommodated by existing teaching resources.</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.)

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.)

Certificate in Homeland Security

Not available to BS in Homeland Security majors or minors.

Students may obtain a Certificate in Homeland Security by completing, with a grade of "C" or better, a total of 24 semester hours as follows:

Requirements: (18 hours)

HLS 101, HLS 201, HLS 225, HLS 301, HLS 401,
select one course from PLS 375 or POL 415

Electives: (select 6 hours from)

APS 210, FSE 310, HLS 341, HLS 391, HLS 441

Total Curriculum Requirements: (24 hours)

Summary of revised program and student learning outcomes attached.

CERTIFICATE IN HOMELAND SECURITY

Not available to BS in Homeland Security Majors or Minors

Students may obtain a Certificate in Homeland Security by completing, with a grade of “C” or better, a total of 24 semester hours as follows:

REQUIREMENTS: (18 HOURS)

HLS 101	Introduction to Homeland Security
HLS 201	Emergency Management
HLS 225	Legal & Ethical Issues in Homeland Security
HLS 301	Critical Infrastructure Protection
HLS 401	Intelligence Process

Select one course from:

PLS 375	Terrorism/Counterterrorism OR
POL 415	Terrorism and Political Violence

ELECTIVES: (6 HOURS)

Select 6 hours from:

APS 210	Physical Security
FSE 310	WMD/Hazardous Materials
HLS 341	Cyber Security
HLS 391	Vulnerability & Risk Assessment
HLS 441	HLS Technology

TOTAL CURRICULUM REQUIREMENTS: (24 HOURS)

Certificate in Homeland Security Student Learning Outcomes

Students completing the Certificate in Homeland Security will be able to:

SLO 1: Explain, discuss, and apply clearly and accurately the key concepts and general theories appropriate to the general Homeland Security discipline.

SLO 2: Evaluate questions and problems in the discipline using creative and critical thinking approaches that identify and analyze underlying concepts, assumptions, inferences, and point of view of arguments, including assessing alternative answers and solutions while considering implications and consequences.

SLO 3: Communicate based on intellectual standards in presenting arguments clearly and logically using oral and written forms.

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>Safety, Security and Emergency Management</u> College <u>Justice & Safety</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Minor in Emergency Management</u> (Major ____, Option ____, Minor <u>X</u> ; or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>February 15, 2010</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>3.3.2010</u> Approved <u>x</u> Disapproved _____ <u>4/15/10</u> General Education Committee* <u>NA</u> Faculty Senate** <u>5/3/10</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>6/7/10</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: To establish an undergraduate Minor in Emergency Management. A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: Not applicable	
B. The justification for this action: A number of students in the EKU Fire and Safety Engineering Technology program have shown interest in a Minor in Emergency Management.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Anticipated student enrollments (5-7 per year) can be absorbed into existing courses. Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Minor in Emergency Management

Not available to BS in Homeland Security majors. A student may minor in Emergency Management by completing, with a grade of "C" or better, a total of 18 semester hours as follows:

Requirements: (9 hours)

HLS 201, HLS 451, HLS 461

Electives: (select 9 hours from)

APS 210, EMC 450, FSE 310, FSE 375, FSE 400, GEO 353, GEO 456, GEO 553, HLS 391, HLS 491, or select one course from GLY 302 or GEO 210

Total Curriculum Requirements: (18 hours)

See attached minor summary and student learning objectives.

MINOR IN EMERGENCY MANAGEMENT

Not available to BS in Homeland Security Majors

A student may minor in Emergency Management by completing, with a grade of “C” or better, a total of 18 semester hours as follows:

REQUIREMENTS: (9 HOURS)

HLS 201	Emergency Management
HLS 451	Disaster Preparedness & Response
HLS 461	Mitigation & Disaster Recovery

ELECTIVES: (9 HOURS)

Select 9 hours from:

APS 210	Physical Security
EMC 450	Disaster Medical Operations
FSE 310	WMD/Hazardous Materials
FSE 375	Emergency Service Resource Management
FSE 400	Advanced Emergency Services
GEO 353	Geographic Information Systems
GEO 456	Geographic Image Interpretation
GEO 553	Advanced Geographic Information Systems
HLS 391	Vulnerability & Risk Assessment
HLS 491	Emergency Planning

Or select one course from:

GLY 302	Earth Science OR
GEO 210	Introduction to Physical Geography

TOTAL CURRICULUM REQUIREMENTS: (18 HOURS)

Minor in Emergency Management Student Learning Outcomes

Students completing the Minor in Emergency Management will be able to:

SLO 1: Explain, discuss, and apply clearly and accurately the key concepts and general theories appropriate to the general Emergency Management discipline.

SLO 2: Evaluate questions and problems in the discipline using creative and critical thinking approaches that identify and analyze underlying concepts, assumptions, inferences, and point of view of arguments, including assessing alternative answers and solutions while considering implications and consequences.

SLO 3: Communicate based on intellectual standards in presenting arguments clearly and logically using oral and written 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>Safety, Security and Emergency Management</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>HLS 391</u> *Course Title (<u>30 characters</u>) <u>Vulnerability & Risk Assessmt.</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	February 15, 2010	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3.3.2010	Council on Academic Affairs _____
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>4/15/10</u>
Teacher Education Committee*	NA	Faculty Senate** <u>NA</u>
		Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: To create new course HLS 391 Vulnerability & Risk Assessment.</p> <p>A. 2. Effective date: Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: Not applicable</p>	
<p>B. The justification for this action: Program faculty recommend an advanced technical course in vulnerability and risk assessment be added to the BS in Homeland Security program.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. Senior faculty will teach new course. Have sufficient full-time and adjunct faculty to cover all program courses.</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.)

HLS 391 Vulnerability & Risk Assessment. (3) A. History and process of vulnerability and risk assessment (VRA) as it relates to the protection of critical assets and infrastructure. Instruction in common VRA techniques used in both the public and private sectors.

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)*
HLS	391	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM (old LPRV)
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture X _____ 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 _____	
B	3	N	SO _____ SR _____	
W	3	N		
		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 Safety, Security and Emergency Management
Syllabus for
HLS 391 Vulnerability & Risk Assessment
CRN #####
3 credit hours
Semester and Year

Professor's name (multiple)

Professor's Office #

Professor's Contact information
(Phone and email)

Catalogue Course Description: History and process of vulnerability and risk assessment (VRA) as it relates to the protection of critical assets and infrastructure. Instruction in common VRA techniques used in both the public and private sectors.

Texts:

Norman, T. L. (2009). *Risk Analysis and Security Countermeasure Selection*. Houston, TX: Protection Partners International.

CRS Report: The Department of Homeland Security's Risk Assessment Methodology: Evolution, Issues, and Options for Congress February 2, 2007

Student Learning Outcomes:

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

1. Integrate critical and creative thinking skills into risk analysis.
2. Appraise and apply the five core principles of the risk analysis lifecycle.
3. Assess a completely adaptable graphic risk analysis tool applicable in public or private industries, and works with all DHS-approved methods.
4. Appraise the tools and insights needed to effectively analyze risks and secure facilities in a broad range of industries, including DHS designated critical infrastructure in the chemical, transportation, energy, telecommunications, and public health sectors.
5. Conduct assessments with industry best practice tools such as CARVER, API/NPRA, RAMCAP, and various Sandia methodologies.

Evaluation Methods:

Course Components	Points	Percentage of Final Grade
Discussion Exercises & Participation	20	20%
Assignments	20	20%
Quizzes	10	10%
Final Project	50	50%
TOTAL	100	100%

A = 90 - 100 points (90 – 100%)

B = 80 - 89 points (80 – 89%)

C = 70 - 79 points (70 – 79%)

D = 60 – 69 points (60 – 69%)

F = < 60 points (<60%)

Student Progress: In conjunction with the return of graded mid-term examinations, students will be provided a written summary of their progress in the first half of the course.

Attendance Policy: Students are required to attend all class periods unless formally excused by the instructor. Points will be deducted from the student’s overall class totals for unexcused absences. All assignments will be submitted on original dates due unless a formal extension of the due date is authorized by the instructor. Late assignments are subject to point deductions for being late.

Last Date to Drop the Course:

Other important dates:

Course Begins:

Drop/Add Deadline:

Withdraw Period:

75 % Tuition Refund:

50% Tuition Refund:

25% Tuition Refund:

Course Ends:

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the

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

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

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

Course Requirements:

Discussion Exercises & Participation (20%)

Each module contains graded Blackboard discussion board style exercises where you are asked to provide an original substantive response by a due date indicated in the Course Calendar tool. Quality responses evaluate the discussion topic critically; relate to the protection of critical infrastructure; demonstrate mastery of course vocabulary, and recognize related policy. In addition, responses should be well organized and carefully edited.

You are to also provide at least one substantive response to one other student's post (for each discussion exercise) by the due date indicated in Course Calendar tool. Substantive posts build on another's post by adding supportive evidence, identifying inconsistencies/gaps, or offering a counterpoint. All posting should be carefully edited and well organized.

Assignments (20%)

There are five graded individual assignments in the course. Each asks you to apply course materials and submit work by a due date indicated in the Course Calendar tool. Quality submissions will demonstrate knowledge of sectors, relate existing policies and procedures, and apply methods and tools to address particular critical infrastructure protection issues. You should also address any shortcomings you discover in your applications. All assignment submissions should be carefully edited and well organized.

Quizzes (10%)

There are four graded quizzes in the course. Each has an availability and due date indicated in the Course Calendar tool. The quizzes are designed to ensure you have grasped important

foundational information related to critical infrastructure protection, such as key vocabulary, related policies, and analysis tools.

Final Project (50%)

The final project is a synthesis of the individual course assignments demonstrated by completing the adaptable graphic risk analysis tool on a specific critical infrastructure sector. The sector can be either public or private or a combination both and will include completing a comprehensive vulnerability and risk assessment.

Course Outline:

Module 1: Risk Analysis— Risk Assessment Methodology: Evolution, Issues, and Options; The Basis for Appropriate and Economical Countermeasures

Module 2: Risk Analysis Basics and the Department of Homeland Security–Approved Risk Analysis Methods

Module 3: Risk Analysis Skills and Tools

Module 4: Critical Thinking and the Risk Analysis Process

Module 5: Asset Characterization and Identification

Module 6: Threat Analysis

Module 7: Estimating Probability

Module 8: Prioritizing Risk

Module 9: Security Policy and Countermeasure Goals

Module 10: Developing Effective Security Policies

Module 11: Countermeasure Goals and Strategies

Module 12: Types of Countermeasures

Module 13: Countermeasure Selection and Budgeting Tools

Module 14: Security Effectiveness Metrics

Module 15: Cost-Effectiveness Metrics

Module 16: Writing Effective Reports

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>Safety, Security and Emergency Management</u> College: <u>Justice & Safety</u> *Course Prefix & Number: <u>HLS 402</u> *Course Title (<u>30 characters</u>): <u>Counterintelligence</u> *Program Title: <u>Homeland Security</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	February 15, 2010	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3.3.2010	Council on Academic Affairs 4/15/10
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> NA
Teacher Education Committee*	NA	Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: To create new course HLS 402 Counterintelligence.</p> <p>A. 2. Effective date: Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: Not applicable</p>	
<p>B. The justification for this action: Program faculty recommend a major elective course in counterintelligence be added to the BS in Homeland Security program. Course will also be a supporting course in new Government Security (Security Operations) option in the BS in Asset Protection and Security program. Course will also be an elective in the Certificate in Intelligence Studies.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. Senior faculty will teach new course. Have sufficient full-time and adjunct faculty to cover all program courses and meet enrollment demands.</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.)

HLS 402 Counterintelligence. (3) A. History, structure and operations of the US counterintelligence community. Includes legal foundations of counterintelligence and critiques of recommended changes to the community.

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)*
HLS	402	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM (old LPRV)
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture X _____ 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 _____	
B	3	N	SO _____ SR _____	
W	3	N		
		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 Safety, Security and Emergency Management
Syllabus for
HLS 402 Counterintelligence
CRN #####
3 credit hours
Semester and Year

Professor's name (multiple)

Professor's Office #

Professor's Contact information
(Phone and email)

Catalogue Course Description: History, structure and operations of the US counterintelligence community. Includes legal foundations of counterintelligence and critiques of recommended changes to the community.

Texts:

Frank J. Rafalko (ed.), *American Revolution into the New Millennium* (Washington: Office of the National Counterintelligence Executive, 2004). (CD)

Michelle K. Van Cleave, *Counterintelligence and National Strategy*. (Washington: National Defense University Press, 2007).

Dycus, Berney, Banks, and Raven-Hansen, *National Security Law (3rd ed.)*, (New York: Aspen Publishers, 2002).

Student Learning Outcomes:

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

1. Assess forces driving changes in the global environment.
2. Appraise challenges facing the US in the 21st century in both the public and private sectors.
3. Assess the history and structure of the US counterintelligence community.
4. Appraise the legal foundation for US counterintelligence operations.
5. Examine US counterintelligence operations through a series of case studies using a critical and creative thinking framework.
6. Critique the US counterintelligence community and recommendations for improvement that have been advanced.

Evaluation Methods:

1.	In-class Discussion Participation (100 each half semester)	200 points
2.	Critical Thinking Logic Paper	50 points
2.	Counterintelligence Briefing Papers (#1-8 @ 50, #9 @ 100 points)	500 points
3.	Mid-term Examination	200 points
4.	Completion of Counterintelligence Simulation	350 points
	Proposal	50 points
	Threat/Risk Analysis	100 points
	In-Class Presentation	100 points
	Final Paper	100 points
5.	Final Examination	200 points

Total Points: 1500 points

Grading Scale:

A = 1350-1500 points 100-90%

B = 1200-1349 points 89-80%

C = 1050-1199 points 79-70%

D = 900-1049 points 69-60%

F = 899 or less points < 60%

Student Progress: In conjunction with the return of graded mid-term examinations, students will be provided a written summary of their progress in the first half of the course.

Attendance Policy: Students are required to attend all class periods unless formally excused by the instructor. Points will be deducted from the student's overall class totals for unexcused absences. All assignments will be submitted on original dates due unless a formal extension of the due date is authorized by the instructor. Late assignments are subject to point deductions for being late.

Last Date to Drop the Course:

Other important dates:

 Course Begins:

 Drop/Add Deadline:

Withdraw Period:
75 % Tuition Refund:
50% Tuition Refund:
25% Tuition Refund:
Course Ends:

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:

In-Class Discussion Participation (13.3%): A significant part of your grade in this course comes from the in-class discussions. You are expected to read assignment materials, take notes on the readings, and bring the reading notes to class and be prepared to discuss the material in class. Students will be selected at random in-class to summarize sections of the assigned readings. Your in-class discussion participation provides me an indication of your understanding of the course material.

Counterintelligence Briefing/Logic Papers (36.6%): Students will be required to complete nine (9) Counterintelligence Briefing Papers (3-4 pages double spaced each) and one Logic Paper (2-4 pages double-spaced), due at various times during the course. The Intelligence Briefing Papers place you in the role of a Counterintelligence Officer at a large government agency or private industry organization. The material for each paper should come from both the assigned readings and supporting outside research. The papers must follow APA Publication Manual guidelines and be free of typographical, spelling and grammatical errors. The Analytical

Writing Rubric will be used to evaluate these assignments. Briefing and logic papers are also used for group session discussions where the topic of each paper is investigated more in-depth.

Examinations (26.6%): There will be in-class mid-term and final examinations. The examinations will employ an essay format. Students will be able to use their textbooks, class reading notes, lecture notes, and class handouts on the examinations.

Group Project: Counterintelligence Plan (Simulation) (23.3%): Students will work in groups to develop a counterintelligence plan for a large government agency or private industry organization of the group's choice. The group will first develop a proposal for their selected agency or organization. The group will prepare a threat and risk analysis for the agency or organization. Finally, the group will prepare a counterintelligence simulation plan, which will be presented in class and in a final paper 20-25 pages in length. The individual assignments and final paper must follow APA Publication Manual guidelines and be free of typographical, spelling and grammatical errors. Each individual assignment will be evaluated based on the assignment quality and compliance with individual assignment's requirements. The Analytical Writing Rubric will be used to evaluate the assignment's quality.

Course Outline:

<u>Week</u>	<u>Topic</u>
1.	Global Environment: Power and Structure
2.	US Foreign Policy: Cold War and Post-Cold War
3.	US Challenges, Opportunities, Risks, and Threats
4.	History of CI in US
5.	Structure of CI Community
6.	Review/Mid-Term Examination
7.	Operations 1: Strategy
8.	Spring/Fall Break
9.	Operations 2: Identify, Assess, Neutralize, and Exploit

10. Operations 3: Economic Counterintelligence
11. Operations 4: Cyber Counterintelligence
12. Law and Policy
13. Critical Review
14. Presentations/Simulations
15. Presentations/Simulations
16. Final Examination

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>Safety, Security and Emergency Management</u> College: <u>Justice & Safety</u> *Course Prefix & Number: <u>HLS 451</u> *Course Title (30 characters): <u>Disaster Prepared & Response</u> *Program Title: <u>Homeland Security</u> (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: <u>Departmental Committee</u> <u>February 15, 2010</u> <u>Graduate Council*</u> <u>NA</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> <u>Council on Academic Affairs</u>		<u>Date</u> <u>NA</u>
College Curriculum Committee: <u>3.3.2010</u> General Education Committee*: <u>NA</u> Teacher Education Committee*: <u>NA</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> Faculty Senate**: <u>NA</u> Board of Regents**: <u>NA</u> Council on Postsecondary Edu.***: <u>NA</u>	<u>4/15/10</u> <u>NA</u> <u>NA</u> <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: To create new course HLS 451 Disaster Preparedness & Response.</p> <p>A. 2. Effective date: Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: Not applicable</p>
<p>B. The justification for this action: Program faculty recommend a new major course in disaster preparedness and response in the BS in Homeland Security program. Addition of this course ensures the emergency management cycle (mitigation, preparedness, response, recovery) is covered in BS core.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. Senior faculty will teach new course. Have sufficient full-time and adjunct faculty to cover all program courses and meet enrollment demands.</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.)

HLS 451 Disaster Preparedness & Response. (3) A. Concepts, theories, principles, programs and requirements of emergency preparedness, governmental planning, practice, exercises, hazard and risk assessment, and team building. Overview of the relationship of preparedness to response, emergency operations and incident command systems.

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)*
HLS	451	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM (old LPRV)
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture X _____ 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 _____	
B	3	N	SO _____ SR _____	
W	3	N		
		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 Safety, Security and Emergency Management
Syllabus for
HLS 451 Disaster Preparedness & Response
CRN #####
3 credit hours
Semester and Year

Professor's name (multiple)

Professor's Office #

Professor's Contact information
(Phone and email)

Catalogue Course Description: Concepts, theories, principles, programs and requirements of emergency preparedness, governmental planning, practice, exercises, hazard and risk assessment, and team building. Overview of the relationship of preparedness to response, emergency operations and incident command systems.

Texts:

Disaster Response: Principles of Preparation and Coordination, by Erik Auf der Heide, July 1989, Center of Excellence in Disaster Management and Humanitarian Assistance. (ADH). Available at no charge online at: <http://orgmail2.coe-dmha.org/dr/flash.htm>

Disaster Response and Recovery (Paperback), by David A. McEntire, Paperback: 498 pages , Publisher: Wiley; 2nd Revised edition (August 18, 2006) , ISBN-10: 0471789747, ISBN-13: 978-0471789741.

Student Learning Outcomes:

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

1. Explain concepts, theories, principles, programs, and requirements of emergency preparedness and response.
2. Integrate critical and creative thinking frameworks into emergency preparedness and response activities.
3. Collaborate with the three levels of government (federal, state, local/tribal) in preparedness and response activities.
4. Plan and execute an emergency preparedness and response class exercise.

Evaluation Methods:

Points/Percentage

of Course	Evaluation Type
100/10%	Mid-Term Exam
200/20%	Final Exam
150/15%	NIMS Course Completions
200/20%	Disaster Exercise, preparation and completion
200/20%	Quizzes (4 @ 50 ea)
150/15%	Class Participation, Class notes, as requested.

1000 Total Points

A = 900 - 1000 points (90 – 100%)

B = 800 - 899 points (80 – 89%)

C = 700 - 799 points (70 – 79%)

D = 600 – 699 points (60 – 69%)

F = < 600 points (<60%)

Student Progress: In conjunction with the return of graded mid-term examinations, students will be provided a written summary of their progress in the first half of the course.

Attendance Policy: Students are required to attend all class periods unless formally excused by the instructor. Points will be deducted from the student’s overall class totals for unexcused absences. All assignments will be submitted on original dates due unless a formal extension of the due date is authorized by the instructor. Late assignments are subject to point deductions for being late.

Last Date to Drop the Course:

Other important dates:

Course Begins:

Drop/Add Deadline:

Withdraw Period:

75 % Tuition Refund:

50% Tuition Refund:

25% Tuition Refund:

Course Ends:

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:

National Incident Management System (NIMS) Training:

Students are required during the first three weeks of this course to complete the following online courses. Each online course can typically take up to two hours to complete. Evidence of completion will be the printed online certificate and a copy of this must be provided to the instructor. The process for taking these three online courses will be explained in class. EACH ONLINE COURSE IS WORTH 50 POINTS, UPON COMPLETION.

1) Introduction to the Incident Command System (IS 100.a), introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS).

<http://training.fema.gov/EMIWeb/IS/IS100a.asp>

2) ICS for Single Resources and Initial Action Incidents (IS-200.a) is designed to enable personnel to operate efficiently during an incident or event within the Incident Command System (ICS). ICS-200 provides training on and resources for personnel who are likely to assume a supervisory position within the ICS.

<http://training.fema.gov/EMIWeb/IS/IS200a.asp>

3) NIMS An Introduction (IS 700.a) introduces and overviews the National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents.

<http://training.fema.gov/EMIWeb/IS/is700a.asp>

Other online courses related to NIMS are also available should a student wish to take additional courses. To see what courses are available, go to: <http://training.fema.gov/IS/>

Examinations: There will be two examinations, a mid-term (100 points) and a final examination (200 points). These examinations may be given in the classroom on dates/times to be provided in class.

MID-TERM EXAM: This exam may consist of a variety of types of questions, including multiple choice (or matching), short answer, and essay questions (value 100 points).

FINAL EXAMINATION: This exam may consist of multiple choice, matching, short answer questions, and/or essay (value 200 points).

Quizzes: There will be four quizzes taken in class. Each will be worth 50 points. Each will take about 20 minutes of class time. These will be based on course materials studied and/or lectured about during that three week period.

Disaster Exercise: Students will design and conduct an in-class disaster exercise incorporating critical and creative thinking methodologies. Preparations and related critical thinking activities will take-up parts of at least four weeks. Week Ten will be dedicated to the exercise. Guidance will be provided in class and posted online.

Course Outline:

Categories of Course Activities (apply to table below)	
1. Readings	4. In-Class Disaster Exercise
2. NIMS Training Courses	5. Quiz
3. Lectures and Participation	6. Exam

Weekly Learning Modules	1	2	3	4	5	6
Week 1: Overview: Course, Texts, Syllabus	✓	✓	✓			
Week 2: Knowing What to Expect: Hazards and Disasters	✓	✓	✓			
Week 3: Understanding the Actors: Roles and Responsibilities of Disaster Participants	✓	✓	✓		✓	
Week 4: Anticipating Human Behavior in Disasters	✓		✓			
Week 5: Approaching Response and Recovery Operations	✓		✓			
Week 6: Responding with Initial Measures	✓		✓	✓	✓	
Week 7: Caring for the Injured, Dead and Distraught	✓		✓	✓		✓
Week 8: Managing Public Relations, Donations and Volunteers	✓			✓		
Week 9: Spring/Fall Break						
Week 10: In-Class Disaster Exercise	✓			✓		
Week 11: The Paper-Plan Syndrome	✓		✓			
Week 12: Damage Assessment, Disaster Declarations, and Debris Removal	✓		✓		✓	
Week 13: Overcoming Typical Challenges: Other Anticipated Problems After Disaster	✓		✓			

Week 14: Harnessing Technology and Organization	✓		✓			
Week 15: Dealing With Future Disasters	✓		✓		✓	
Week 16: Promoting Disaster Resilience	✓		✓			
Week 17: Final Examination Week						✓

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

Part I

(Check one)	Department Name	Safety, Security and Emergency Management	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice & Safety	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HLS 491	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Emergency Planning	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Homeland Security	
<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	February 15, 2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	3.3.2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	4/15/10
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested:	To create new course HLS 491 Emergency Planning.
A. 2. Effective date:	Fall 2010
A. 3. Effective date of suspended programs for currently enrolled students:	Not applicable

B. The justification for this action: Program faculty recommend a new major elective course in emergency planning in the BS in Homeland Security program. Course is based on a service learning approach and is used to synthesize other BS instruction in emergency management.

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

Personnel Impact: None. Senior faculty will teach new course. Have sufficient full-time and adjunct faculty to cover all program courses and meet enrollment demands.

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.)

HLS 491 Emergency Planning. (3) A. Emergency planning requirements, methods and applications for all levels of government and business, including hazard mitigation and emergency operations planning; also considers planning for universities, colleges and secondary schools.

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)*
HLS	491	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM (LPRV)
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture X _____ 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 _____	
B	3	N	SO _____ SR _____	
W	3	N		
		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 Safety, Security and Emergency Management
Syllabus for
HLS 491 Emergency Planning
CRN #####
3 credit hours
Semester and Year

Professor's name (multiple)

Professor's Office #

Professor's Contact information
(Phone and email)

Catalogue Course Description: Emergency planning requirements, methods and applications for all levels of government and business, including hazard mitigation and emergency operations planning; also considers planning for universities, colleges and secondary schools.

Texts and Software:

Inspiration Software: Each student must purchase Inspiration Software from a vendor located through <http://www.inspiration.com>. Price about \$60.00.

State Multi-Hazard Mitigation Planning Guidance (Mitigation Planning "Blue Book"): FEMA developed the State Mitigation Planning "Blue Book" to help States better understand the FEMA mitigation planning regulations cited in the Code of Federal Regulations (CFR) at Title 44, Chapter 1, Part 201 (44 CFR Part 201). <http://www.fema.gov/library/viewRecord.do?id=3115>

Comprehensive Preparedness Guide 101 - A Guide for All-Hazard Emergency Operations Planning: The FEMA Comprehensive Preparedness Guide. CPG 101 provides general guidelines on developing Emergency Operations Plans (EOPs). <http://www.fema.gov/about/divisions/cpg.shtm>

Comprehensive Preparedness Guide 301: Interim Emergency Management Planning Guide for Special Needs Planning: Federal Emergency Management Agency and DHS Office for Civil Rights and Civil Liberties. Version 1.0 (August 15, 2008): This guide is a tool for state, territorial, tribal, and local emergency managers to use in the development of emergency operations plans (EOPs) that are inclusive of the entire population of a jurisdiction of any size. It specifically provides recommendations for planning for special needs populations.
<http://www.fema.gov/news/newsrelease.fema?id=45436>

Student Learning Outcomes:

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

1. Adapt planning concepts, theories, principles, and programs of governmental and corporate emergency management to the emergency planning process.
2. Formulate a framework for plan development through team building and coordination in a service-learning environment.

3. Integrate critical and creative thinking frameworks into emergency planning activities.
4. Appraise and apply the legal responsibilities of local, state and federal government agencies in all hazards planning.
5. Plan in a real world emergency management setting interacting with professional emergency managers and agency executives.

Evaluation Methods:

Points/Percentage

of Course	Evaluation Type
100/10%	Mid-Term Exam
100/10%	Final Exam
200/20%	Home Work (4 @ 50 ea)
300/30%	Quizzes (6 @ 50 ea)
300/30%	Service Learning Project

1000 Points Total

A = 900 - 1000 points (90 – 100%)

B = 800 - 899 points (80 – 89%)

C = 700 - 799 points (70 – 79%)

D = 600 – 699 points (60 – 69%)

F = < 600 points (<60%)

Student Progress: In conjunction with the return of graded mid-term examinations, students will be provided a written summary of their progress in the first half of the course.

Attendance Policy: Students are required to attend all class periods unless formally excused by the instructor. Points will be deducted from the student’s overall class totals for unexcused absences. All assignments will be submitted on original dates due unless a formal extension of the due date is authorized by the instructor. Late assignments are subject to point deductions for being late.

Last Date to Drop the Course:

Other important dates:

Course Begins:

Drop/Add Deadline:

Withdraw Period:

75 % Tuition Refund:

50% Tuition Refund:

25% Tuition Refund:

Course Ends:

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:

Examinations: There will be two examinations, a mid-term (100 points) and a final examination (100 points). These examinations will be given in the classroom on dates/times provided in class.

MID-TERM EXAM: This will be a closed book exam and be taken in the classroom during a regularly scheduled class period. It may consist of a variety of types of questions, including multiple choice (or matching), short answer, and essay questions (value 100 points).

FINAL EXAMINATION: This may be, in part, an open book exam. It will consist of multiple choice, matching, short answer questions, and/or essay (value 100 points).

Homework Assignments: The details of homework assignments and the disaster exercise will be discussed in class. See Teaching Schedule for times. The value of each assignment is 50 points.

- 1) Assignment I: Each student will develop one disaster model for each hazard-disaster relationship, then assist in developing a synthesized/composite model.
- 2) Assignment II: Each student will develop one PowerPoint slide set, then assist in developing one synthesized/composite PowerPoint presentation.
- 3) Assignment III: Each student will prepare one Table Top exercise design and assist in developing one synthesized/composite Table Top exercise.
- 4) Assignment IV: Each student will participate in presenting the PowerPoints (verbal presentation) to the organization's staff.

Quizzes: There will be six quizzes taken in class, one each two weeks (approximate schedule). Each will be worth 50 points. Each will take about 20 minutes of class time. These will be based on course materials studied and/or lectured about during that two week period.

Service Learning Project: A service learning project with an emergency management agency/office will require students to provide a set of deliverables of benefit to that organization. This will be a significant class activity and be worth 300 points. Students will design and carry out the project as per class instructions. Guest lecturers will also instruct the students. The project will evolve and remain a work in progress. Students can have input into how the project will be conducted.

Approximately two-thirds of class time and homework time will be dedicated to the service learning project.

Deliverables are anticipated to include the following:

1. Disaster models – developed by the students for as many as three hazard-disaster relationships.
2. PowerPoint presentations (training modules) explaining how the organization can respond to emergency situations caused by the three sets of hazard-disaster relationships.
3. Designs for three sets of table top exercises based on the disaster models and training modules.

The students will provide professional emergency planners with presentations of the training modules, as well as the disaster models and table top exercise designs during the last week of class.

Course Outline:

Categories of Course Activities (apply to table below)	
1. Readings	4. Service-Learning Project
2. Lectures and Participation	5. Quiz
3. Assignments	6. Exam

Weekly Learning Modules	1	2	3	4	5	6
Week 1: Overview: Course, Texts, Syllabus	✓	✓				
Week 2: Preparedness/Response Planning Principles Service-Learning (S-L) Orientation	✓	✓				
Week 3: Roles and Responsibilities of Disaster Participants S-L Project Orientation and Onsite Study I and Team Organization	✓	✓	✓	✓	✓	
Week 4: Hazard Mitigation Planning Principles S-L Onsite Study II and Antecedent Conditions Evaluation Library Research and Bibliography Development	✓	✓		✓		
Week 5: Roles and Responsibilities of Mitigation Participants S-L Modeling Activity and Threat Conditions Evaluation Library Research and Bibliography Development	✓	✓	✓	✓		
Week 6: Special Needs Populations Considerations Team Model Presentations I - Antecedent Conditions	✓	✓		✓	✓	
Week 7: Review of CPG 101 Team Model Presentations II - Threat/Response Sequences	✓	✓	✓	✓		✓
Week 8: Review CPG 101 Team Model Presentations III - Special Needs Populations	✓	✓		✓		
Week 9: Spring/Fall Break						
Week 10: S-L Project – Teams Training PPT Development	✓			✓		

Week 11: S-L Project – Teams Training PPT Presentation	✓			✓		
Week 12: S-L Project – Teams Table Top Exercise Development	✓			✓	✓	
Week 13: S-L Project – Teams Table Top Exercise Presentations	✓			✓		
Week 14: S-L Project – Dress Rehearsal for Teams Final Presentations	✓			✓		
Week 15: S-L Project – Final Teams Project Presentations	✓			✓	✓	
Week 16: Submit Deliverables to Sponsor Agency/Organization	✓			✓		
Week 17: Final Examination Week						✓

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>Safety, Security and Emergency Management</u> College: <u>Justice & Safety</u> *Course Prefix & Number: <u>HLS 495</u> *Course Title (30 characters): <u>Homeland Security Colloquium</u> *Program Title: <u>Homeland Security</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	February 15, 2010	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3.3.2010	Council on Academic Affairs <u>4/15/10</u>
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	NA	Faculty Senate** <u>NA</u>
		Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: To create new course HLS 495 Homeland Security Colloquium (BS capstone course). A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: Not applicable	
B. The justification for this action: Program faculty recommend a capstone course be added to the BS in Homeland Security program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Senior faculty will teach new course. Have sufficient full-time and adjunct faculty to cover all program courses. 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.)

HLS 495 Homeland Security Colloquium. (3) A. Prerequisite: HLS senior standing or departmental approval. Senior capstone course requiring synthesis and application of prior course work in homeland security. Students complete senior project within a strategic planning framework.

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)*
HLS	495	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	SSEM (LPRV)
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture X _____ 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 _____	
B	3	N	SO _____ SR X _____	
W	3	N		
		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>HLS senior standing or departmental approval.</u>
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Safety, Security and Emergency Management
Syllabus for
HLS 495 Homeland Security Colloquium
CRN #####
3 credit hours
Semester and Year

Professor's name (multiple)

Professor's Office #

Professor's Contact information
(Phone and email)

Catalogue Course Description: Prerequisite: HLS senior standing or departmental approval. Senior capstone course requiring synthesis and application of prior course work in homeland security. Students complete senior project within a strategic planning framework.

Texts:

Bryson, J.M. (2004). *Strategic planning for public and nonprofit organizations, A guide to strengthening and sustaining organizational achievement* (3rd ed.). San Francisco, CA: Jossey-Bass.

Karsh, E., & Fox, A.S. (2009). *The only grant-writing book you'll ever need, Top grant writers and grant givers share their secrets* (3rd ed.). New York: Basic Books.

Student Learning Outcomes:

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

1. Appraise the strategic change cycle approach.
2. Assess the components of strategic planning.
3. Integrate critical and creative thinking into strategic analysis techniques.
4. Outline strategic communication approaches to support strategic planning initiatives.
5. Incorporate leadership theories into personal and organizational situations.
6. Compose funding documents to support strategic planning initiatives.
7. Conduct an oral presentation of a strategic planning project.

Evaluation Methods:

1. In-Class Discussion Participation 200 points
2. Strategic Position Papers (6 @ 50 points) 300 points

3. Senior Project
 - a. Strategic Project Proposal 50 points
 - b. Strategic Project Analysis 100 points
 - c. Funding Proposal 200 points
 - d. In-class Presentation 50 points
 - e. Final Project Paper 100 points

Total 1000 Points

Grading Scale:

- A = 900-1000 points 100-90%
- B = 800-899 points 89-80%
- C = 700-799 points 79-70%
- D = 600-699 points 69-60%
- F = 599 or less points < 60%

Student Progress: In conjunction with the return of graded mid-term examinations, students will be provided a written summary of their progress in the first half of the course.

Attendance Policy: Students are required to attend all class periods unless formally excused by the instructor. Points will be deducted from the student's overall class totals for unexcused absences. All assignments will be submitted on original dates due unless a formal extension of the due date is authorized by the instructor. Late assignments are subject to point deductions for being late.

Last Date to Drop the Course:

Other important dates:

Course Begins:

Drop/Add Deadline:

Withdraw Period:

75 % Tuition Refund:

50% Tuition Refund:

25% Tuition Refund:

Course Ends:

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:

In-Class Discussion Participation (20%): A significant part of your grade in this course comes from the in-class discussions. You are expected to read assignment materials, take notes on the readings, and bring the reading notes to class and be prepared to discuss the material in class. Students will be selected at random in-class to summarize sections of the assigned readings. Your in-class discussion participation provides me an indication of your understanding of the course material.

Strategic Position Papers (30%): Students will be required to complete six (6) Strategic Position Papers (3-4 pages double spaced each) due at various times during the course. The Strategic Position Papers place you in the role of a Planning Officer at a large government agency or private industry organization. The material for each paper should come from both the assigned readings and supporting outside research. The papers must follow APA Publication Manual guidelines and be free of typographical, spelling and grammatical errors. The Analytical Writing Rubric will be used to evaluate these assignments. Briefing papers are also used for group session discussions where the topic of each paper is investigated more in-depth.

Senior Project: Strategic Planning Project (50%): Students will complete a senior project organized around a strategic planning project of the student's choice in homeland security or emergency management. The senior project consists of a project proposal, strategic analysis, funding document development, in-class presentation, and a final paper. The final paper will be 25-30 pages (double-spaced) in length. The individual assignments and final paper must follow APA Publication Manual guidelines and be free of typographical, spelling and grammatical errors. Each individual assignment will be evaluated based on the Analytical Writing Rubric, plus the assignment's compliance with individual assignment's requirements.

Course Outline:

<u>Week</u>	<u>Topic</u>
1.	Introduction to Strategic Planning
2.	The Strategic Change Cycle
3.	Missions, Visions, Mandates
4.	Strategic Analysis, Part 1
5.	Strategic Analysis, Part 2
6.	Stakeholders and Networking
7.	Grant Funding, Part 1
8.	Spring/Fall Break
9.	Grant Funding, Part 2
10.	Situational Leadership
11.	Organizational Leadership
12.	Strategic Communications
13.	Guest Speakers
14.	Presentations
15.	Presentations
16.	Finals Week, Final Papers Due



EASTERN KENTUCKY UNIVERSITY

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College of Justice & Safety
'A Program of Distinction'
Office of the Dean

354 Stratton Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-3565 FAX (859) 622-6561
Allen.Ault@eku.edu . www.justice.eku.edu

TO: Council on Academic Affairs

FROM: 

Dr. Allen Ault, Dean
College of Justice & Safety

DATE: April 1, 2010
RE: Agenda Items

Please include the enclosed curriculum proposals on the agenda for the next meeting of the Council on Academic Affairs scheduled for April 15, 2010.

Department of Safety, Security & Emergency Management (SSEM)
Approved Dec. 18, 2009 at Graduate Council.

New Courses:

SSE 850 Ergonomics & Human Factors
SSE 851 Human Factors/Simple & Complex Systems
SSE 852 Ergonomics Process & Practice
SSE 853 Applied Research in Ergonomics

New Option:

SSEM Ergonomics Option

New Certificate

SSEM Ergonomics Certificate

Department of Criminal Justice & Police Studies

New Courses: CRJ 823 Social Justice and Music

Approved February 19, 2010 at Graduate Council



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>Safety, Security & Emergency Management (SSEM)</u> College: <u>Justice & Safety</u> *Course Prefix & Number: <u>SSE 850</u> *Course Title (30 characters): <u>Ergonomics & Human Factors</u> *Program Title: _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date: _____		Graduate Council* Approved: _____ Date: <u>Dec. 18. 2009</u>
Departmental Committee: <u>10/19/09</u>		Council on Academic Affairs: _____
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Approved <input checked="" type="checkbox"/> Disapproved _____ <u>4/15/10</u>
College Curriculum Committee: <u>10.27.2009</u>		Faculty Senate** _____ <u>NA</u>
General Education Committee*: <u>NA</u>		Board of Regents** _____ <u>NA</u>
Teacher Education Committee*: <u>NA</u>		Council on Postsecondary Edu.*** _____ <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add a new course within the Safety, Security & Emergency Management (SSE) curriculum.

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

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

B. The justification for this action: Programs have already been created at the Bachelor level, the College of Justice & Safety has a national reputation in areas that comprise homeland security, emergency response, fire protection, hazardous materials, security, emergency medicine and risk management. Expressed interest from professionals in the field and current SSE students for the opportunity to specialize in Ergonomics at the masters of science level.

C. The projected cost (or savings) of this proposal is as follows: Funding will be provided for personnel, expenses and equipment as needed in accordance with our agreement with the EKU Board of Regents.

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.)
~~SSE 850 Ergonomics & Human Factors. (3) / ~~AE~~ The assessment and analysis of ergonomic risk factors, identification of known musculoskeletal disorders, and development of effective ergonomic management techniques and compliance programs~~

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) <u>SSE</u>	Course Number (3 Digits) <u>850</u>	Effective Term (Example: Fall 2001) <u>Øø 2010</u>	College/Division: AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* SSEM
Credit Hrs. <u>3</u>	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other <u>3</u>		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)			Cip Code (first two digits only) <u>43</u>	
Work Load (for each schedule type)		Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Syllabus

SSE 850 - Ergonomics and Human Factors

INSTRUCTOR

Thomas D. Schneid

Assistant: Mrs. Sheila Patterson & Mrs. Kate Johnson

Office: 245 Stratton

Mailing Address: 250 Stratton Building
Richmond, Kentucky 40475

Phone: (859) 622-1051 or 2385

Email: Tom.schneid@eku.edu

COURSE DESCRIPTION:

The assessment and analysis of ergonomic risk factors and development of an efficient and effective ergonomics program specifically focused on the private sector industrial employer. This program will address appropriate risk factors, current regulatory requirements as well as policy development, effective ergonomic management techniques and occupational safety program development to ensure a safe and healthful work environment for employees.

TEXT

1. Ergonomics Process Management: A Blueprint For Quality and Compliance, James P. Kohn, CRC Publishing Co., 1998, ISBN No: 1566702263
2. National Institute on Occupational Safety and Health. Website located at www.cdc.gov/HIOSH.
3. [29 CFR 1910](#) (does not have to be purchased but can be referenced on the OSHA website at www.osha.gov) or may use individual state plan regulations correlating to the federal OSHA regulations

Text is available at:

[EKU Bookstore](#)

[Amazon.com](#)

[Barnes and Noble](#)

*Click on the individual link to check the price and book availability

SUPPLEMENTAL RESOURCES

1. Familiarize yourself with the External Links section of the Blackboard course site. Here you will find a number of websites that address various issues associated with the content of this course.
2. E-Tools – Ergonomics. Located on the OSHA website at www.osha.gov.

STUDENT LEARNING OUTCOMES

At the end of this course, students will be able to:

1. Critically evaluate the risks associated with ergonomic risk factors.
2. Assess the various cumulative trauma disorders and musculoskeletal disorders.
3. Apply the sources of governmental guidelines/regulations and use these sources to perform critical analysis in developing creative solutions to ergonomic situations.
4. Assess and analyze the occupational safety related policies and procedures.
5. Critically assess and develop written ergonomic and human factor compliance programs that meet the regulatory requirements.
6. Utilize critical and creative thinking processes to research, audit and evaluate emerging issues and regulatory compliance requirements of extant industries.
7. Engage written and oral communication skills to effectively develop presentation designed to improve compliance issues for corporate management.

COURSE OUTLINE

Week 1: **Ensure you complete the orientation and plagiarism policy**

Read Chapters 1 & 2 in your text.

Visit the NIOSH website

Week 2: **Read Chapters 3 & 4 in your text.**

Complete Quiz #1

Begin your research for your paper

Week 3: **Read Chapters 5 & 6 in your text.**

Initiate your work on your research paper.

Week 4: **Read Chapters 7 & 8 in your text.**

Complete your work on your research paper.

Week 5: **Read Chapters 9 & 10 in your text.**

Initiate work on your guideline review paper.

Complete Quiz #2.

Week 6: **Read Chapters 11 & 12**

Complete work on your guideline review paper.

Week 7: **Initiate research on your ergonomics program.**

Initiate work on your final examination.

Week 8: **Complete and post your ergonomics program.**

Complete and post your final examination.

Review of Content and Submission of work

COURSE METHODOLOGY

This course is 100% online, with students expected to use EKU's Blackboard Learning System for all coursework. The course will include video lectures, discussion boards, weekly assignments, a research paper, and a portfolio. Multi-media presentations will be incorporated into the course design. Students are expected to complete all assigned readings from the text and other related assigned materials and be fully prepared to discuss salient points in the Discussion Boards.

On-Line format: Students must have an adequate working knowledge of Blackboard.

If you encounter any computer or Blackboard related problems, please contact Nedim Slijepcevic at nedim.slijepcevic@eku.edu

COURSE CORRESPONDENCE POLICY

1. Any email correspondence regarding the course must include the specific course ID (SSE 850) as the first letters of the subject line. Use SSE 850 as the first letters of the subject line.
2. The course ID (SSE 850) should be followed by a space and a distinctive subject (e.g., SSE 850 discussion board question 1).
3. You are strongly encouraged to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information.
4. All course assignments must be submitted within Blackboard. Assignments submitted as email attachments will NOT be accepted.
5. All emails should be directed to your course Instructor/ Facilitator. He or she will respond to any questions or concerns within 24 hours. If you still have not received a response after this time period, contact the Instructor of Record for assistance.

ASSIGNMENT LOCATION ON BLACKBOARD

All assignments that need to be completed and submitted during this course are posted in Blackboard under the Assignments button. If you have any trouble downloading course documents or video lessons please let your Facilitator know as soon as possible.

DISCUSSION BOARD POLICY/ PARTICIPATION

You will find discussion questions posted in Blackboard for each week. Starting on Monday of each week, you are to access Blackboard and respond to that week's questions by 5:00 p.m. Wednesday. In addition you are expected to make a minimum of two entries in response to peer responses or posts. In responding to your classmates posts, offer any thoughts, ideas, or questions that will help them in developing their portfolio for this course. You should not post all your entries at one time but rather reflect on the insight that others have brought to the discussion. Remember your postings will serve as a reflection of your understanding of course material to the facilitator and instructor. All responses must be posted by 10:00 p.m. Sunday of that week.

Daily interaction with your Instructor and/or facilitator is vitally important to your success in this course. Please schedule to permit appropriate time on a daily basis in which to interact with your Instructor

and/or Facilitator on the various course topics which will be discussed. And please ask any and all questions you should have regarding the subject matter or any issue regarding this class.

QUIZZES

During this course you will be assigned two quizzes. The first quiz will be taken in week two and the last quiz will be taken in week four. These two quizzes are designed to help you reflect on the course material and prepare you for the final exam. They will assess both your understanding of the video lessons and required course readings. **You will have to complete both of these requirements to be successful on the quizzes.** The quizzes are located on the Assignments page in Blackboard.

WEEKLY ASSIGNMENTS

Each week you will complete a series of critical thinking questions that reflect material from the video lectures and required readings. They will assess both your understanding of the video lessons and required course readings. Most of the questions relate to your disaster plan. Take advantage of these questions and prepare your response to help facilitate the completion of your plan. The weekly assignment questions are located on the Assignments page in Blackboard.

PORTFOLIO REQUIREMENT

What is a Portfolio?

Your portfolio is the compilation of the work you performed throughout the term. We have found that this assembly of your work is beneficial to our students not only in maintaining the required course work in a centralized manner, but it is also beneficial to students for future reference.

In this course your portfolio will consist of:

1. 20+ Page Research Paper
2. 5 page review of selected ergonomic guideline
3. A written ergonomics program
4. Completed Final Examination

These important documents should be completed and submitted on Blackboard by the end of the course. You will find the links to upload the documents under the Assignments button on Blackboard. They will be graded by the instructor and/or your facilitator at the end of the term. The primary purpose of utilizing this method is to provide students with the flexibility of deciding when to complete the work so long as the portfolio is completed within the specified time period.

RESEARCH PAPER

Please select a ergonomic guideline from the OSHA website or an ergonomic research document from the NIOSH website that you would like to know more about and is of interest to you and applicable to your current situation. Analyze this guideline or research document fully and completely to identify the problems encountered, the things which could have been done to prevent and/or minimize the effects and other key factors. Your research paper should include, but not be limited to, the following:

1. Synopsis of the issue researched or the applicable guideline.
2. Effects of the ergonomic issue on the workplace
3. Risk factors and potential solutions
4. Critique of research or guideline
5. Overall assessment of the situation

The paper should be a MINIMUM of 20 pages in length and submitted as part of your Portfolio. You will not be penalized for exceeding the page limit if it becomes necessary to do so.

COMPLIANCE PROGRAMS AND POLICIES

Each student will develop One (1) individualized WRITTEN ERGONOMIC COMPLIANCE PROGRAMS based upon a facility or operation which they are familiar. DO NOT USE COMPANY NAMES. The assignments and discussion questions are specifically designed to address individual elements within the ergonomic policy and ergonomic compliance program documents. Please keep in mind, however, that every situation is unique and you will need to use your judgment as to whether or not the specific element applies to your individualized situation. Take advantage of the assignment questions in building your plan.

Your ERGONOMIC Compliance Programs must meet all of the OSHA (or your individual state plan) regulations or standards, EEOC regulations, DOL requirements and/or all other governmental regulations which may be applicable to your situation. Thus, it is important that you become familiar with the possible OSHA regulations and guidelines on the OSHA website at www.osha.gov or through your individual state plan site or you may utilize 29 CFR 1910 (or a hard copy of your individual state plan regulations). The Equal Employment Opportunity Commission regulations can be found at www.eeoc.gov or contact your local EEOC office. Your text provides further information on the development of your policies and compliance programs.

As you will hear throughout this program, ALL programs must be in writing. Your final product will consist of your final document that will be submitted in your portfolio.

FINAL EXAMINATION

There will be a final exam in this class. It will be a comprehensive open book essay examination. The exam will be posted on Blackboard after week Four (4). You have until the end of the term to complete it and submit it with your portfolio.

COURSE REQUIREMENTS

1. Completion of all Blackboard Discussion Questions	70 points
2. Completion of two quizzes	20 points
3. Completion of weekly assignments	70 points
4. Completion of 20+ page Research Paper	100 points
5. One (1) Ergonomic compliance programs	100 points
6. Completion of final exam	100 points
Total Points	460 points

GRADING SCALE

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

*Any course in which you receive a grade of C (79%) or lower will have to be retaken per ECU Graduate School policy.

VIEWING YOUR GRADE IN BLACKBOARD

Under the Tools button on Blackboard is the My Grades link. If you go into this section, you will be able

to view any grades posted by the Facilitator.

FALL 2006 TERM B DATES:

Classes Begin:

Add/ Drop Deadline:

Withdraw Period:

75% Tuition Refund:

50% Tuition Refund:

25% Tuition Refund:

Classes End:

ACADEMIC HONESTY POLICY

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premise the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgement of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course.

Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).

Cheating includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving information from others and referring to unauthorized notes or other written information. In addition, copying from others, either during examinations or in the preparation of homework assignments, is a form of cheating.

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications makes it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others.

Taken from Eastern Kentucky University Student Handbook (UHS) Page 31.

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course.

STUDENTS WITH DISABILITES

If you are registered with the Office of Service 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 directly either in person on the first floor of the Turley House or by Telephone at (859)-622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

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>Safety, Security & Emergency Management (SSEM)</u> College: <u>Justice & Safety</u> *Course Prefix & Number: <u>SSE 851</u> *Course Title (30 characters): <u>Human Factors/Simple & Complex Systems</u> *Program Title: _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date: _____ Date: _____ Departmental Committee: <u>10/19/09</u> Graduate Council* Approved <u>Dec. 18. 2009</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>10.27.2009</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>4/15/10</u> General Education Committee*: <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee*: <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add a new course within the Safety, Security & Emergency Management (SSE) curriculum. A. 2. Effective date: (Example: Fall 2001) Oct , 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: Programs have already been created at the Bachelor level, the College of Justice & Safety has a national reputation in areas that comprise homeland security, emergency response, fire protection, hazardous materials, security, emergency medicine and risk management. Expressed interest from professionals in the field and current SSE students for the opportunity to specialize in Ergonomics at the masters of science level. C. The projected cost (or savings) of this proposal is as follows: Funding will be provided for personnel, expenses and equipment as needed in accordance with our agreement with the EKU Board of Regents. Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None
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Part II. Recording Data for New, Revised, or Dropped Course

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and 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.)
SSE 851 Human Factors in Simple & Complex Systems. (3) ~~CE~~ Assessment and analysis of ergonomic risk factors, such as NIOSH Lifting Equation, Office Ergonomics, special issues, legal concerns with ergonomic related legislation. Human factor issues that influence design, implementation, evaluation of products and systems.

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) <u>SSE</u>	Course Number (3 Digits) <u>851</u>	Effective Term (Example: Fall 2001) <u>Øø 2010</u>	College/Division: AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* SSEM
Credit Hrs. <u>3</u>	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other <u>X</u>		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)			Cip Code (first two digits only) <u>43</u>	
Work Load (for each schedule type)		Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form. (*Use Validation Tables.)

Syllabus

SSE 851: Human Factors in Simple and Complex Systems

INSTRUCTOR

Michael S. Schumann, J.D., PhD.

Office: 211 Stratton

Mailing Address:

Eastern Kentucky University

250 Stratton Building

Richmond, Kentucky 40475

Phone: (859) 622-5932

Email: michael.schumann@eku.edu

COURSE DESCRIPTION:

This course is a continuation of the assessment and analysis of ergonomic risk factors, but will also address issues such as the NIOSH Lifting Equation, Office Ergonomics, special issues and problem areas in ergonomics, and legal concerns with ergonomic related legislation. In addition, this course will provide an understanding of the breadth and depth of human factors issues that influence the design, implementation, and evaluation of products and systems. Emphasizing the close relationship between basic theory and application, students should be able to delineate a framework for the research process, present an integrated view of the current state of knowledge, and examine how these factors can be applied to system design. This course will also address such concepts as situation awareness and highlights topics of interest, with an additional focus on computer applications and human-computer interaction, ergonomic issues for construction workers and issues in material handling.

TEXT

- 1. Human Factors in Simple and Complex Systems, Second Edition**
by **Robert W. Proctor** and **Trisha Van Zandt**
ISBN: 9780805841190
ISBN 10: 0805841199
Publication Date: 4/22/2008
Number of Pages: 696
- 2. National Institute on Occupational Safety and Health. Website located at**
www.cdc.gov/NIOSH.

SUPPLEMENTAL RESOURCES

1. Familiarize yourself with the External Links section of the Blackboard course site. Here you will find a number of websites that address various issues associated with the content of this course.
2. E-Tools – Ergonomics. Located on the OSHA website at www.osha.gov.

Student Learning Outcomes

At the end of this course, students will be able to:

1. Understand the foundational theory behind human factors and how they relate to and influence workplace issues such as ergonomic hazards.

2. Identify and evaluate ergonomics hazards based upon the NIOSH lifting equation and then be able to recommend changes to work processes. .
3. Identify and utilize various research tools and sources of information to help solve human factor and ergonomic issues and to perform critical analysis in developing creative solutions to ergonomic situations.
4. Increase previous knowledge of ergonomic and human factor occupational safety related policies and procedures.
5. Use critical and creative thinking to develop written ergonomic and human factor PowerPoint training materials.
6. Use critical and creative thinking processes to research, audit and evaluate emerging issues in human factor/ergonomic issues.
7. Enhance written and oral communication skills by effectively developing presentations designed to improve compliance issues for corporate management.

COURSE OUTLINE

Week One HISTORICAL FOUNDATIONS OF HUMAN FACTORS

Read Chapter 1: Historical Foundations of Human Factors
 What Is Human Factors and Ergonomics?
 Historical Antecedents
 Emergence of the Human Factors Profession
 Contemporary Human Factors

Read Chapter 2: Research Methods in Human Factors
 Distinguishing Features of Science
 Measurement
 Research Methods
 Statistical Methods
 Study Evaluating Human Factors Design

Read and review the NIOSH Lifting Equation:

Found at: <http://www.cdc.gov/niosh/docs/94-110/>

WEEK TWO

Read Chapter 3: Reliability and Human Error in Systems
 Central Concept in Human Factors: The System
 Human Error
 Reliability Analysis
 Recommended Readings

Read Chapter 4: Human Information Processing
 Three-Stage Model

Information Theory

Psychological Representation of the Physical World

Chronometric Methods
Psychophysiological Measures

Read Chapter 5: Visual Perception
Visual Sensory System
Aspects of Visual Perception

**Read NIOSH Publication No. 2007-122:
Simple Solutions: Ergonomics for Construction Workers**

<http://www.cdc.gov/niosh/docs/2007-122/>

Week Three

READ Chapter 6: Perception of Objects in the World

Color Perception
Perceptual Organization
Depth Perception
Perception of Motion
Pattern Recognition

READ Chapter 7: Hearing, Proprioception, and the Chemical Senses

Auditory Sensory System
Vestibular System
Somesthetic System
Chemical Systems

READ Chapter 8: Display of Visual, Auditory, and Tactual Information

Visual Displays
Auditory Displays
Tactile Displays

WEEK Four:

COGNITIVE FACTORS AND THEIR APPLICATIONS

READ Chapter 9: Attention and the Assessment of Mental Workload

Modes of Attention
Mental Workload Assessment

READ Chapter 10: Retention and Comprehension of Information

Sensory Memory
Short-Term Memory
Long-Term Memory
Comprehending Verbal and Nonverbal Material

READ Chapter 11: Solving Problems and Making Decisions
Problem Solving
Decision Making

READ NIOSH Publication No. 2007-131:

Ergonomic Guidelines for Manual Material Handling

<http://www.cdc.gov/niosh/docs/2007-131/>

WEEK FIVE

READ Chapter 13: Response Selection and Principles of Compatibility
Simple Reactions
Choice Reactions
Principles of Compatibility
Irrelevant Stimuli
Dual-Task and Sequential Performance
Preferences for Controlling Actions

READ Chapter 14: Control of Movement and Learning of Motor Skill
Physiological Foundations of Movement
Control of Action
Motor Learning
Training with Simulators
Feedback and Skill Acquisition

WEEK SIX

READ Chapter 16: Anthropometrics and Workspace Design
Engineering Anthropometry
Cumulative Trauma Disorders
Hand Tools
Manual Materials Handling
Carrying and Pushing/Pulling
Workspace Design

READ Chapter 17: Environmental Ergonomics
Lighting
Noise
Thermal Comfort and Air Quality
Stress

WEEK SEVEN

READ Chapter 18: Human Resource Management and Macroergonomics

Individual Employee
Interactions among Employees
Interactions between Organizational Groups

WEEK EIGHT

FINISH WORK ON PROJECTS: PAPER AND POWERPOINT PRESENTATION

COURSE METHODOLOGY

This course is 100% online, with students expected to use EKU's Blackboard Learning System for all coursework. The course will include video lectures, discussion boards, weekly assignments, a research paper, and a portfolio. Multi-media presentations will be incorporated into the course design. Students are expected to complete all assigned readings from the text and other related assigned materials and be fully prepared to discuss salient points in the Discussion Boards.

On-Line format: Students must have an adequate working knowledge of Blackboard.

If you encounter any computer or Blackboard related problems, please contact Nedim Slijepcevic at nedim.slijepcevic@eku.edu

COURSE CORRESPONDENCE POLICY

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2. The course ID (SSE 851) should be followed by a space and a distinctive subject (e.g., SSE 851 discussion board question 1).
3. You are strongly encouraged to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information.
4. All course assignments must be submitted within Blackboard. Assignments submitted as email attachments will NOT be accepted.
5. All emails should be directed to your course Instructor/ Facilitator. He or she will try to respond to any questions or concerns within 24 hours. If you still have not received a response after this time period, contact the Instructor of Record for assistance.

ASSIGNMENT LOCATION ON BLACKBOARD

All assignments that need to be completed and submitted during this course are posted in Blackboard under the Assignments button. If you have any trouble downloading course documents or video lessons please let your Facilitator know as soon as possible.

DISCUSSION BOARD POLICY/ PARTICIPATION

You will find discussion questions posted in Blackboard for each week. Starting on Monday of each week, you are to access Blackboard and respond to that week's questions by 5:00 p.m. Wednesday. In addition you are expected to make a minimum of two entries in response to peer responses or posts. In responding to your classmates posts, offer any thoughts, ideas, or questions that will help them in developing their portfolio for this course. You should not post all your entries at one time but rather reflect on the insight that others have brought to the discussion. Remember your postings will serve as a reflection of your understanding of course material to the facilitator and instructor. All responses must be posted by 10:00 p.m. Sunday of that week.

Daily interaction with your Instructor and/or facilitator is vitally important to your success in this course. Please schedule to permit appropriate time on a daily basis in which to interact with your Instructor and/or Facilitator on the various course topics which will be discussed. And please ask any and all questions you should have regarding the subject matter or any issue regarding this class.

QUIZZES

During this course you will be assigned four quizzes which are spaced throughout this class.

WEEKLY ASSIGNMENTS

Each week you will complete a series of critical thinking questions that reflect material from the video lectures and required readings. They will assess both your understanding of the video lessons and required course readings. Most of the questions should help you prepare for your research paper and PowerPoint Presentation. Take advantage of these questions and prepare your response to help facilitate the completion of your research. The weekly assignment questions are located on the Assignments page in Blackboard.

FINAL EXAMINATION

There will be no final exam in this class but students will be required to write a research paper on a selected topic in Human Factors/Ergonomics. In addition, students will be required to produce a high quality PowerPoint presentation on a selected and approved Human Factors/Ergonomics topic.

COURSE REQUIREMENTS

1. Quality Participation in Discussion Boards (10 points per week possible)	70 points
2. Quizzes (4) (10 points each)	80 points
3. Exams (1) (Midterm)	100 points
4. Research paper (1)	50 points
5. NIOSH Lifting Equation Assignment	50 points
6. Final Research Project	200 points
7. Powerpoint Project on Human Factors/Ergonomics	<u>200 points</u>
	Total Points available
	750 points

GRADING SCALE

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

Below 60% = failing grade and any course in which you receive a grade of C (79%) or lower will have to be retaken per ECU Graduate School policy.

VIEWING YOUR GRADE IN BLACKBOARD

Under the Tools button on Blackboard is the My Grades link. If you go into this section, you will be able to view any grades posted by the Facilitator.

ACADEMIC HONESTY POLICY

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premise the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgment of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).

Cheating includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving information from others and referring to unauthorized notes or other written information. In addition, copying from others, either during examinations or in the preparation of homework assignments, is a form of cheating.

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications makes it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others.

Taken from Eastern Kentucky University Student Handbook (UHS) Page 31.

Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course.

STUDENTS WITH DISABILITIES

If you are registered with the Office of Service 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 directly either in person on the first floor of the Turley House or by Telephone at (859)-622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

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>Safety, Security & Emergency Management (SSEM)</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>SSE 852</u> *Course Title (<u>30 characters</u>) <u>Ergonomics Process & Practice</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/19/09</u> Graduate Council* Approved <u>Dec 18.2009</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>10.27.2009</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>4/15/10</u> General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add a new course within the Safety, Security & Emergency Management (SSE) curriculum.</p> <p>A. 2. Effective date: (Example: Fall 2001) Oct, 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: Programs have already been created at the Bachelor level, the College of Justice & Safety has a national reputation in areas that comprise homeland security, emergency response, fire protection, hazardous materials, security, emergency medicine and risk management. Expressed interest from professionals in the field and current SSE students for the opportunity to specialize in Ergonomics at the masters of science level.</p> <p>C. The projected cost (or savings) of this proposal is as follows: Funding will be provided for personnel, expenses and equipment as needed in accordance with our agreement with the EKU Board of Regents.</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 ~~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.)
~~SSE 852 Ergonomics Process & Practice. (3) ~~AE~~ Assessment, analysis and development of efficient effective analysis methods specifically on ergonomic hazards in private sector industrial environments. Course will address physical methods, psychophysiological methods, behavioral and cognitive team methods, environmental methods and macroergonomic methods of evaluation and assessment.~~

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) <u>SSE</u>	Course Number (3 Digits) <u>852</u>	Effective Term (Example: Fall 2001) <u>Øæ 2010</u>	College/Division: AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* SSEM
Credit Hrs. <u>3</u>	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other <u>3</u>		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)			Cip Code (first two digits only) <u>43</u>	
Work Load (for each schedule type)		Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form. (*Use Validation Tables.)

Syllabus

SSE 852: Ergonomics Process & Practice

INSTRUCTOR

Thomas D. Schneid

Assistant: Mrs. Sheila Patterson

Office: 245 Stratton

Mailing Address: 250 Stratton Building

Richmond, Kentucky 40475

Phone: (859) 622-1051 or 2385

Email: Tom.schneid@eku.edu

COURSE DESCRIPTION:

The assessment, analysis and development of efficient and effective analysis methods specifically focused on ergonomic hazards in private sector industrial environments. This course will address the physical methods, psychophysiological methods, behavioral and cognitive methods team methods, environmental methods and macroergonomic methods of evaluation and assessment

TEXTS

1. Handbook of Human Factors and Ergonomic Methods, Stanton, Hedge, Bookhuis, Salas and Hendricks, CRC Press, 2005. ISBN 0-415-28700-6.
2. [29 CFR 1910](#) (does not have to be purchased but can be referenced on the OSHA website)

OR

Individual State Plan regulations correlating to the federal OSHA regulations

SUPPLEMENTAL RESOURCES

1. Familiarize yourself with the External Links section of the Blackboard course site. Here you will find a number of websites that address various issues associated with the content of this course.
2. "Enterprise Risk Management", PowerPoint Presentation by James Lam

Student Learning Outcomes

At the end of this course, students will be able to:

1. Analyze the various types of ergonomic assessment methods.
2. Identify and synthesize the sources of governmental regulations and be able to interpret and apply to ergonomic related situations.
3. Analyze the physical methods of ergonomic assessment.
4. Evaluate the psychophysiological methods of ergonomic assessment.
5. Evaluate the cognitive and behavioral aspects of ergonomic assessment.
6. Analyze the methods of team building from an ergonomic prospective.

7. Apply the knowledge of the environmental factors impacting ergonomics in the workplace.
8. Evaluate the macroergonomic methodologies.
9. Apply the knowledge of the various methodologies through which to conduct an ergonomic assessment.

COURSE METHODOLOGY

This course is 100% online, with students expected to use ECU's Blackboard Learning System for all coursework. The course will include video lectures, discussion boards, weekly assignments, a research paper, and a portfolio. Multi-media presentations will be incorporated into the course design. Students are expected to complete all assigned readings from the text and other related assigned materials and be fully prepared to discuss salient points in the Discussion Boards.

On-Line format: Students must have an adequate working knowledge of Blackboard.

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COURSE CORRESPONDENCE POLICY

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ASSIGNMENT LOCATION ON BLACKBOARD

All assignments that need to be completed and submitted during this course are posted in Blackboard under the Assignments button. If you have any trouble downloading course documents or video lessons please let your Facilitator know as soon as possible.

DISCUSSION BOARD POLICY/ PARTICIPATION

You will find discussion questions posted in Blackboard for each week. Starting on Monday of each week, you are to access Blackboard and respond to that week's questions by 5:00 p.m. Wednesday. In addition you are expected to make a minimum of two entries in response to peer responses or posts. In responding to your classmates posts, offer any thoughts, ideas, or questions that will help them in

developing their portfolio for this course. You should not post all your entries at one time but rather reflect on the insight that others have brought to the discussion. Remember your postings will serve as a reflection of your understanding of course material to the facilitator and instructor. All responses must be posted by 10:00 p.m. Sunday of that week.

Daily interaction with your Instructor and/or facilitator is vitally important to your success in this course. Please schedule to permit appropriate time on a daily basis in which to interact with your Instructor and/or Facilitator on the various course topics which will be discussed. And please ask any and all questions you should have regarding the subject matter or any issue regarding this class.

QUIZZES

During this course you will be assigned two quizzes. These quizzes are designed to help you reflect on the course material and prepare you for the final exam. They will assess both your understanding of the video lessons and required course readings. **You will have to complete both of these requirements to be successful on the quizzes.** The quizzes are located on the Assignments page in Blackboard. The two (2) quizzes may be completed at any time UP TO THE Wednesday of the week in which the quiz is posted. The two (2) quizzes are not timed and you may use your text or any other source to assist you. Please be aware that if you do not complete the two (2) quizzes prior to the deadline, the quizzes will be closed and the student will receive a score of zero (0) for the assignment.

WEEKLY ASSIGNMENTS

Each week you will complete a series of critical thinking questions that reflect material from the video lectures and required readings. They will assess both your understanding of the video lessons and required course readings. Most of the questions relate to the methodologies discuss in your text. Take advantage of these questions and prepare your response to help facilitate the completion of your research and workplace assessment. The weekly assignment questions are located on the Assignments page in Blackboard.

PORTFOLIO REQUIREMENT

What is a Portfolio?

Your portfolio is the compilation of the work you performed throughout the term. We have found that this assembly of your work is beneficial to our students not only in maintaining the required course work in a centralized manner, but it is also beneficial to students for future reference.

In this course your portfolio will consist of:

1. Research Paper on Ergonomic Topic
2. Workplace assessment report
3. Completed Final Examination

These important documents should be completed and submitted on Blackboard by the end of the course. You will find the links to upload the documents under the Assignments button on Blackboard. They will be graded by the instructor and/or your facilitator at the end of the term. The primary purpose of utilizing this method

is to provide students with the flexibility of deciding when to complete the work so long as the portfolio is completed within the specified time period.

RESEARCH PAPER

Please select an ergonomically related issue or topic which you would like to know more about for your personal knowledge and to share with the class. This topic can range from a specific issue to a broader prospective to a legal evaluation. This research paper should be concise and will be evaluated utilizing the criteria of clarity, accuracy, precision, relevance, depth, breadth, logic, significance and fairness. **YOU DO NOT NEED APPROVAL OF THE TOPIC BEFORE INITIATING WORK.**

The paper should no more than 20 pages in length and submitted as part of your Portfolio. You will not be penalized for exceeding the page limit if it becomes necessary to do so.

Workplace Assessment Report

You are asked to identify a location in your home, workplace or other location which you have approval to conduct a workplace assessment. Utilizing whatever methodology you wish to use, please conduct an indepth assessment of the ergonomic conditions/hazards/risks at the identified workplace. Develop a 5-10 page "Executive Summary" of your assessment.

FINAL EXAMINATION

There will be a final exam in this class. It will be a comprehensive open book essay examination. The exam will be posted on Blackboard after week Four (4). You have until the end of the term to complete it and submit it with your portfolio.

COURSE REQUIREMENTS

1. Completion of all Blackboard Discussion Questions	70 points
2. Completion of two quizzes	20 points
3. Completion of Research Paper	100 points
4. Completed the workplace assessment and report	200 points
5. Completion of final exam	100 points
Total Points	490 points

GRADING SCALE

A = 490-441 points	100-90%
B = 440-392 points	89-80%
C = 391-343 points	79-70%
D = 342-294 points	69-60%

Grading Criteria

The following intellectual standards will be utilized in grading the research paper, workplace assessment report and final examination:

- Clarity
- Accuracy
- Precision
- Relevance
- Depth
- Breadth
- Logic
- Significance
- Fairness

VIEWING YOUR GRADE IN BLACKBOARD

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FALL 2009 TERM A DATES:

Classes Begin:

Add/ Drop Deadline:

Withdraw Period:

75% Tuition Refund:

50% Tuition Refund:

25% Tuition Refund:

Classes End:

ACADEMIC HONESTY POLICY

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honesty policy. Furthermore, the Code of Ethics for Computing and Communications makes it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others.
Taken from Eastern Kentucky University Student Handbook (UHS) Page 31.

STUDENTS WITH DISABILITES

If you are registered with the Office of Service 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 directly either in person on the first floor of the Turley House or by Telephone at (859)-622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

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>Safety, Security & Emergency Management (SSEM)</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>SSE 853</u> *Course Title (<u>30 characters</u>) <u>Applied Research In Ergonomics</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/19/09</u> Graduate Council* Approved <u>Dec 18. 2009</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>10.27.2009</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>4/15/10</u> General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add a new course within the Safety, Security & Emergency Management (SSE) curriculum. A. 2. Effective date: (Example: Fall 2001) Oct , 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: Programs have already been created at the Bachelor level, the College of Justice & Safety has a national reputation in areas that comprise homeland security, emergency response, fire protection, hazardous materials, security, emergency medicine and risk management. Expressed interest from professionals in the field and current SSE students for the opportunity to specialize in Ergonomics at the masters of science level. C. The projected cost (or savings) of this proposal is as follows: Funding will be provided for personnel, expenses and equipment as needed in accordance with our agreement with the EKU Board of Regents. Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None
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Part II. Recording Data for New, Revised, or Dropped Course

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and 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.)
~~SSE 853 Applied Research In Ergonomics. (3) AE Ergonomics will be considered from the perspective of applied research into legal and practical implementation challenges. This course will address the identification of ergonomic research problems and the subsequent development of an applied research 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 ~~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) <u>SSE</u>	Course Number (3 Digits) <u>853</u>	Effective Term (Example: Fall 2001) <u>Øæ 2010</u>	College/Division: AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* SSEM
Credit Hrs. <u>3</u>	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other <u>3</u>		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)			Cip Code (first two digits only) <u>43</u>	
Work Load (for each schedule type)		Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form. (*Use Validation Tables.)

Syllabus

Safety, Security, and Emergency Management
SSE 853: Applied Research in Ergonomics
Credit Hours: 3

INSTRUCTOR

Scotty Dunlap
Assistant: N/A
Office: 216 Stratton
Mailing Address: 250 Stratton Building
Richmond, Kentucky 40475
Phone: (859) 622-7208
Email: Scotty.Dunlap@eku.edu

COURSE DESCRIPTION:

Ergonomics will be considered from the perspective of applied research into legal and practical implementation challenges. This course will address the identification of ergonomic research problems and the subsequent development of an applied research project.

TEXTS

1. Bouma, G. (2005). *Research process, 5th edition*. Melbourne: Oxford University Press.
2. [29 CFR 1910](#) (does not have to be purchased but can be referenced on the OSHA website)
3. Individual State Plan regulations correlating to the federal OSHA regulations
4. Online journal articles to be determined during course development.

SUPPLEMENTAL RESOURCES

1. American Psychological Association. (2001). *Publication manual of the American Psychological Association (5th Ed.)*. Washington, DC: American Psychological Association.

STUDENT LEARNING OUTCOMES

At the end of this course, students will be able to:

1. Identify the sources of governmental regulations.
2. State an ergonomic research problem that exists in practice as a result of utilizing the "Elements of Thought" model.
3. State research questions that will lead to responding to the ergonomic problem that has been stated.
4. Determine the appropriate form of research (qualitative or quantitative) to address the ergonomic research problem and research questions.
5. Design a research methodology to investigate the ergonomic research problem.
6. Conduct the research that has been identified in the research

- methodology.
7. Present findings in written form.

COURSE OUTLINE

Period	Topics	Assignments	Videos/Reading
Week One	Introduction; Ergonomics Review; Ethics	<ul style="list-style-type: none"> • Complete weekly reading • Engage in Discussion Board • Review IRB course document • Complete SSEM profile 	Introduction and Lesson 1 videos Read chapters 1-2; 11 of the text Review the ergonomic guideline/standard on the OSHA website at www.osha.gov .
Week Two	Critical Thinking for Problem Identification	<ul style="list-style-type: none"> • Complete weekly reading • Engage in Discussion Board • Submit Assignment 1 	Lesson 2 video Read chapters 3-5 of the text
Week Three	Research	<ul style="list-style-type: none"> • Complete weekly reading • Engage in Discussion Board • Submit Assignment 2 	Lesson 3 video Read chapters 6-7 of the text
Week Four	Qualitative Research	<ul style="list-style-type: none"> • Complete weekly reading • Engage in Discussion Board • Submit Assignment 3 	Lesson 4 video Read chapters 8-10 in the text
Week Five	Research Findings	<ul style="list-style-type: none"> • Complete weekly reading • Engage in Discussion Board • Submit Assignment 4 	Lesson 5 video Read chapters 12-13 in the text
Week Six	Applied research in ergonomics	<ul style="list-style-type: none"> • Final exam will be available in Blackboard 	
Week Seven	Applied research in ergonomics	<ul style="list-style-type: none"> • Submit research paper by Sunday at midnight 	
Week Eight	Summary of research in ergonomics	<ul style="list-style-type: none"> • Submit final exam by Wednesday at 	

		midnight	
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COURSE METHODOLOGY

This course is 100% online, with students expected to use EKU's Blackboard Learning System for all coursework. The course will include video lectures, discussion boards, one assignment, one quiz, and a research project. Multi-media presentations will be incorporated into the course design. Students are expected to complete all assigned readings from the text and other related assigned materials and be fully prepared to discuss salient points in the Discussion Boards.

On-Line format: Students must have an adequate working knowledge of Blackboard. If you encounter any computer or Blackboard related problems, please contact Nedim Slijepcevic at nedim.slijepcevic@eku.edu

COURSE CORRESPONDENCE POLICY

1. Any email correspondence regarding the course must include the specific course ID (SSE 853) as the first letters of the subject line. Use SSE 853 as the first letters of the subject line.
2. The course ID (SSE 853) should be followed by a space and a distinctive subject (e.g., SSE 853 discussion board question 1).
3. You are strongly encouraged to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information.
4. All course assignments must be submitted within Blackboard. Assignments submitted as email attachments will NOT be accepted.
5. All emails should be directed to your course Instructor/ Facilitator. He or she will respond to any questions or concerns within 24 hours. If you still have not received a response after this time period, contact the Instructor of Record for assistance.

ASSIGNMENT LOCATION ON BLACKBOARD

All assignments that need to be completed and submitted during this course are posted in Blackboard under the Assignments button. If you have any trouble downloading course documents or video lessons please let your Facilitator know as soon as possible.

DISCUSSION BOARD POLICY/ PARTICIPATION

You will find discussion questions posted in Blackboard for each week. Starting on Monday of each week, you are to access Blackboard and respond to that week's questions by 5:00 p.m. Wednesday. In addition you are expected to make a minimum of two entries in response to peer responses or posts. In responding to your classmates posts, offer any thoughts, ideas, or questions that will help them in developing their research for this course. You should not post all your entries at one time but rather reflect on the insight that others have brought to the discussion. Remember your postings will serve as a reflection of your understanding of course material to the facilitator and instructor. All responses must be posted by 10:00 p.m. Sunday of that week.

Daily interaction with your Instructor and/or facilitator is vitally important to your success in this course. Please design your schedule to permit appropriate time on a daily basis in which to interact with your Instructor and/or Facilitator on the various course topics which will be discussed. Please ask any and all questions you should have regarding the subject matter or any issue regarding this class.

ASSIGNMENTS

You will complete one assignment each week in weeks 2 through 5. These assignments will allow you the opportunity to present information related to the development of your research. Completing these assignments will allow you time to then conduct your planned research and present your findings later in the course. The assignments are located on the Assignments page in Blackboard.

FINAL PAPER

Your final paper will be a research paper written in strict APA format that presents the background of your ergonomic risk factor, research problem, research questions, research methodology, research findings and implications of your findings. This paper will be formulated based on material that is covered throughout the course. It will be important to identify your area of research interest early in the course so you can build on the topic as the course progresses. The paper should no more than 20 pages in length and submitted within Blackboard by the assigned due date. You will not be penalized for exceeding the page limit if it becomes necessary to do so.

FINAL EXAMINATION

There will be a final exam in this class. It will be a comprehensive open book essay examination. The exam will be posted on Blackboard in Week Six. You will have until the end of the term to complete it and submit it within Blackboard.

EVALUATION METHODS AND WEIGHTING

1. Completion of all Blackboard Discussion Questions	70 points
2. Completion of assignments	300 points
3. Completion of research	400 points
4. Completion of final exam	300 points
Total Points	1,070 points

GRADING SCALE

A = 560-504 points	100-90%
B = 503-448 points	89-80%
C = 447-392 points	79-70%
D = 391-336 points	69-60%

*Any course in which you receive a grade of C (79%) or lower will have to be retaken per ECU Graduate School policy.

STUDENT PROGRESS

All work must be submitted by Sunday night of each week. Grades will be submitted within Blackboard by the following Wednesday evening. Feedback will be provided in all cases where points were deducted. This will provide immediate feedback so that corrections can be made prior to turning in future assignments.

VIEWING YOUR GRADE IN BLACKBOARD

Under the Tools button on Blackboard is the My Grades link. If you go into this section, you will be able to view any grades posted by the Facilitator.

FALL 2009 TERM B DATES:

Classes Begin: 10/19/09
Drop/Add Deadline: 10/19/09-10/22/09
Withdraw Period: 10/23/09-11/20/09
75 % Tuition Refund: 10/23/09-10/26/09
50% Tuition Refund: 10/27/09-10/29/09
25% Tuition Refund: 10/30/09-11/01/09
Classes End: 12/18/09

ATTENDANCE POLICY

The traditional sense of class attendance is not applicable to this course due to it being delivered in an online format. However, students are required to attend in an asynchronous fashion by engagement in weekly Discussion Board questions where each student must respond substantively to the question(s) posed and respond to two peer postings per discussion thread.

ACADEMIC INTEGRITY POLICY

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

ACADEMIC HONESTY POLICY

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premise the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgement of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it as well as the deliberate falsification of footnotes. The use of the term "material"

refers to work in any form including written, oral, or electronic (as in the case of computer files).

Cheating includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving information from others and referring to unauthorized notes or other written information. In addition, copying from others, either during examinations or in the preparation of homework assignments, is a form of cheating.

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications makes it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others.

Taken from Eastern Kentucky University Student Handbook (UHS) Page 31.

STUDENTS WITH DISABILITES

If you are registered with the Office of Service 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 directly either in person on the first floor of the Turley House or by Telephone at (859)-622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.



Disability Accommodation Statement

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any 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 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.



EKU Semester Calendar

Click to view the official dates related to academic records.

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>Safety, Security & Emergency Management (SSEM)</u> College <u>Justice & Safety</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>SSEM Ergonomics</u> (Major ____, Option <u>X</u> __; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/19/09</u> Graduate Council* Approved <u>Dec 18.2009</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>Oct. 27, 2009</u> Approved _____ Disapproved _____ DISCUSSION ITEM 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.)
 Approval for Safety, Security & Emergency Management (SSE) Ergonomics Option (4 course option- 4 new courses)

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

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

B. The justification for this action: Courses have already been created at the Bachelor level, the College of Justice & Safety has a national reputation in areas that comprise homeland security, emergency response, fire protection, hazardous materials, security, emergency medicine and risk management. Expressed interest from professionals in the field and current SSE students for the opportunity to specialize in Ergonomics at the masters of science level.

C. The projected cost (or savings) of this proposal is as follows: Funding will be provided for personnel, expenses and equipment as needed in accordance with our agreement with the ECU Board of Regents.

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.

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 ~~strikethrough~~ for deletions and underlines for additions.)

Master of Science

Safety, Security & Emergency Management Program

Core Requirements.....18 Hours

SSE 815, 822, 826, 833, 865, 880

Support Courses.....12 Hours

Twelve Hours selected from the following:

SSE 820, 824, 825, 827, 828, 829, 832, 834, 839**, 841**, 845, 890*, 897**

HLS 800, 810, 820, 830, INS 876, 878

Thesis or Electives.....6 Hours

SSE 898 or electives

Total Curriculum Requirements.....36 Hours

*SSE 890 may be taken for a maximum of 6 credit hours.

** Only nine credit hours of SSE 839, 841, 897 will count toward degree completion.

Master of Science

Option in (SSE) – Ergonomics

Core Requirements.....18 Hours

SSE 815, 822, 826, 833, 865, 880

Option Requirements.....12 Hours

SSE 850, 851, 852, 853

Thesis or Electives.....6 Hours

SSE 898 or Approved Electives

Total Curriculum Requirements.....36 Hours

The Master of Science degree in Safety, Security & Emergency Management (SSEM) which includes the Option in Ergonomics may be completed online. In addition to satisfying Eastern Kentucky University's (EKU) requirements for admission or for provisional admission, to an online program requires either that students reside at least 60 miles from campus, or if they reside closer, demonstrate a rationale that is satisfactory to the department for pursuing requirements online. Contact the SSEM Graduate Coordinator for additional details.



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>Safety, Security & Emergency Management (SSEM)</u> College <u>Justice & Safety</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>SSEM Ergonomics</u> (Major ____, Option ____, Minor ____, or Certificate <u>X</u>) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/19/09</u> Graduate Council* Approved <u>Dec 18. 2009</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>Oct. 27, 2009</u> Approved _____ Disapproved _____ DISCUSSION ITEM General Education Committee* <u>NA</u> Faculty Senate** _____ Teacher Education Committee* <u>NA</u> Board of Regents** _____ Council on Postsecondary Edu.*** _____ *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Approval for Safety, Security & Emergency Management (SSE) Ergonomics Certificate (4 new courses)</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: Courses have already been created at the Bachelor level, the College of Justice & Safety has a national reputation in areas that comprise homeland security, emergency response, fire protection, hazardous materials, security, emergency medicine and risk management. Expressed interest from professionals in the field and current SSE students for the opportunity to specialize in Ergonomics at the masters of science level.</p> <p>C. The projected cost (or savings) of this proposal is as follows: Funding will be provided for personnel, expenses and equipment as needed in accordance with our agreement with the ECU Board of Regents.</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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

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.)

Master of Science

Certificate in (SSE) – Ergonomics

Certificate Requirements.....12 Hours

SSE 850, 851, 852, 853

Total Curriculum Requirements.....12 Hours

The Master of Science degree in Safety, Security & Emergency Management (SSEM) which includes the Option in Ergonomics may be completed online. In addition to satisfying Eastern Kentucky University’s (EKU) requirements for admission or for provisional admission, to an online program requires either that students reside at least 60 miles from campus, or if they reside closer, demonstrate a rationale that is satisfactory to the department for pursuing requirements online. Contact the SSEM Graduate Coordinator for additional details.

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 Criminal Justice & Police Studies <hr/> College Justice & Safety <hr/> *Course Prefix & Number CRJ 823 <hr/> *Course Title (30 characters) Social Justice and Music <hr/> *Program Title Criminal Justice (Major __, Option __x__; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/20/2009	Graduate Council* Approved 2-19-2010
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	2-5-2010	Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> WITHDRAWN
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add this graduate course to the optional graduate course listing</p> <p>A. 2. Effective date: (Example: Fall 2010) 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: There is no course on this topic. Music plays a significant role in articulating social justice.</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.)

CRJ 823 Social Justice and Music. (3) I,II. This course analyzes how American society and justice are reflected in its popular music. Integrated into music is the idea of performance. A knowledge of music is not a pre-requisite for the course, as musical elements will be covered as part of it. The course approaches society, justice and music in three ways: through particular types of music, historically, and through particular issues.

Readings for the course will consist of articles that have been compiled on Blackboard.

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)*
CRJ	823	Fall 2010	AS _____ JS x BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
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 _____	
		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. none	
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. none	
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. none	
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. none	
Course Prefix and No.	
Course Prefix and No.	

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

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

Music and Social Justice

CRJ 890-003
CRN 14835

Fall 2009

Conference Room, M 3:30-6:15 PM

3 credits

Professor: Dr. Ellen C. Leichtman
Office: 405 Stratton
Phone: 2-8108; off campus: (859) 622-8108
e-mail: Ellen.Leichtman@eku.edu
Office Hours: Tues./Thurs 10:30-11 am, and by appointment

Course Description

This course analyzes how American society and justice are reflected in its popular music. Integrated into music is the idea of performance. A knowledge of music is not a pre-requisite for the course, as musical elements will be covered as part of it. The course approaches society, justice and music in three ways: through particular types of music, historically, and through particular issues.

Readings for the course will consist of articles that have been compiled on Blackboard.

Student Learning Objectives

Students will demonstrate through course assignments, class participation, and papers and presentations, and that they can critically analyze and evaluate how music and its performance can be used to forward a particular social justice view.

At the end of the course, the student should be able to: 1) demonstrate the ability to analyze the connections between culture and music; 2) demonstrate the ability to analyze how music can be a voice of social consciousness; and 3) demonstrate the ability to analyze how historical connections between changes in both culture and in ideas of social justice are reflected in changes in music.

Course Requirements

Attendance

Class attendance is required. Missing more than **1** class will result in a grade reduction unless there is a medical reason. More than **2** missed classes will result in a grade of **AF@** for the course.

Homework

Homework will consist of readings, listening, and response papers. You are expected to have completed these before the class meets.

Preparation

Failure to come to class prepared will result in a grade reduction.

Participation

Students are expected to be able to demonstrate their class preparation through discussion in an intelligent, open-minded manner. Participation refers to the quality of the contribution made to class discussion. Learning is an interactive, communicative experience, which makes class preparation and participation essential to the quality of the course.

Article Response Papers

Papers must be typed, double spaced, in 12-point font, and 1 inch margins. No handwritten papers will be accepted. Papers should not exceed 2 pages. This does not include a cover page which should include your name, date due, and the titles of the articles reviewed.

The paper should include two parts: 1) themes; and 2) opinion. In order for me to grade fairly, all papers must be structured the same. Therefore, do not change or add headings. Your writing is important. Bad grammar, incorrect spelling, and poor sentence structure will result in a lowered grade.

Themes. In a concise manner, explain what underlying theme(s) you have found in the articles. If other, previous articles relate, add them to your analysis. Methodology *may* be one of the themes.

Opinions. Your opinion of the articles.

For class, be able to illustrate your understanding of those points through musical (and music video?) examples, and explain why you chose those examples. Response papers constitute 20 points each.

Papers and Presentations

Each student will write and present a 7-8 page paper (100 pts.) on a topic chosen by the student and OKed by me. The paper should include: 1) a question that is pertinent to social justice and is illustrated by music; 2) how (the particular type of) music is related to the justice issue; and 3) what the music brings to, or how the music underscores, an understanding of that issue. Students are expected to know how to write research papers, and use embedded citations, footnotes, and references. However, if you don't know the correct form for college papers, ask me for help.

Points will be deducted for bad grammar, and incorrect reference, citation, and footnote style. You can use Chicago Manual of Style or Turabian as a guide. **Do not use extensive quotes.**

The presentation will be 15-20 minutes in length. It will demonstrate that the student can analyze and think critically, evaluate ideas, and put forth arguments.

Grades

Grades will be based on the response papers (20 pts. each), class participation (25 pts.), and final research papers (100 pts.), and presentations (40 pts.).

Academic Integrity Policy

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

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 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.

Readings

The assigned readings are journal articles, all of which are on Blackboard. There will also be 4 films assigned that correspond with the readings.

Week

1 Introduction

2 Content Analysis

Bryson AAnything but Heavy Metal@

Finley ALyrics of *Rage Against the Machine*@

ArmstrongBAGangsta Rap@

- 3 Gangsta Rap
 Quinn ANever Should Been Let out the Penitentiary@
 Kubrin AI See Death Around the Corner@
 Nicker AOnly God can Judge Me@: Tupac Shakur
- 4 Rap
 Binder AConstructing Racial Rhetoric@
 Rose AFear of a Black Planet@
 Wheeler AMost of My Heroes Don=t Appear on No Stamps@
- 5 Blues as Foundational
 Switzer ASignifying the Blues@
 Bromell AThe Blues and the Veil@
- 6 Blues and Rock
 Whitely AProgressive Rock and Psychedelic Coding in Jimi Hendrix@
 Zak III ABob Dylan and Jimi Hendrix@ folk, blues
- 7 Folk, Rock, and Politics
 Jackson AIs This Song Your Song Anymore?@
 DVD *Bound For Glory* The story of Woody Guthrie
 James AThe Vietnam War and American Music@
 Cowie ADead Man=s Town@
- 8 Punk and Nazi Symbolism
 Mattson ADid Punk Matter?@
 Stratton APunk, Jews, and the Holocaust@
 Ward AThis is Germany! It=s 1933!@
 Hanley AThe Land of Rape and Honey@ Ministry and Laibach
- 9 Listening
 Berger ADeath Metal Tonality and the Act of Listening
 Platoff AJohn Lennon, Revolution,@ and the Politics of Musical Reception@
- 10 Country Music
 Fox AThe Jukebox of History@
 Franke AThe >Broken Heart= and >The Trouble with the Truth=:
 Understanding Cliches in Country Music@

- 11 Gender and Prejudice
Medvoi A Mapping the Rebel Image@ Masculinities and Rock
Katz A The Eternal Irony of the Community@ Dixie Chicks
DVD *Shut Up and Sing*
Frank A Disco phobia: Prejudice and the 1979 Backlash against Disco@
- 12 Consumerism
Zimmerman A Consuming Nature: The Grateful Dead=s Performance...@
Frith A Rock and the Politics of Memory@
- 13 Music and Film
Gabbard A Race and Reappropriation: Spike Lee Meets Aaron Copland@
DVD *He Got Game*
Ness AA Lotta Night Music: The Sound of *Film Noir*@
DVD *Laura*
DVD Alfred Hitchcock=s *Shadow of a Doubt*
Bracket A Banjos, Bionics, and Compilation Scores: The Movies Go
Country@

14-15 Student presentations and papers.



EASTERN KENTUCKY UNIVERSITY

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Office of the Dean
Dr. David D. Gale, Dean
Dr. Deborah Whitehouse, Assoc. Dean
Julie K. Patterson, Administrative Assistant
Specialist

Rowlett 203
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1523
FAX (859) 622-1140
David.Gale@eku.edu • www.eku.edu
Deborah.whitehouse@eku.edu
Julie.patterson@eku.edu

TO: Council on Academic Affairs

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

SUBJECT: Agenda Items

DATE: April 1, 2010

Please include the attached curriculum proposals onto the agenda for the meeting of the Council on Academic Affairs on April 15, 2010.

Baccalaureate & Graduate Nursing

Course Revision

NSC340	Revise to change course offering Page 2-3	Fall 2010
NSC370	Remove this course from Block VIII General Education (Race, Gender, and Sexuality Theme) Page 4-5	Fall 2010

Program Revision

Post-Master of Science in Nursing Cert.	Revise Post-Master's Admission Certificate Page 6	Fall 2010
Post-Master of Science in Nursing Cert.	Change General Information Page 7	Fall 2010
MSN Program	Change number 4 of Advanced Nursing practice Outcomes to meet updated terminology for advanced nursing requirements from an accrediting body Page 8	Fall 2010
MSN Program	Change Progression Plan Policy Page 9	Fall 2010

Occupational Therapy

Course Revision

OTS871	OTS871S was created and can not receive credit for both Pages 10 – 11	Summ2010
OTS871S	Create section of OTS871 as service learning. Pages 12 - 18	Summ2010

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __)	Baccalaureate & Graduate Nursing Health Sciences NSC 340 Health Assessment for the RN _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	3/19/10	Graduate Council* NA
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/29/10 via e-mail	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Change the type of course offering.

A. 2. Effective date: Summer 2010

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

B. The justification for this action:

This health assessment course for the RN student is essentially the same course as NSC 332 which is offered to the prelicensure students. We use a different course number and name to clarify and avoid confusion with students enrolling in the incorrect course. However, as part of our self study, we have identified that we must show that both groups have comparable paths to completing the BSN. To do so, we must show lab sections on the schedule with this course which would parallel the NSC 332 course which has separate lab sections. We need to implement this change for this summer, as the site visit is scheduled for Spring 2011.

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

Personnel Impact: Faculty will need to be assigned to the lab sections when the course is taught, and as this is a summer course offering, would be reflected in the summer payroll. We have sufficient faculty coverage at this point to adjust the workload accordingly, so no additional positions would be needed in the department.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None. The current physical assessment equipment will be adequate.

Library Resources: None.

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

New or Revised* Catalog Text

Part IV. Recording Data for New or 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	340	Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
2	Lecture <u> 1 </u> Laboratory <u> 2 </u> Other _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode* N	Class Restriction, if any: (undergraduate only)	
1			FR _____ JR _____	
2			SO _____ SR _____	
B				
W		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 _____	
T				
V				
L		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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major __, Option __; Minor __; or Certificate __)	Baccalaureate & Graduate Nursing Health Sciences NSC 370 Health Disparities _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	3/19/10	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/29/10 via e-mail	Approved Disapproved WITHDRAWN
General Education Committee*	I have to get date frm Rose	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:

Remove this course from Block VIII General Education (Race, Gender, and Sexuality Theme).

A. 2. Effective date: Fall 2010

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

B. The justification for this action:

The course has not been offered since its approval for GE (fall 2006). It is not fair to students to list a course option in a theme when the Department cannot offer the course.

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

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: NONE

Library Resources: NONE

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

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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>NSC 370 Health Disparities. (3) A. Prerequisite: junior standing or departmental approval. Explores the social, economic, political and historical context of health disparities experienced by groups with an emphasis on racial/ethnic, gender and socioeconomic aggregates. Explores contributing factors and potential solutions to domestic and global health disparities. Gen. Ed. VIII.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	370	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS x _____	NURS
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 x _____ SO _____ SR x _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	junior standing 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 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.	Baccalaureate & Graduate Nursing Health Sciences Post-Master of Science in Nursing Certificate (Major __, Option __; Minor __; or Certificate <u> X </u>)
---	---	--

Proposal Approved by: Departmental Committee College Curriculum Committee General Education Committee* Teacher Education Committee*	Date 01/28/2010 2/17/10 NA NA	Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	Date 3/26/10 4/15/10 5/3/10 6/7/10 NA
---	---	--	--

Is this a SACS Substantive Change? Yes**** No

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, 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: Revise Post-Master's Admission Requirements

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:

Revise requirements to reflect actual requirements for the degree being from a nationally accredited program.

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

New or Revised* Program Text Certificate Post-Master of Science in Nursing
<p>II. Admission Requirements</p> <p>Minimum requirements for admission to the program include:</p> <ol style="list-style-type: none"> 1. Admission to the Graduate School. 2. A master of science in nursing degree from a nationally accredited program. 3. A free and unrestricted R.N. license in Kentucky (or a recognized compact state) with no Kentucky Board of Nursing imposed restrictions on practice, voluntary or otherwise. <p>Admission is competitive and limited to available space. In addition to the above criteria, consideration is also given to the student's statement of Personal and Professional Objectives submitted with the Graduate School application, the three required professional references, and the rural nature of the site identified for matriculation or proposed for future practice. Priority is given to degree-seeking applications. Application deadline is February 15. Admission may be granted at other times during the year if spaces are available.</p>

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Department of Baccalaureate & Graduate Nursing College Health Sciences *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title Post-Master of Science in Nursing Certificate (Major __, Option __; Minor __; or Certificate <u>X</u>)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/28/2010	Graduate Council*	3/26/10
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	2/17/10	Approved <input checked="" type="checkbox"/> Disapproved _____	4/15/10
General Education Committee*	NA	Faculty Senate**	5/3/10
Teacher Education Committee*	NA	Board of Regents**	6/7/10
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: Change General information for Post-Master Certificate option.

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: Change to more clearly reflect appropriate terminology for the option.

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

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

Certificate
Post-Master of Science in Nursing

I. General Information

The College of Health Sciences offers a Post-Master's Certificate in a second nursing Specialty ~~or role~~ for nurses who have completed a master of science in nursing degree. The number of credit hours required for completion varies by specialty ~~or role~~. All MSN policies apply to the Post-MSN Certificate students.

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Baccalaureate & Graduate Nursing Health Sciences MSN Program (Major <u>x</u> , Option ___; Minor ___; or Certificate ___)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	12/11/2009	Graduate Council* 3/26/10
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	2/17/10	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10
General Education Committee*	NA	Faculty Senate** 5/3/10
Teacher Education Committee*	NA	Board of Regents** 6/7/10
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

- A. 1. Specific action requested:** Change Number 4 of Advanced Nursing Practice Outcomes
- 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: Revise Outcomes to meet updated terminology for advanced nursing requirements from an accrediting body.

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

DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING

Dr. Judy Short, Chair
TBA, Graduate Coordinator/Advisor
www.bsn-gn.eku.edu
(859) 622-1827

I. GENERAL INFORMATION (page 79, *Graduate Catalog*)

. GENERAL INFORMATION

The Department of Baccalaureate and Graduate Nursing offers the Master of Science in nursing degree. The program is designed to allow nurses with a baccalaureate degree to prepare for rural health advanced or advanced practice roles. Master's degree options available include Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, and the Advanced Rural Public Health Nursing option with an area of concentration in either Administration or Nursing Education. Students in an option other than Advanced Practice Rural Public Health Nursing who are interested may also request to take the nursing education course as electives, which are not a part of the planned degree program.

Graduates of the M.S.N. program will have specific competencies related to rural health nursing practice either as a Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, or an Advanced Rural Public Health Nurse. Advanced Nursing Practice Outcomes include:

1. Demonstrate the synthesis of expert knowledge for advanced nursing practice in rural communities.
2. Evaluate theory and research in nursing and related disciplines for their contribution to advanced nursing practice and professional role development.
3. Function as a leader in the analysis and advancement of rural health care.
4. Utilize research methodology and advanced nursing practice knowledge to identify client/patient needs, propose interventions at the advanced practice-level, and evaluate effectiveness of solutions and alternatives.
5. Work within complex organizational and political systems to influence rural health care delivery.
6. Communicate, collaborate, and consult with clients and colleagues in nursing and other disciplines to meet rural health care needs.
7. Interpret the purpose and role of advanced nursing practice to professional colleagues and consumers.
8. Integrate ethical and legal principles into advanced nursing practice.

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Department of Baccalaureate & Graduate Nursing Health Sciences Master of Science in Nursing (Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
---	---	--

Proposal Approved by: Departmental Committee College Curriculum Committee General Education Committee* Teacher Education Committee*	Date 12/2008 2/17/10 NA NA	Date 3/26/10 4/15/10 5/3/10 6/7/10 NA	Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
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Is this a SACS Substantive Change? Yes*** No

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

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

A. 1. Specific action requested: Change Progression Plan Policy

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: To reflect previous curriculum changes approved by faculty.

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

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

MASTER OF SCIENCE IN NURSING
 Nursing (page 79, *Graduate Catalog 2009-10*)

II. ADMISSION REQUIREMENTS

Progression Policy – To progress, MSN students must achieve a grade of "B" or higher in ~~many~~ all of the prerequisite courses. Refer to the course descriptions in this Catalog for specifics. When a student is given permission to repeat a practicum course, the student must also enroll in the corequisite hours of NSC 800 or 802, whichever is applicable.

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 Occupational Therapy <hr/> College Health Sciences <hr/> *Course Prefix & Number OTS 871 <hr/> *Course Title (30 characters) Professional Seminar II <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
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Proposal Approved by:	Date		Date
Departmental Committee	11/17/09	Graduate Council*	3/26/10
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/>	Council on Academic Affairs	
	No <input type="checkbox"/>	Approved <input checked="" type="checkbox"/> Disapproved	4/15/10
College Curriculum Committee	_____	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	Council on Postsecondary Edu.***	NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

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

A. 1. Specific action requested: Change catalog description: Students cannot receive credit for both OTS 871 and OTS 871S.	
A. 2. Effective date: Summer 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Department received a EKU QEP Grant to dedicate one section of OTS 871 as a service learning section of this course.	
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

New or Revised* Catalog Text (*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
OTS 871 Professional Seminar II (3). A. Students assume leadership in learning communities, complete professional portfolios and participate in professional learning experiences. <u>Credit will not be awarded for both OTS 871 and OTS 871S.</u>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	871	Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
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>Credit will not be awarded for both OTS 871 and OTS 871S.</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 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 Occupational Therapy <hr/> College Health Sciences <hr/> *Course Prefix & Number OTS 871S <hr/> *Course Title (30 characters) Professional Seminar II <hr/> *Program Title _____ (Major __, Option __; Minor __; or Certificate __)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	Date		Date
Departmental Committee	11/17/09	Graduate Council*	3/26/10
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved	4/15/10*
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: Create a section of OTS 871 designated as a service learning course and incorporate learning activities to support service learning intent.	
A. 2. Effective date: Summer 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Create a section of OTS 871 designated as a service learning course and incorporate learning activities to support service learning intent. Service learning committee has approved revision of course learning outcomes to meet service learning expectation. Documentation is provided.	
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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p><u>OTS 871S Professional Seminar II (3). A. Students assume leadership in learning communities, complete professional portfolios and participate in professional learning experiences. Credit will not be awarded for both OTS 871 and OTS 871S.</u></p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	871S	Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	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)	
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.	Credit will not be awarded for both OTS 871 and OTS 871S.
Course Prefix and No.	
Course Prefix and No.	

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

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

Eastern Kentucky University
Department of Occupational Therapy
OTS 871S Professional Seminar II
Summer 2009
Dr. Shirley O'Brien

<u>CRN #</u>	<u>Day</u>	<u>Time</u>	<u>Instructor</u>	<u>Meeting Room</u>
51252	Wednesday	TBA	Shirley O'Brien, PhD, OTR/L, FAOTA Office: Dizney 237 (859) 622-6329 Shirley.obrien@eku.edu	TBA

Office Hours

Given the service learning-community based emphasis of this course, I will offer online office hours. Please use the CARPOOL Talk area of the discussion board area for general questions, or an email contact to schedule a private meeting during this intensive summer session.

Catalog Description

OTS 871 Professional Seminar II. (3). Students assume leadership in learning communities, complete professional portfolios and participation in professional learning experiences.

Course Objectives

Upon completion of the course, the learner will:

1. Demonstrate leadership in a professional learning community related to a specific area of occupational therapy service delivery.
 - a. Design an occupationally-based experience that demonstrates the occupational therapy process integrating community needs. Services/consultations are provided that are needed and desired by community partners and the recipients of the services.
 - b. Appreciate the co-creators role of occupation with consumers/clients/other professionals at a selected community based site.
 - c. Identify sources of information that provide supporting evidence for the community services designed.
 - d. Demonstrate the ability to seek resources and initiate collaboration and supervision from the instructor, as needed to facilitate independent learning.
 - e. Design and plan a self-directed clinical community experience to explore role options for the service learning initiative.
2. Participate in the implementation of a service learning project in a community setting.
3. Analyze and synthesize curricular themes as experienced through leading seminars, completing and presenting professional portfolios, and participating in self-directed clinical experiences.
 - a. Articulate how the self-selected occupationally-based experience is related to all other course work.
 - b. Demonstrate ability to self-assess professional development needs.
 - c. Connect his/her actions to the curriculum outcomes of the MS program
4. Evaluate professional models of competency for practice.
 - a. Review self-assessment tools
 - b. Demonstrate competency in application of the occupational therapy process within the service-learning initiative.

Required Texts/ Resources

American Psychological Association (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington, D.C.: Author.

AOTA Student Membership: Membership for the American Occupational Therapy Society at

<http://www.aota.org/JoinAOTA.aspx>. Cost is \$43 for one year of membership.

Sames, K. M. (2004). Documenting *occupational therapy practice*. Upper Saddle River, NJ: Prentice Hall.

Course Requirements

Summer Fieldwork Experience and Assignments	75% total
• Daily notes, participation, preparedness (45%)	
• Occupational Therapy Process Documentation:	
Evaluation Report which includes the Occupational Profile (10%)	
Intervention Plan (10%)	
Discharge Planning /Future Recommendations (10%)	
Integrative Presentation of OTS 871	15%
Professionalism and Participation	10%
Formative Professional Portfolio	S/U
<hr/>	
Total	100%

Assignments

Summer Fieldwork Experience and Assignments (75% of final grade)

Each of you will participate in a summer fieldwork experience. You will be graded on attendance, level of participation and assignments set by your individual instructors. These assignments may include, but are not limited to, assessment administration and scoring, intervention planning and implementation, progress notes writing, and giving in-services. Please check with your individual course instructor for specific requirements for fieldwork assignments. Each of you must keep a time log and turn it in with your Level I Performance Evaluation at the end of the course.

Occupational Therapy Process Documentation

Your instructor will give you instructions for how to complete the occupational profile, intervention plan, discharge planning and future recommendations.

- Occupational Profile (10%)
First, you will construct an occupational profile, during which you will collect information about the client's/community's daily routine, habits, interests, goals, and performance through observation, interview, written records, and/or formal assessments. An assignment description and grading rubric will be distributed separately. Students in this section will use the CAPE/PAC (if appropriate) and the Sensory Profile to structure this portion of the assessment.
- Intervention Plan (10%)
Second, you will develop an intervention plan for your client/community based on your occupational profile. You will develop at least two outcome statements and two short-term goals/objectives for your client and develop, plan and implement treatment activities. An assignment description and grading rubric will be distributed separately.
- Discharge Planning/Future Recommendations (10%)
Third, you will write a summary of your intervention with your client/community and provide future recommendations (include summer ideas for home) after your fieldwork placement is complete.

Formative Professional Portfolio (S/U)

The student will prepare a portfolio that reflects upon and documents progress made in the five ECU-OT curriculum

themes of occupation, communication, diversity, reasoning and professional identity. It will reflect summer learning. This portfolio will be graded satisfactory (S) or unsatisfactory (U).

Professional Development Days

Level II preparation
Developing a career plan
Preparing for your first job
Certification and licensure procedures

Presentation Outline : WIKI

- What did we do?
- How did we collaborate with the community to promote participation in occupation?
- Why should it continue?
- How can it be further developed?
- What evidence did we use?
- What did we learn about occupation-based practice in a community setting?
- Where else might I use this learning?

Grading Practices

All course requirements will be graded as:

A	90—100
B	80—89
C	70—79
D	60—69

Students must complete all assignments in order to receive a passing grade in the course. All assignments must be completed by the specified due date or a 10% grade penalty per calendar day will incur. Please make arrangements with your individual instructor if you need negotiate late submission of an assignment.

Student Progress

Students participate in an ongoing feedback process with the instructor. The instructor will provide assessment of progress at midterm and as requested by student throughout the semester.

Attendance

The student is an active learner and benefits from course participation. Therefore, **attendance at class and the fieldwork site is required every day. There can be no absences except for medical emergencies.** The student who fails to do so will incur a participation grade penalty. This is a seminar course that will include discussion, group process and collaboration, so absences cannot really be “made up.” In a seminar, each student’s presence is as vital as the instructor’s. The student is expected to be punctual and fully prepared for class.

Dress Policy

The student will be an active participant with clients and as such will be involved in some of the following physical activities: walking on uneven, unpaved surfaces, bending over, standing up and reaching for materials while engaged with clients. The student may be required to kneel or sit on uneven or unpaved surfaces while engaged with clients. Students must dress with the safety of clients and themselves in mind at all times. This is a professional responsibility. Because the focus of attention is to be on the client and not on the student, modest dress is also required. Therefore, professionally responsible dress is expected and required and will be included as part of the grade consideration under Professionalism and Participation. The following dress requirements are non-negotiable and adherence to the dress requirements will be strictly enforced. Any breach of the dress requirements will result in the student being sent home from the fieldwork site with loss of all participation points for that day. Two or more breaches of dress requirements will result in a written professional development plan which will include a behavioral contract that must be agreed upon by the instructor and the Academic Fieldwork Coordinator **before** the student can return to the

fieldwork site.

Dress Requirements for Fieldwork Experiences (includes meeting with site officials even when clients are not present)

1. Pants that are no shorter than capri or cropped length. No pants that are above the bottom of the patella will be allowed. This ensures safety and comfort when participating with clients during kneeling. In plain language, this means absolutely no shorts—walking length or otherwise.
2. Shirts must have sleeves and contain no advertisement other than a designer logo smaller than a standard credit card. Any logos that have a sexual nuance (example: Hooters) is prohibited even if within the credit card size. Shirts must have “positive ease” which means at least ½ to 1 inch of material is available on each side of the chest and midriff area. In plain terms, this means shirts, whether knit or woven, cannot be tightly form fitting. Students must have freedom of movement in all planes of space without confinement by clothing to be safe with clients.
3. **Shirt LENGTH**—This course carries a **NO VISIBLE SKIN BETWEEN THE SHIRTS AND PANTS** policy. If wearing a single layer of shirt, it must be long enough that when the student bends over, kneels, sit, squats, reaches overhead or a long distance **NO SKIN IS VISIBLE** during motion. When you get dressed, give the shirt a test; make all of the motions above to see if you can see (or feel) skin exposure. This means that the shirt probably needs to hit the top of the hip line. Shirts that come above the navel or just below the navel will not meet the dress requirement, especially if the student is wearing pants that do not sit at the natural waist line. The student may elect to layer clothing so that the t-shirt or camisole is long enough to be tucked in and hit at the top of the hip line. Most camisoles are not cut this long. Two layers that allow skin exposure does not meet the **NO VISIBLE SKIN** policy.
4. Skin exposure at the neck line. A jewel, polo, or crew neck collar is expected. A jewel neckline is lower than a crew neck (which is right at the neck line) but not as low as a scoop neck. Here is how to make sure you are in compliance: Tuck your chin until it meets your chest. The spot at which your chin touches your chest is the lowest the neckline can go. If you are wearing a polo-style shirt, this generally means that no more that one button can be unbuttoned.
5. Shoes—I know it is summer and flip flops abound! Flip flops are cute and allow foot exposure to air. They also do not provide adequate traction to let you be safe with the clients. You can easily slip during in flip flops. They can fall off if you need to move quickly. They do not allow your full participation in some activities. They are not professional foot attire. You must wear close-toed shoes. You can wear a shoe that has a strap around the heel as long as the toe is closed. You may not wear slip ons or mules. Tennis or running shoes are the best choices. Your time during clients is not a time to worry about fashion. You need to think in practical terms about what makes you the most functional and able to respond quickly in the unexpected situations that come up every day when working with clients.
6. Jewelry—It is recommended that you don’t wear necklaces because of the chance they will get yanked and broken but if you choose to, they must remain tucked inside your shirt. Earrings are allowed but are limited to one per ear during the time the student is with clients. The earrings need to be small and not dangle. Studs are okay. Small hoops are okay but you still run the chance of a client catching a finger in a hoop. If the wire tears through the ear lobe, only plastic surgery will repair it because it is cartilage and will not heal back together. **Tongue piercings, eyebrow piercings, lip or nose piercings will need to be removed during the time the student is with clients.**

Americans with Disabilities Statement (ADA)

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 an alternate format.

Academic Integrity

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. You will note that the self-selected experience is done in dyads. In the spirit of academic integrity, it is expected that each member of the dyad is fully participating and contributing to the overall effort. If a dyad member is not fully contributing, it is the responsibility of the other member to talk with the instructor. To “carry” a partner is to participate in academic dishonesty; conversely, to allow another person to do all the work and turn it in as an equal contributor is to participate in academic dishonesty.

De La Torre, Nicole

From: De La Torre, Nicole
Sent: Thursday, July 09, 2009 10:05 AM
To: Schneck, Colleen; O'brien, Shirley
Cc: Kasitz, Deanna
Subject: S Designation Course Approval

Good morning!

Your application for an "S" Designation for courses OTS 871 and OTS 402 has been approved by the Service-Learning Committee. I have mailed the signed application form to your mailboxes. Please move forward in your process to have this course approved by the department, college, and CAA. Let me know if you have any questions during this process.

Thank you!
Nicole

Nicole De La Torre

EKU VISTA

Ky Campus Compact

Service-Learning

Miller 205 (office)

Miller 106 (mail)

859/622-8980

Website: <http://www.qep.eku.edu/>

www.servicelearning.eku.edu



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

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

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

TO: Council on Academic Affairs

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



Dr. John Wade, Dean
College of Arts and Sciences

DATE: April 1, 2010

SUBJECT: Agenda items for 4-15-2010 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the April 15, 2010 meeting of the Council on Academic Affairs.

AGENDA

Department of Anthropology, Sociology, & Social Work
Program Revision

Social Work Minor-Change social welfare minor requirements.

Department of Biological Sciences

New Courses

BIO 382W (Wildlife Population Analysis)

Courses Dropped

BIO 382 Wildlife Population Analysis

Program Revision

Wildlife Management (B.S.) - Add BIO 382 W as option to BIO 382 in list of major requirements (“382 or 382 W)

Department of Government**New Course**

POL 320 (National Security Strategy)

Department of Music**New Courses**

MUS 161 (Musicianship I)

MUS 162 (Musicianship II)

MUS 261 (Musicianship III)

MUS 262 (Musicianship IV)

Program Revision

Bachelor of Music- Add the following courses to the BM degree, MUS 161, 162, 261, 262

Department of Psychology**New Course**

PSY 857S (Intervention with Children and Families) – Add new course

Dropped Course

PSY 857 (Interventions with Children and Families) – Drop Course

Program Revision

Clinical Psychology - Substitute this S version of PSY 857 to fulfill requirements for the M.S. in Clinical Psychology.

New Program

AGS Concentration in Psychology

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANSW</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Social Work</u> (Major ____, Option ____; Minor <u>X</u> __; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee	<u>Date</u> 3/19/2010	Graduate Council* <u>Date</u> NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3/29/2010	Graduate Council* <u>Date</u> NA
General Education Committee*	NA	Council on Academic Affairs _____
Teacher Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>4/15/10</u>
		Faculty Senate** <u>5/3/10</u>
		Board of Regents** <u>6/7/10</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change social welfare minor requirements.	
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: the requirements for the minor in social welfare should be changed to reflect course changes.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

CIP Code: 44.071

Minor in Social Welfare (2009-10 *Undergraduate Catalog*, page 73)

A student may minor in Social Welfare by completing the following courses: SOC 131, SWK 210, 310, and 410; three hours from POL 341, 370, 371, or 374; and six hours from ~~410, 456, 457~~, SWK 455 or Social Work Elective, SOC 313, 340, 353, 365, 420, 450, ~~GEO 225~~, ECO ~~130~~, 231, 310, or 365.

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 ____)	Biological Sciences Arts & Sciences BIO 382W Wildlife Population Analysis _____ _____ _____ _____ _____ _____
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	1/20/2010	Graduate Council* NA Council on Academic Affairs _____ Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10 Faculty Senate** NA Board of Regents** NA Council on Postsecondary Edu.*** NA
College Curriculum Committee General Education Committee* Teacher Education Committee*	3/29/2010 NA NA	_____ _____ _____ _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create new course BIO 382W, a writing intensive course. New course will be equivalent to BIO 382. 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: To increase options for Biology students, particularly in the Wildlife Management program, to meet writing intensive requirement.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None expected Operating Expenses Impact: None expected Equipment/Physical Facility Needs: No changes expected Library Resources: No changes expected.	

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.)

BIO 382W Wildlife Population Analysis. (4) I. Prerequisites: ENG 102 or ENG 105(B) or HON 102, and Wildlife Management major or department approval. Population ecology of vertebrates, with a focus on field methods, analysis of data, and writing techniques applicable to wildlife conservation. Recommend BIO 316 and 381 prior to or concurrent with enrollment. Credit will not be awarded for both BIO 382 and 382W. 2 Lec/4 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 ~~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)*
BIO	382 W	Fall 2010	AS <input checked="" type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	BIOS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
4	Lecture <u>2</u>	Laboratory <u>4</u>	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 03	
<u>1</u>	<u>2</u>	<u>N</u>	Class Restriction, if any: (undergraduate only)	
<u>2</u>	<u>3</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>Wildlife Management major or 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.	<u>ENG 102 or ENG 105(B) or HON 102</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>Credit will not be awarded for both BIO 382 and 382W.</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

From: David Brown

To: TCAC Advisory Committee

Re: Proposal for Writing Intensive Course Designation (BIO 382-W, Wildlife Population Analysis)

I propose to develop and instruct a writing intensive course for Biological Sciences (BIO 382-W). This is a required course for Wildlife Management majors and will serve this group to satisfy the University's writing intensive requirement. Below, the writing intensive course criteria are addressed in context of the proposed course.

1. Writing will compose 40-45% of the course grade. Writing will take several forms including an independent research project (20% of course grade) with several steps of feedback, peer-reviewed journal reflections (5% of grade), collaborative wiki-field notes (5% of grade), and essay questions on each exam (totaling 5-10% of total course grade). These assignments will help students learn the core concepts and skills of the course.
2. Scientific inquiry is technical, but it is a highly creative process as well. Development of study questions and appropriate methods to test those questions require creativity. The organization and prose of scientific writing also requires creativity. Scientific writing also involves investigating what research has already been conducted (what knowledge already exists) and creating a novel context for the current research. In this class, independent research projects will serve as one process by which higher-order thinking is encouraged. Creative and critical thinking will also occur in process of writing collaborative wiki-field notes and reflective journals.
3. The independent project will focus on technical writing in wildlife science, and will be integrated with learning the process of science. Field notes and journal activities are also standard tasks for wildlife biologists in research and management positions. So the writing activities are representative of writing in this discipline.
4. For the research project, students will receive feedback, primarily from the instructor but with some peer feedback, and make revisions at 3 or more stages. The collaborative field notes will be primarily peer reviewed.
5. Wildlife Population Analysis has traditionally focused on a combination of field techniques and quantitative data analysis, but in recent years it has also had a substantial writing component (25-30%). The proposed syllabus has writing assignments contributing 40-45% of the total course grade. The course traditionally has about 20 students, so it is manageable for the instructor to provide lots of feedback on writing assignments.
6. This course is taught with only one section, once per year. The instructor will devote substantial effort to writing assignments including topic development, feedback-revisions, and pedagogy of writing.
7. The independent research project is the most significant portion of writing in this course (55% of writing assignments). The other writing is less formal and will include journal reflections, and a collaborative blackboard-wiki-site based on field notes from the numerous field trips that are an integral part of the course. Essay questions on exams will also be considered as part of the writing assignments in this course.

Eastern Kentucky University
Department of Biological Sciences
Syllabus: Wildlife Population Analysis, BIO 382 W, CRN
4 credit hours
Fall 2010

Dr. David Brown
Office: 329 Beckham
email: david.brown@eku.edu, phone: 622-2283

BIO 382 W Wildlife Population Analysis: Writing Intensive. (4) I. Prerequisites: Wildlife Management major or department approval. Population ecology of vertebrates, with a focus on field methods, analysis of data, and writing techniques applicable to wildlife conservation. Recommend BIO 316 and 381 prior to or concurrent with enrollment. Credit will not be awarded to students who have credit for 382. 2 Lec/4 Lab.

Texts:

Braun, C. E. (Editor). 2005. Techniques for Wildlife Investigations and Management. The Wildlife Society, Washington, D.C. 974 pp.

Writing Scientific Manuscripts: A Guide for Undergraduates. 2005. Journal of Young Investigators. *Available free as pdf on blackboard.*

Student Learning Outcomes:

- Students will comprehend and apply the process of science in the context of wildlife ecology.
- Students will demonstrate skills with standard field-based data collection, analysis, and writing techniques central to wildlife research.
- Students will synthesize these skills by conducting an independent field-based research project.
- Students will evaluate scientific evidence to develop management recommendations.
- Students will demonstrate a writing process that produces effective documents appropriate to the course level.
- Students will recognize effective writing strategies.

Evaluation methods:

Exam I	15%
Exam II	15%
Lab Final Exam	10%
Lecture Final Exam	15%
Research project	25%
Lab exercises	5%
Journal	5%
Field notes	5%
Participation	5%

Grading Scale: A = 90-100%, B = 80-89.9%, C = 70-79.9%, D = 60-69.9%, F = < 60%

Exams: Most questions on the exams will be short answer and problem solving formats. However each exam will contain at least one long essay format question requiring you to synthesize what you've learned and apply it to new situations. These essays will be graded based organization, clear writing, and thoughtful, relevant content.

Each exam will be cumulative, but will emphasize material covered since the last exam. This means the final will be cumulative. The final will consist of 2 part over 2 class meetings. Part 1 will be computer and field-based and focus on data analysis as well as hands-on skills with field equipment; this portion of the final will take place on the last week of classes. Part 2 will be conceptually and theoretically based and will take place in the classroom during the regularly scheduled final exam period.

Independent Project: Wildlife science is a rigorous endeavor that requires creativity, quantitative skills, field skills, knowledge of natural history, and logistical coordination. Wildlife science is an applied science, meaning it has direct implications for management. To capture a more realistic understanding of this process requires stepping beyond the classic classroom environment and submersing yourself in the experience. Thus, each student will conduct an independent field-based research project. This project will require you to develop a research question, design a field study, write a proposal for the study, collect field data, analyze the data, write a formal report, and give a class presentation on the findings. This project will require substantial writing and revision of documents including a research proposal, a data collection protocol, a report, and a presentation. You will receive guidance and feedback from your instructor and peers at each stage of the project, and have opportunities to make revisions based on this feedback.

This project can be an extension or preliminary part of your BIO 489 project. It can also be conducted in coordination with other students in this class, or with other researchers (department or agency biologists), but the ideas, analysis, and writing are to be independent. In fact, you are encouraged to work with others to facilitate data collection and other logistics. One recommended model would be for 2-3 students to work at the same field site to collect data that will address 2-3 specific questions, with each student responsible for development of ideas and writing their own proposals and reports.

Journal & Field Notes: As professionals you will often be required to summarize your daily activities or research findings in a report, publication, or oral presentation. Journals provide a way to keep detailed records of your activities over extended periods of time. Likewise, field notes provide an invaluable record of natural observations and help researchers generate ideas and make important connections about species interactions, phenology, trends, and other natural patterns. To provide you with this experience, you will be required to keep a field notes and a journal.

Field notes will be collected during field trips by each student using a rain-proof yellow field notebook, and the instructor will conduct spot checks to verify students are following field note procedures. These notes will be collected online as collaborative wiki-field notes. Following each field trip, two pre-determined students will be primarily responsible for online transcription of field notes. All other students are expected to read the primary entry and make changes, additions, and comments. Students can add text or image content as well as web site or primary literature references. Because this is a wiki-environment, the author of all changes can be tracked and changes can be reverted if found to be problematic. Each student is expected to make contributions to the wiki-field notes of every field trip.

Journals will be individually written and maintained online. Students must make a separate entry for each class (classroom or field). Journals will be set up on blackboard so that only the author and instructor have access. After each class, the instructor will provide a topic or reflection question to guide the journal entry. In addition to listing events and ideas, journals entries are an opportunity for students to reflect on experiences from a broader perspective that includes your civic responsibilities as a professional scientist. Journal reflection is also a platform for integrating field experiences with theoretical learning. Additional guidelines on organization, content and evaluation will be provided on the second day of class in the form of a handout titled "*Keeping a Journal and Field Notes*".

Student progress: Exam grades will be posted to blackboard. Students will have an opportunity during class time to look over graded exams. If student need additional time to go over exams they can make further arrangements with the instructor. All other graded assignments will be returned to the student.

Attendance, participation, and classroom behavior policy: Your presence and participation in lecture and lab is mandatory. *Attendance* will also be factored into your participation grade. You will be “forgiven” a single excused or unexcused absence, after which, each additional absence will result in a 1 point deduction from your overall grade. Such deductions can exceed the allotted 5% listed in the grading scheme above. Use of all **Tobacco products** during class time, including on field trips, is strictly prohibited. **Cell phones** are not to be used during class time, including during trips in the van. Participation points are not guaranteed, you will have to earn each point. Participation is assessed based on attendance; preparation for each class (reading the chapter and knowing what is expected of you each day); enthusiasm in classroom and field settings; engaging in safe behavior including wearing your seat belt in the van; your willingness to engage actively in field activities (carry gear, setup plots, get dirty if necessary); your willingness to help other students and the instructor; and whether or not you ask pertinent questions and take advantage of office hours. Behaviors that are poorly reflected include arriving to class late, use of cell phones during class time, frequent irrelevant questions such as “can we drop this grade?”, and “are we going in the field today?”, or other behavior that disrupts the flow of class including use of tobacco products during class time. Basically, good students will be prepared for class and participate accordingly. You are also required to participate outside of normal class hours at least once in of each of the following activities: (1) deer check station, (2) mist-netting birds, (3) drift-fence sampling of amphibians, (4) small mammal trapping, (5) radio-telemetry. This is a requirement. You do not earn extra points by participating in these activities, but if you fail to participate you will lose participation points. The time you commit to these activities will be offset by “no class meeting” on dates specified in the course schedule.

Last date to drop the course: August 29 – Last day to add/drop classes or convert “P/F” or “Audit” classes to normal grade and credit option. October 29 – Last day to withdraw with a “W”.

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.

Cooperative classroom and group work: Learning in a cooperative environment should be stimulating, demanding, and fair. Because this approach to learning is different from the lecture-style learning and the competitive structure that many other courses are based on, it is important for us to be clear about mutual expectations. These expectations are intended to maximize discussion and exchange of ideas in an atmosphere of mutual respect while preserving individual ownership of ideas and written words. 1) Students are expected to work cooperatively with other members of the class and show respect for the ideas and contributions of other people. 2) When working as part of a group, each student should contribute, listen, and recognize that everyone contributes in different ways. 3) Some assignments in this course will be group-based; others will be individual-based. It is your responsibility to know the nature of each assignment and conduct yourself appropriately.

Disclaimer on syllabus, schedule, and course flexibility: All policies and materials described in this syllabus and schedule including grade weightings of assignments and exams, and the dates of activities are subject to change

at the discretion of the instructor. In fact, because of weather, and other logistical uncertainties related to the dynamic nature of field ecology, you should expect changes. So be flexible.

Risk and Safety on Field Trips

Required Field Clothes: Long pants & covered shoes

Field Trip Liability: The University has no liability in the case of injury to a student as a result of an accident while on a class trip. It is strongly suggested that you have personal insurance.

The following list includes many of the risks and the associated precautions that you need to be aware of for this class. This list is not exhaustive, other unlisted risks are present. Field trips are an inextricable part of wildlife research & management, and this course. Field trips are inherently risky. Be safe by knowing the risks and taking precautions. If you anticipate major problems with any of these risks, you are encouraged to drop this course. *For all field trips, you are required to wear long pants, and covered shoes.* Without these basics you will not be allowed in the van. If you have severe allergies or other medical conditions that may be an issue, notify your instructor before the first field trip.

Travel: *You are required to wear your seat belt at all times that the van is moving.* This is a course requirement and will be enforced by random checks. Failure to wear your seat belt may result in a deduction of points from your participation grade. Be careful when walking on roads and in parking lots. Don't distract the driver.

Heat and Dehydration: Bring and drink an adequate quantity of water. Wear a shade hat. Apply sunscreen. Be aware of your body condition, and alert your instructor if you suspect you're overheated.

Poison ivy: Wear long sleeves, use *tecnu* cleanser before anticipated exposure and after suspected exposure. Immediately after trips you should thoroughly wash any exposed parts of your body. As soon as possible after each field trip you should shower using a strong detergent soap. Wash, don't re-wear field clothes.

Mosquitoes, ants, chiggers, ticks, spiders, wasps, bees, and critters: Wear long sleeves, and apply insect repellent. For chiggers, repellent should be applied to your skin and clothing around ankles and waist line, and don't sit down. The best chigger prevention is to shower after the field trip.

Snakes: Stay alert, watch where you step. In case of a snake bite: try to identify the snake, but don't kill/capture the snake. Stay calm. Seek medical assistance immediately.

Twisted ankles, scratches: Stay alert about your surroundings. Wear shoes with adequate ankle support. Wear long sleeves.

Wet clothes, cold: On cold field days, wear warm clothes, preferably made of synthetic or woolen material. Cotton is a poor material for field work because it retains fluid. In cold weather, wet cotton clothing (from sweat, rain, or falling in water) can quickly lead to hypothermia. If rain is anticipated bring a rain coat.

Microbial infections: Keep your hands out of your mouth. After labs, particularly if you came into contact with water, cleanse your hands with anti-bacterial wash (usually there's some with the field gear or in the van).

Other personal matters: Many field trip destinations are without services, so use the restroom before the trip, and don't drink too much coffee.

Course requirements: Fall 2009 Schedule shown for reference

SCHEDULE: Wildlife Population Analysis- BIO 382 Fall 2009					
		REVISED- 10-20-2009			
Day	Date	Topic	Location	Assignments due	
Mon	24-Aug	Introduction & MS Excel	computer lab		
Wed	26-Aug	Observation & hypothesis exercise	Field trip: Camp Catalpa		
Mon	31-Aug	Maps, compass & GPS	Field trip: Berea forest		Excel graphing exercise
Wed	2-Sep	Sampling theory	computer lab		Independent project ideas
Mon	7-Sep	Labor Day, no class			
Wed	9-Sep	Bird capture introduction			Sampling exercise
Mon	14-Sep	Bird mist-netting	Field trip: Central KY WMA		
Wed	16-Sep	No class (mist netting)			Project statement (2 pgs)
Mon	21-Sep	Mark-recapture analysis	Guest lecture: Jesus Rivera		
Wed	23-Sep	Exam I			
Mon	28-Sep	Samplng herps: Drift fence	Field trip: Maywoods, Trip leader: Terry Huff		
Wed	30-Sep	No class (herp drift fence)			
Mon	5-Oct	Small mammal trapping (set up)	Field trip: Central KY WMA		
Wed	7-Oct	No class (small mammal trapping)			Indep. proj. full proposl (5 pgs)
Mon	12-Oct	Fall Break, no class			
Wed	14-Oct	Mark-recap analysis			
Mon	19-Oct	Mark-recap analysis	computer lab		
Wed	21-Oct	Density and Occupancy models	computer lab		
Mon	26-Oct	Guest lecture-Jesus Rivas			
Wed	28-Oct	Exam 2			
Mon	2-Nov	Telemetry	Field trip: EKU- south campus		
Wed	4-Nov	Analyzing telemetry data	computer lab		
Mon	9-Nov	Telemetry	Field trip: Central KY WMA		GIS exercise 1
Wed	11-Nov	Analyzing telemetry data	computer lab		
Mon	16-Nov	Sampling arboreal populations	Field trip: Central KY WMA		GIS exercise 2
Wed	18-Nov	Project analysis workshop	computer lab		
Mon	23-Nov	Analyzing nesting data	computer lab		Written reports on ind. proj.
Wed	25-Nov	Thanksgiving holiday, no class			
Mon	30-Nov	Presentations on research projects			
Wed	2-Dec	Rabies demo: USGS APHIS biologist Erin Patrick			
Mon	7-Dec	Presentations on research projects			
Wed	9-Dec	Lab final exam-computer lab			
Wed	14-Dec	Final Exam 1:00 - 3:00 pm			



EASTERN KENTUCKY UNIVERSITY
Richmond, Kentucky 40475-3102
Serving Kentuckians Since 1906

College of Arts and Sciences
Department of English and Theatre
(859) 622-5861

Professor David Brown
Department of Biology
Moore 235

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

21 January 2010

Dear David:

I'm writing to let you know that the TCAC Advisory Committee has approved your proposal for BIO 382W. We're very happy to be adding this course to those available to students.

The next step is to get the W course approved by your department curriculum committee (if that hasn't already happened), and then on to your college committee. You and your department will need to decide whether you intend to drop the old BIO 382 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. Robert Frederick, so that he will know officially that your course is approved at the TCAC level.

When you teach BIO 382W, please 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."

Also, please include the Student Learning Outcomes for "W" courses:

"Students will demonstrate a writing process that produces effective documents appropriate to course level"
"Students will recognize effective writing strategies."

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. It will probably be a day-long session in the summer. All "W" faculty will be invited to attend, and those who attend will receive a stipend.

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

Best regards,

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

Deborah Core
Director, TCAC
Professor of English

cc. Dr. Robert Frederick
Dr. Onda Bennett



Curriculum Change Form Course Drop

Department Name	Biological Sciences		
College A&S	Arts & Sciences		
Proposal Approved by:	<u> Date </u>		<u> Date </u>
Departmental Committee:	__ 1/20/10 __	Graduate Council* _____	
College Curriculum Committee:	_____ 3/29/10 _____	Council on Academic Affairs	<u>4/15/10</u>
General Education Committee*:	__ NA __	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
Teacher Education Committee*:	__ NA _____		
*If Applicable (Type NA if not applicable.)			

Completion of A and B is required:

A. Effective date: (Example: Fall 2009)

Summer 2010

B. The justification for this action: (course no longer taught/comment if other)

List all courses to be dropped

Prefix	Number	Title	Comments:
BIO	382	Wildlife Population Analysis	

For Registrar Office Use Only:
Copy Sent to: Graduate Council

Date: _____ Initial: _____

Version 1.2 02/26/09

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>Biological Sciences</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>Wildlife Management</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 <u>1/20/2010</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee <u>3/29/2010</u> Approved <input checked="" type="checkbox"/> Disapproved <u>4/15/10</u> General Education Committee* <u>NA</u> Faculty Senate** <u>5/3/10</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>6/7/10</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.) Add BIO 382W as option to BIO 382 in list of major requirements (382 or 382W), and add CHE 107.</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 BIO 382W (writing intensive) will be treated as equivalent to existing BIO 382. The only affected program, Wildlife Management, needs to be revised accordingly.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None expected</p> <p>Operating Expenses Impact: None expected</p> <p>Equipment/Physical Facility Needs: No changes expected</p> <p>Library Resources: No changes expected.</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 ~~strickethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

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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 ~~strickethrough~~ for deletions and underlines for additions.)

Wildlife Management (B.S.)

CIP Code: 03.0601

Major Requirements.....60-62 hours

BIO 121, 131, 141, 316, 335, 381, 382 or 382W, 489, 490, 514, 553, 554, 557, 584, 585, 586, 587; 558 or 561; BIO 380 or GEO 325.

Supporting Course Requirements.....26-27 hours

CHE 101, 107, 102; MAT 108 or 124* or 261*; STA 215 or 270; AGR 215; GEO 351, 353; one class from the following: COM 200, 201; CMS 250, 310, 320, 325, 375, 400, 420, 450; ENG 300, 301; JOU 305.

General Education Requirements.....30 hours

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

University Requirement.....1 hour

A SO 100.

Free Electives.....8-11 hours

Total Curriculum Requirements.....128 hours

*A preparatory course in mathematics (MAT 109) may be required before admission to MAT 124.

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 Government <hr/> College Arts and Sciences <hr/> *Course Prefix & Number POL 320 <hr/> *Course Title (30 characters) National Security Strategy <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 03/15/2010	
Departmental Committee		<u>Date</u> NA
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee		Graduate Council*
General Education Committee*	NA	Council on Academic Affairs
Teacher Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
		Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
		NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: Create the new course POL 320.</p> <p>A. 2. Effective date: Spring 2011</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>POL 320 fills an important gap in course offerings related to national security. POL 321: <i>American Foreign Policy</i>, is a broad survey of international relations; POL 325 <i>International Security Affairs</i>, focuses on the practical applications of security, using case studies to highlight specific security dilemmas; and POL 415: <i>Terrorism and Political Violence</i> examines the causes and consequences of terrorism. In contrast, the proposed course will look at how the U.S. formulates national security strategy in light of geostrategic, political, legal, bureaucratic, and resources constraints.</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>

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

POL 320 National Security Strategy. (3) A. Examines the theories and processes of national security strategy to understand the complexities and interrelationships of the strategic environment, within the constraints of the political environment and scarce resources.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	320	Spring 2011	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GOVN
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 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)			

POL 320 [CRN XXXXX] National Security Strategy
Eastern Kentucky University
Department of Government
Syllabus: Spring 2011

Professors:	Gregory Gunderson	Thomas Martin
Contact:	McCreary 120 859-622-1027 gregory.gunderson@eku.edu	McCreary 222 859-622-6747 tom.martin@eku.edu
Office Hours:		
Blackboard:	http://www.learn.eku.edu	

Prerequisites

No prerequisites, but student is encouraged to take this course along with, or before, POL 321 and POL 325

Course Description

To broadly examine the theories and processes of national security strategy; to develop leaders that can think critically, strategically, and understand the complexities and interrelationships of the strategic environment, within the constraints of the political environment and scarce resources.

Suggested Texts & Selected Readings

Carl von Clausewitz, "On War"
Sun Tzu, "The Art of War"
Thucydides, "History of the Peloponnesian War"
Thomas Schelling, "The Strategy of Conflict"
Adam Smith, "The Wealth of Nations"
Karl Marx, "The Communist Manifesto"
Held and McGraw, "Governing Globalization"
Howard Hotelling, "Stability in Competition"
Henry Kissinger, "Diplomacy"
Justin Wolfers, "Using Markets to Evaluate Policy: The Iraq War"
Graham Allison, "Conceptual Models and the Cuban Missile Crisis"
Bernard Brodie, "From Crossbow to H-Bomb"
Ian Bremmer, "The J Curve"
Steve Coll, "Ghost Wars"
Thomas Ricks, "Fiasco"
Thomas Ricks, "The Gamble"
Michael Handel, "Masters of War"
Bresslin, "Negotiation Theory and Practice"
Woodward, "The Commanders"
Paret, "Makers of Modern Strategy"
Louis Fisher, "Presidential War Power"
Amy Zegart, "Spying Blind: The CIA, FBI, and the Origins of 9/11"
J. Michael Waller, "Winning the War of Ideas Like a Real War"

Course Objectives:

In today's interdependent environment, it is essential that students of American government be able to examine "the entire board", thinking critically and strategically. If a policy is enacted domestically, how does that impact international policies and politics; our current military strategy; our economic system; informational and technological capacities; diplomatic, military, and economic sanctions. Strategic thinking requires creativity, as well as discipline, in grappling with the complex matters of policy, strategy, war, and peace.

Student Learning Outcomes:

After taking this course, students should be able to:

- Distinguish the uniqueness of strategic level leadership and apply competencies required by strategic leaders
- Use strategic thought processes to evaluate U.S. security challenges and opportunities
- Evaluate theories of war and strategy
- Evaluate DOD, joint, interagency, intergovernmental, multinational, and NGO processes and relationships
- Understand, analyze and integrate the role of the President, SecDef, DOD, the military departments, the Joint Staff, the Combatant Commanders, and Congress in resourcing and implementing national security strategy
- Synthesize critical elements and processes that define the strategic environment in peace and war
- Study and confer on the American military profession and guides its future direction

Grading:

2 Exams	200 pts.
Final Exam	100 pts.
Simulation Piece	300 pts.
Class Participation	<u>100 pts.</u>
TOTAL POINTS	700 pts.

Exams:

Essay examinations will cover readings, lecture materials, and current events integration. Some topics in the readings will be covered in more detail than others, but you are responsible for all the material that is covered in class.

Student Progress

To give students feedback on their progress in this course, a midterm grade will be posted on March 4, 2011 that will reflect work completed by that date.

Simulation

During the course we will participate in a "role playing" exercise where students will act as members of the president's U.S. National Security Council, debating what course of action the U.S. should take during a national security crisis. Your grade for the simulation will consist of four parts: an agency report (50 points), your group's simulation presentation (100 points), your personal participation (50 points), and an after action report (100 points). These simulation assignments will be explained in greater detail as the semester progresses.

Class Participation

Class participation is **critical**. Attendance is expected, **but it is participation that is graded** following each class. The successful student can contribute to a discussion, demonstrate independent thought and classroom leadership, exhibit overall enthusiasm and high energy, and can do this consistently throughout the term, will receive a maximum participation grade.

Quality Class Participation Means that You Show...

- ❑ Your participation relates to the current focus; you synthesize your analysis with classmates' comments
- ❑ You demonstrate insight, accuracy, and usefulness.
- ❑ You drive the discussion forward toward greater understanding/solution to the problem.
- ❑ Your participation is forceful, convincing, and delivered courteously.

E.K.U. Statement on 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.

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 us of your need and we will arrange an alternative meeting location.

Standard AI Statement, Academic Honesty

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.

Plagiarism, or presenting another's work or ideas as one's own, is a form of stealing. Falsification of footnotes is considered evidence of plagiarism. If a paper is plagiarized, the student may receive a grade of zero on the paper, or an automatic "F" in the course, and the case may be sent to the Academic Practices Committee of the Department of Government, or ultimately to the University's Student Disciplinary Board (see your Student Handbook). Same penalties apply to cheating on exams.

Attendance Policy

We believe, in general, that attendance policies should not be necessary at the university-level. Having said that, my experience has shown that many students will not attend class, unless it directly impacts their grade, so attendance is expected as part of the course and is critical to perform at the highest level in the class, as the lectures will cover material not included in the readings that will be included on the exams. Attendance will also be used as a factor in determining borderline grades for the course. If you are absent more than **4** times, you will automatically fail the course.

Each student is responsible for (1) any announcements and handouts distributed in class; (2) the content of lectures and multi-media presentations in class; and (3) any changes to the class schedule announced in class. Let me repeat this - students are expected to attend all classes. A missed class is not an acceptable excuse for not knowing about changes in assignments, the content of class sessions, etc. It is the student's responsibility to find out. Do not call the instructor to inform him that you will miss a class or an exam. If you can be there, it is assumed that you will be there and if you cannot attend, a telephone call will not change my policy in any way.

Further, it is assumed you registered for this course because it does not conflict with other responsibilities, so work schedules, other classes, doctor's appointments, job interviews and other such "scheduled events" are not excusable reasons to miss class.

Email Communication

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. Electronic Mail is the official communication of ECU. We will respond to your email within 48 hours of when you sent it, excluding weekends. We will not respond to emails that ask questions that could be answered by reading the syllabus, and will not respond to emails that don't use proper salutations, sentence structure, and grammar.

Last Day to Drop Class – January 17, 2011

Last Day to Drop Class with a "W" on transcript – March 18, 2011

POL 320 Course Outline

WEEK	MONDAY	WEDNESDAY	FRIDAY
1	Class Introductions	Role of Government	Collective Action
2	Role of Strategy	Public Policy	Domestic Policy
3	Domestic Policy	Military Conflict	Causes of War
4	TEST I	Deterrence	Brinksmanship
5	Economic Policy	Defense Spending	Trade and Interdependence
6	Globalization	Economic Political Integration	Foreign Aid
7	TEST II	Coercive Diplomacy	Coercive Diplomacy
8	Strategic Doctrines	Soft Power/Hard Power	Role of the State
9	Terrorism	Terrorism	Simulation Update

10	Congress	Congress	Executive
11	Executive	Legislative/Executive Conflict	Legislative/Executive Conflict
12	TEST III	Bureaucracy	Bureaucratic Issues Post 9/11
13	Transformation/Adaptation	NGOs	Game Theory
14	Simulations	Simulations	Simulations
15	Simulations	Simulations	Simulations
16	Simulations	Simulations	Simulations
17	FINALS WEEK		

Escape Clause

We reserve the right to adjust this syllabus as needed. It is your responsibility to note changes in schedule when announced. Some of the chapters may become “reading only” chapters depending on amount of time consumed by class discussion and in class learning exercises during the course of the semester. Any changes in the syllabus will be made by the instructor.

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

Part I

(Check one)	Department Name	Music	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 161	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Musicianship 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:	Date			Date
Departmental Committee	2/23/2010	Graduate Council*		NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs		
College Curriculum Committee	3/29/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>		4/15/10
General Education Committee*	NA	Faculty Senate**		NA
Teacher Education Committee*	NA	Board of Regents**		NA
		Council on Postsecondary Edu.***		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Offer a new course in musicianship

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 currently have a course, MUS 181 Theory I, a 4 credit course. Part of that course is written theory and part is musicianship skills of aural training and sight singing. We are revising MUS 181, it will be a 3 credit written music theory course. The musicianship skills will have this separate 1 credit course. Most institutions offer this as 2 separate courses and this will make a smoother transition for our transfer students. It will also allow more flexibility with assigning faculty to teach these courses and more options for scheduling classrooms.

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

Personnel Impact:
None, current faculty can teach this course within their load.

Operating Expenses Impact:
NA

Equipment/Physical Facility Needs:
NA

Library Resources:

No extra 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 ~~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.)

MUS 161. Musicianship I (1) I, II. Corequisite MUS 181. Skills and strategies for the perception, identification and performance of the basic materials of music.

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)*
MUS	161	Fall 2010	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1	Lecture <u>2</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	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.	MUS 181
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 Music
Syllabus for MUS 161, Musicianship I, CRN TBA
T/TH 11:00-11:50
1 Credit Hour
Fall 2010

Professor: Dr. Richard Byrd

Office: Foster Building 202—office hours are posted outside office door

Office phone: (859) 622-1348—voice mail is available

E-mail: rich.byrd@eku.edu (best means of communication)

CATALOG COURSE DESCRIPTION:

MUS 161 Musicianship I (1). I, II. Corequisite: MUS 181. Skills and strategies for the perception, identification and performance of the basic materials of music.

TEXTS:

- Ottman, Robert. *Music for Sight Singing*, 8th edition, 2011
- MacGAMUT 6 Music Software, 2008. (EKU Bookstore or www.macgamut.com has this software) This program cannot be shared, so each student is required to purchase their own copy.

STUDENT LEARNING OUTCOMES:

This course is an introduction to the study of music as an academic discipline. Music theory, along with music history, provides the foundation for all other studies in the field of music. While the materials presented in this course consist primarily of musicianship skills, the study and review of theory fundamentals corresponding to skills acquired in the written theory coursework are necessary components to help facilitate successful aural skills. These fundamental theory skills include a working knowledge of key signatures, scales, intervals, sonorities, inversion symbols, roman numerals, cadences, meters and rhythms.

The musicianship portion of the course will provide intensive drill in identifying and reproducing the fundamental structures of music. Students will be able to:

- Identify melodic and harmonic intervals within an octave

- Identify major, minor, and diminished triads including chordal inversions and root-position seventh chords
- Dictate, correct and sight-sing melodies involving treble and bass clefs, major and minor keys, simple and compound meters, scalar contours, and tonic/dominant triadic leaps
- Dictate, correct and sight-sing rhythms involving simple and compound meters and basic syncopation
- Dictate, correct and sight-sing chord progressions involving tonic, subdominant, and dominant triads

EVALUATION METHODS:

- **Grading:**

40%—Weekly quizzes (sight-singing and aural)

20%—Class Participation (10%) and MacGamut Practice Time (10%)

20%—Comprehensive Midterm Exams: Sight singing (10%) & Aural (10%)

20%—Comprehensive Final Exams: Sight singing (10%) & Aural (10%)

- **Grading Scale:**

A—90 to 100; B—80 to 89; C—70 to 79; D—60 to 65; F—below 65

- **Comprehensive Final Sight Singing Exam:** see EKU Final Exam schedule

- **Comprehensive Final Ear Training Exam:** see EKU Final Exam schedule

- **Class Participation:**

Class participation is expected of all students during each class. Students should be prepared to participate in all class activities as requested (e.g. sight-singing, dictation, answering questions, group work, etc.). Taking notes during class will also be considered a part of class participation, especially when directed by the instructor, so it is imperative that each student brings a notebook daily for taking notes. Please note that the final grade (10%) reflects the student's degree of participation in class. All unexcused absences and all tardies that exceed 50% of the class time will affect the class participation grade as well. Students will incur a 2% reduction of their class participation grade for each of the following: 1) every absence, 2) every significant tardy, and 3) every three tardies that do not exceed 50% of the class time.

NOTE: MacGamut Practice Time requirements for the semester are 10 minutes per day (5 days each week) for a semester total of 800 minutes. Due dates for the midterm and end-of-semester hours will be during the midterm week and last week of classes—the specific dates will be announced in class.

STUDENT PROGRESS:

Students are responsible for keeping track of their grades throughout the semester. All sight-singing/aural quizzes, and exams will have a grade marked on the paper, which the students should record for themselves. Students are encouraged to regularly calculate their grade throughout the semester to examine their progress and grade to date for the course.

NOTIFICATION FOR MID-TERM GRADES: Mid-term grades for all undergraduate students will be viewable online the day after midterm exams. The mid-term grade serves as a reflection of the student's progress during approximately the first half of the semester, and is calculated as follows: 50% = quizzes given, 50% = exams given.

ATTENDANCE POLICY:

ATTENDANCE IS THE MOST SIGNIFICANT FACTOR AFFECTING THE STUDENT'S SUCCESS IN THIS COURSE! Regular and punctual attendance will be expected of all students throughout the semester. Attendance will be taken at the beginning of each class period. Any student with more than five (5) absences, regardless of whether they are excused or unexcused, shall be automatically assigned the final grade of an F. All exceptions will be determined only by the class instructor on an individual case by case basis, and students must have provided the instructor written documentation of EVERY absence immediately as they occur to be considered as a potential exception. Student arriving after class has started will be considered "late", and students are responsible for what they missed before they arrived, which includes all announcements along with any lecture material. Students who are "late" to take a sight-singing/aural quiz/exam will miss that portion of the quiz or exam that was given while they were absent and will not be able to make it up. Students who miss more than 50% of class time will be considered absent.

- **Exam Policy:**

The student is responsible for all scheduled quizzes and exams. If a student is absent from class, it will be the student's responsibility to find out when any quiz or exam is scheduled. THERE WILL BE NO MAKE-UP QUIZZES OR EXAMS GIVEN.

However, if a student knows that they will be absent on a particular quiz or exam date due to a University-sponsored event, it is the student's responsibility to notify the instructor prior to that day, and discuss how alternative arrangements will be made in lieu of the missed quiz or exam, otherwise a zero (0) grade will be assigned. All exceptions (e.g., severe illness, family emergencies, etc.) will be determined only by the class instructor on an individual case by case basis.

The mid-term sight-singing and aural exams will be given during midterms as designated by the EKU midterm calendar schedule. The specific dates for these exams will be announced the week prior to these exams. Both these exams are comprehensive.

LAST DAY TO DROP THE COURSE:

Please refer to the *Colonel's Compass* for the last day to drop this course.

DISABILITY STATEMENT:

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from 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 (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.

Copying and/or collaboration (working together) on homework assignments is considered cheating and will be dealt with seriously, which will include no credit for all papers involved and/or referral for disciplinary action.

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:

Each student must have the following texts, software, and supplies:

- Headphones (with 1/8 inch plug) and flash drive stick for computer lab

Each student must bring to every class the following materials:

- Sight-singing textbook
- Sharpened pencils with erasers—**NO INK will be accepted for quizzes or exams**
- Music staff paper
- Notebook—either a 3-ring binder or a folder to hold handouts along with class notes

Each student must observe each of the following classroom policies:

- No cell phones are allowed to be on or even visible during class—students should purchase a separate timepiece if they wish to keep track of time during class (No texting is allowed)
- No earplug listening devices are allowed during class (ipods, mp3s, etc.)
- No getting up and leaving the classroom during class without permission
- No late arriving to class or early leaving before the class ends without permission
- No talking to each other while the instructor is talking
- No sleeping, lounging, or eye/head resting during class
- No gum chewing during class
- No working on other class-related materials or engaging in leisure-related activities
- No wearing caps, hoods, or hats of any kind during class
- **No complaining, arguing, dictates, inappropriate commenting, etc. during class**

All exceptions to the classroom policies will be determined only by the class instructor on an individual case by case basis. **The class instructor reserves the right to announce additional policies as the semester progresses that he deems disruptive to the classroom teaching environment.**

COURSE OUTLINE:

Units of study from Ottman text: Chapters 1-5

Interval Recognition & Singing:

- Melodic intervals: m2 through P8, simple (before mid-term)
- Harmonic intervals: m2 through P8, simple (after mid-term)

Chord Identification & Singing (solfeggio):

- Triads in root position: major and minor (after mid-term)

- Triads in first inversion: major, minor, diminished (after mid-term)
- Triads in second inversion: major, minor (after mid-term)
- Seventh chords in root position: major-minor (after mid-term)

Scale Identification & Singing (solfeccio):

- Major scales: ascending/descending, broken thirds, diatonic triads (before mid-term)
- Minor scales: ascending/descending, broken thirds, diatonic triads (after mid-term), natural, harmonic, and melodic forms

Rhythmic Correction, Dictation & Singing:

- Simple meters: beat note = quarter, half, eighth, and sixteenth notes/rests (before mid-term)
dotted and tied notes/rests (syncopation)
division of the beat only
- Compound meters: beat note = dotted quarter, half, and eighth notes/rests (after mid-term)
tied notes/rests (syncopation)
division of the beat only

Melodic Correction, Dictation & Singing (solfeccio):

- Treble and bass clefs
- Major and minor (all three forms), diatonic
- Simple and compound meters (as introduced above)
- Primarily scalar, skips and leaps within the tonic triad
- Phrasing and dynamics for singing

Harmonic Correction, Dictation & Singing (solfeccio):

- Triads in root position: tonic, subdominant, dominant (after mid-term)
- Triads in first inversion: tonic, subdominant, dominant, leading tone (after mid-term)
- Triads in second inversion: tonic, subdominant, dominant (after mid-term)
- Seventh chords in root position: dominant seventh (after mid-term)
- Two-part correction/dictation (soprano and bass) (after mid-term)

INDIVIDUAL TUTORIALS:

I am available to provide further explanations and/or extra help during my posted office hours or by appointment. If you are having any problems at all with any of your sight-

singing/aural skills, please seek help immediately from myself, another music instructor, or a theory GA. Individual tutorial sessions with a theory GA are available, but must be arranged by the student.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 162</u> *Course Title <u>(30 characters)</u> <u>Musicianship II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																																				
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Offer a new course in musicianship 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: The second course in our music theory sequence, MUS 182 Theory I, is a 4 credit course. Part of that course is written theory and part is musicianship skills of aural training and sight singing. We are revising MUS 182, it will be a 3 credit written music theory course. The musicianship skills will have this separate 1 credit course. Most institutions offer this as 2 separate courses and this will make a smoother transition for our transfer students. It will also allow more flexibility with assigning faculty to teach these courses and more options for scheduling classrooms.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None, current faculty can teach this course within their load. Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources:	

No extra resources

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

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

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

New or Revised* Catalog Text

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

MUS 162. Musicianship II (1) I, II. Prerequisite: MUS 161, corequisite MUS 182. Continuing study of skills and strategies for the perception, identification and performance of the basic materials of music.

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)*
MUS	162	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"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1	Lecture <u>2</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	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.	MUS 182
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.	MUS 161
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 Music
Syllabus for MUS 162, Musicianship II, CRN TBA
T/TH 11:00-11:50
1 Credit Hour
Spring 2011

Professor: Dr. Richard Byrd

Office: Foster Building 202—office hours are posted outside office door

Office phone: (859) 622-1348—voice mail is available

E-mail: rich.byrd@eku.edu (best means of communication)

CATALOG COURSE DESCRIPTION:

MUS 162 Musicianship II. Prerequisite: MUS 161, corequisite: MUS 182. Continuing study of skills and strategies for perception, identification and performance of the basic materials of music.

TEXTS:

- Ottman, Robert. *Music for Sight Singing*, 8th edition, 2011
- MacGAMUT 6 Music Software, 2008. (EKU Bookstore or www.macgamut.com has this software) This program cannot be shared, so each student is required to purchase their own copy.

STUDENT LEARNING OUTCOMES:

This course is an introduction to the study of music as an academic discipline. Music theory, along with music history, provides the foundation for all other studies in the field of music. While the materials presented in this course consist primarily of musicianship skills, the study and review of theory fundamentals corresponding to skills acquired in the written theory coursework are necessary components to help facilitate successful aural skills. These fundamental theory skills include a working knowledge of key signatures, scales, intervals, sonorities, inversion symbols, roman numerals, cadences, meters and rhythms.

The musicianship portion of the course will provide intensive drill in identifying and reproducing the fundamental structures of music. Students will be able to:

- Identify melodic and harmonic intervals over several octaves

- Identify all seventh-chord sonorities and all dominant seventh chord inversions
- Identify and sing major scales both ascending and descending, and all three forms of the minor scale both ascending and descending
- Dictate, correct and sight-sing melodies involving treble and bass clefs, major and minor keys, simple and compound meters, conjunct and disjunct motion, basic chromaticism, two-part melodies
- Dictate, correct and sight-sing rhythms involving simple and compound meters, multiple subdivisions, syncopation, two-part exercises
- Dictate, correct (both soprano and bass lines) and sight-sing (arpeggiated) chord progressions involving all diatonic harmonies, some secondary harmonies, and primary seventh chords

EVALUATION METHODS:

- **Grading:**

40%—Weekly quizzes (sight-singing and aural)

20%—Class Participation (10%) and MacGamut Practice Time (10%)

20%—Comprehensive Midterm Exams: Sight singing (10%) & Aural (10%)

20%—Comprehensive Final Exams: Sight singing (10%) & Aural (10%)

- **Grading Scale:**

A—90 to 100; B—80 to 89; C—70 to 79; D—60 to 65; F—below 65

- **Comprehensive Final Sight Singing Exam:** see EKU Final Exam schedule

- **Comprehensive Final Ear Training Exam:** see EKU Final Exam schedule

- **Class Participation:**

Class participation is expected of all students during each class. Students should be prepared to participate in all class activities as requested (e.g. sight-singing, dictation, answering questions, group work, etc.). Taking notes during class will also be considered a part of class participation, especially when directed by the instructor, so it is imperative that each student brings a notebook daily for taking notes. Please note that the final grade (10%) reflects the student's degree of participation in class. All unexcused absences and all tardies that exceed 50% of the class time will affect the class participation grade as well. Students will incur a 2% reduction of their class participation grade for each of the following: 1) every absence, 2) every significant tardy, and 3) every three tardies that do not exceed 50% of the class time.

NOTE: MacGamut Practice Time requirements for the semester are 10 minutes per day (5 days each week) for a semester total of 800 minutes. Due dates for the midterm and end-of-

semester hours will be during the midterm week and last week of classes—the specific dates will be announced in class.

STUDENT PROGRESS:

Students are responsible for keeping track of their grades throughout the semester. All sight-singing/aural quizzes, and exams will have a grade marked on the paper, which the students should record for themselves. Students are encouraged to regularly calculate their grade throughout the semester to examine their progress and grade to date for the course.

NOTIFICATION FOR MID-TERM GRADES: Mid-term grades for all undergraduate students will be viewable online the day after midterm exams. The mid-term grade serves as a reflection of the student's progress during approximately the first half of the semester, and is calculated as follows: 50% = quizzes given, 50% = exams given.

ATTENDANCE POLICY:

ATTENDANCE IS THE MOST SIGNIFICANT FACTOR AFFECTING THE STUDENT'S SUCCESS IN THIS COURSE! Regular and punctual attendance will be expected of all students throughout the semester. Attendance will be taken at the beginning of each class period. Any student with more than five (5) absences, regardless of whether they are excused or unexcused, shall be automatically assigned the final grade of an F. All exceptions will be determined only by the class instructor on an individual case by case basis, and students must have provided the instructor written documentation of EVERY absence immediately as they occur to be considered as a potential exception. Student arriving after class has started will be considered "late", and students are responsible for what they missed before they arrived, which includes all announcements along with any lecture material. Students who are "late" to take a sight-singing/aural quiz/exam will miss that portion of the quiz or exam that was given while they were absent and will not be able to make it up. Students who miss more than 50% of class time will be considered absent.

- **Exam Policy:**

The student is responsible for all scheduled quizzes and exams. If a student is absent from class, it will be the student's responsibility to find out when any quiz or exam is scheduled. THERE WILL BE NO MAKE-UP QUIZZES OR EXAMS GIVEN.

However, if a student knows that they will be absent on a particular quiz or exam date due to a University-sponsored event, it is the student's responsibility to notify the instructor prior to that day, and discuss how alternative arrangements will be made in lieu of the missed quiz or exam, otherwise a zero (0) grade will be assigned. All exceptions (e.g., severe illness, family

emergencies, etc.) will be determined only by the class instructor on an individual case by case basis.

The mid-term sight-singing and aural exams will be given during midterms as designated by the EKU midterm calendar schedule. The specific dates for these exams will be announced the week prior to these exams. Both these exams are comprehensive.

LAST DAY TO DROP THE COURSE:

Please refer to the *Colonel's Compass* for the last day to drop this course.

DISABILITY STATEMENT:

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from 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 (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.

Copying and/or collaboration (working together) on homework assignments is considered cheating and will be dealt with seriously, which will include no credit for all papers involved and/or referral for disciplinary action.

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:

Each student must have the following texts, software, and supplies:

- Headphones (with 1/8 inch plug) and flash drive stick for computer lab

Each student must bring to every class the following materials:

- Sight-singing textbook
- Sharpened pencils with erasers—**NO INK will be accepted for quizzes or exams**
- Music staff paper
- Notebook—either a 3-ring binder or a folder to hold handouts along with class notes

Each student must observe each of the following classroom policies:

- No cell phones are allowed to be on or even visible during class—students should purchase a separate timepiece if they wish to keep track of time during class (No texting is allowed)
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- **No complaining, arguing, dictates, inappropriate commenting, etc. during class**

All exceptions to the classroom policies will be determined only by the class instructor on an individual case by case basis. **The class instructor reserves the right to announce additional policies as the semester progresses that he deems disruptive to the classroom teaching environment.**

COURSE OUTLINE:

Units of study from Ottman text: Chapters 6-10

Interval Recognition & Singing:

- Continue melodic intervals: m2 through P8, simple and compound
- Continue harmonic intervals: m2 through P8, simple and compound

Chord Identification & Singing (solfeggio):

- Continue triads in root position: major and minor
- Continue triads in first inversion: major, minor, diminished
- Continue triads in second inversion: major, minor
- Seventh chords in root position: major-minor, minor-minor, half-diminished, full diminished
- Seventh chords in all inversions: major-minor

Scale Identification & Singing (solfeggio):

- Continue major scales: ascending/descending, broken thirds, diatonic triads
- Continue minor scales: ascending/descending, broken thirds, diatonic triads natural, harmonic, and melodic forms

Rhythmic Correction, Dictation & Singing:

- Simple meters: beat note = quarter, half, eighth, and sixteenth notes/rests
dotted and tied notes/rests (syncopation)
division and subdivision of the beat
duets with partners and with self (sing one part & clap the other part)
- Compound meters: beat note = dotted quarter, half, and eighth notes/rests
tied notes/rests (syncopation)
division and subdivision of the beat
duets with partners and with self (sing one part/clap the other)

Melodic Correction, Dictation & Singing (solfeggio):

- Treble and bass clefs
- Major and minor (all three forms), diatonic, some altered pitches (see altered triads below)
- Simple and compound meters
- Scalar, leaps & skips within the tonic and dominant triads and the dominant seventh chord
- Two-part (duet) correction, dictation and singing (with a partner)
- Phrasing and dynamics for singing

Harmonic Correction, Dictation & Singing (solfeggio):

- Triads in root position: all diatonic
- Altered triads in minor keys: minor dominant, major subtonic, major subdominant, picardy third
- Triads in first and second inversion: all diatonic
- Seventh chords: dominant sevenths in root position and all inversions,

supertonic sevenths (minor-minor and half-dim.) in root position
leading tone sevenths (half-dim. and full dim.) in root position pos.

- Secondary dominant and leading tone chords
- Cadence identification (perfect/imperfect authentic & plagal, half, deceptive, phrygian)
- Two-part correction & dictation (soprano and bass)

INDIVIDUAL TUTORIALS:

I am available to provide further explanations and/or extra help during my posted office hours or by appointment. If you are having any problems at all with any of your sight-singing/aural skills, please seek help immediately from myself, another music instructor, or a theory GA. Individual tutorial sessions with a theory GA are available, but must be arranged by the student.

Curriculum Change Form
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Part I

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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.) Offer a new course in musicianship 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: The third course in our music theory sequence, MUS 281 Theory III, is a 4 credit course. Part of that course is written theory and part is musicianship skills of aural training and sight singing. We are revising MUS 281, it will be a 3 credit written music theory course. The musicianship skills will have this separate 1 credit course. Most institutions offer this as 2 separate courses and this will make a smoother transition for our transfer students. It will also allow more flexibility with assigning faculty to teach these courses and more options for scheduling classrooms.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None, current faculty can teach this course within their load. Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources:	

No extra resources

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

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

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

New or Revised* Catalog Text

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

MUS 261. Musicianship III (1) I, II. Prerequisite: MUS 162(C), corequisite MUS 281. Skills and strategies for the perception, identification and performance of the basic materials of music. Further study of more difficult, harmonic, melodic and rhythmic materials from the Baroque and Classic periods.

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)*
MUS	261	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"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1	Lecture <u>2</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	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.	MUS 281
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.	MUS 162 with a grade of C or above
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 Music
Syllabus for MUS 261-002: Musicianship III,
Credit: 1 hrs.
T/TH 9:30-10:45, Fall 2010
Foster Building, Room 212

Instructor: Thomas Couvillon, Ph. D.
Graduate Assistant: Mr. Brent Faulkner
Office: Foster Building, Room 119
Office tel.: (859) 622-1346 (leave message)
Email: Thomas.Couvillon@eku.edu
Web Page: <http://people.eku.edu/couvillont>
Office hours: MWF 11:00-11:50 a.m., T/TH 2:30-3:20 p.m., or by appointment.

Catalog Description

Pre-requisite: MUS 162 with a grade of C or above, corequisite: MUS 281. Skills and strategies for the perception, identification and performance of the materials of music. Further study of more difficult, harmonic, melodic and rhythmic materials from the Baroque and Classic periods.

Required Texts and Materials

- Ottman, Robert. *Music for Sight Singing*, 6th edition (2007)
- **MacGamut 6** Music Software (MacGamut 2003 users can download a free upgrade) (2008)
- Music staff paper; pencils (do not use ink for assignments or exams!).
- A folder or three ring binder for class handouts

NOTE: Bring your sight singing book to class every day.

Course Description

This course will provide intensive drill in identifying and reproducing the fundamental structures of music. The course content, which is coordinated with that of Theory III (MUS 281), is divided into *practical skills* and *aural skills*.

Practical skills develop your ability to perform music. They include activities such as unnotated solfege patterns, sight singing (solo and duet) and rhythm reading (solo and duet).

Aural skills improve your ability to hear music and interpret what you hear. These include exercises such as solfege identification, interval identification, chord identification, melodic dictation (single and multiple voices), harmonic dictation, rhythm dictation, structural recognition and analysis, and error detection.

Student Learning Outcomes

Practical Skills (Students should be able to understand and perform representative melodies and rhythms)

Sight Singing: all diatonic skips in major and minor, decorative chromaticism, secondary dominants, short modulations to the dominant or the relative major, intro to non-tonal materials (small intervals)

Rhythm Reading: compound meters, syncopation, ect.

Solfege Patterns: triad and seventh chord patterns, ect.

Aural Skills (Students should be able to aurally identify and correctly notate the following materials)

Intervals: m2 to P8 (melodic and harmonic)

Solfege Dictation: all diatonic intervals in major and minor

Rhythmic Dictation and Error Detection: similar in difficulty to the rhythm reading melodies

Melodic Dictation and Error Detection: similar in difficulty to the sight singing melodies

Harmonic Dictation: Diatonic progressions 5-7 chords in major and minor (outer voices)

Phrase/Cadence Identification: cadence types and simple period structures

Chord Identification: triads w/inversions, seventh chords in root position

Grading Scale

For the final grade, the following grading scale will be used:

90 - 100%=A, 80 - 89%=B, 70 - 79%=C, 65 - 69%=D, 0 - 64%=F

Students must average at least 65% to pass the course.

Student Progress:

Students will receive detailed reports of their progress in the course every 3-4 weeks.

Attendance

Regular and punctual attendance will be expected of you throughout the semester. Any student with more than fifteen (15) percent absences shall be automatically assigned the final grade of F. **In this course, five (5) absences are the maximum allowable.** It shall be the responsibility of the instructor to determine whether the absence is excused or unexcused. If you anticipate a legitimate absence on a test date, contact me well in advance so that a make-up test can be scheduled. Once a test has been returned (usually the next class meeting), a make-up test will not be possible. You are responsible for all assignments and material covered on the days of your absence. **Attendance is the most significant factor affecting your success in this course.** Last day to withdraw from the course: October 30

Class Participation

When you come to class, be prepared to participate in discussions and other activities involving the assigned readings, exercises, and pieces. Bring your questions to class!

MacGamut

The MacGamut software is an important tool for practicing your aural skills. We will be using the program in class and you will be expected to spend some time practicing outside of class. Practicing these skills is important and is not optional. Instructions on configuring and using the program will be provided.

Individual Tutorials

Mr. Faulkner and I are available to provide explanations or extra help during office hours or by appointment. Please get help as soon as possible if you are having any problems.

Course Outline

(Dates are subject to change as announced)

Unit	Materials Covered	Reading Assignments/Exams
Unit 1	Subdivision in Simple and Compound Meters, Intervals from the Tonic and Dominant Triads	Ottman - Ch. 10, 11 and supplemental materials
Unit 2	Modulations to Closely Related Keys	Ottman - Chapter 12 and supplemental materials
Unit 3	Intro to Chromaticism, Secondary Dominants	Ottman - Chapter 13 and supplemental materials
Unit 4	Additional Secondary Dominants, Modulation, syncopation	Ottman - Chapter 14, 15 and supplemental materials

Final Exam

See Final Exam Schedule

Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from 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 (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.

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>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 262</u> *Course Title <u>(30 characters)</u> <u>Musicianship IV</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																																				
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>2/23/2010</u></td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;"><u>3/29/10</u></td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td></td> <td style="text-align: center;"><u>4/15/10</u></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Faculty Senate**</td> <td></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></td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;"><u>NA</u></td> </tr> </table>				<u>Date</u>			<u>Date</u>	Departmental Committee	<u>2/23/2010</u>	Graduate Council*		<u>NA</u>	<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs			College Curriculum Committee	<u>3/29/10</u>	Approved <input checked="" type="checkbox"/> Disapproved _____		<u>4/15/10</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>
	<u>Date</u>			<u>Date</u>																																	
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																																					

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To offer a new course in musicianship 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: The fourth course in our music theory sequence, MUS 282 Theory IV, is a 4 credit course. Part of that course is written theory and part is musicianship skills of aural training and sight singing. We are revising MUS 282, it will be a 3 credit written music theory course. The musicianship skills will have this separate 1 credit course. Most institutions offer this as 2 separate courses and this will make a smoother transition for our transfer students. It will also allow more flexibility with assigning faculty to teach these courses and more options for scheduling classrooms.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None, current faculty can teach this course within their load. Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources:	

No extra resources

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

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

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

New or Revised* Catalog Text

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

MUS 262 Musicianship IV (1) I, II. Prerequisite: MUS 261, co-requisite MUS 282. Skills and strategies for the perception, identification and performance of the materials of music. Further study of more difficult, harmonic, melodic and rhythmic materials from the Romantic and Modern periods.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	262	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"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
1	Lecture <u>2</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	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.	<u>MUS 282</u>
Course Prefix and No.	

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

Course Prefix and No.	<u>MUS 261</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

EASTERN KENTUCKY UNIVERSITY
Department of Music
Course Syllabus
MUS 262-002: Aural Skills IV, Credit: 1 hrs.
T/TH 9:30-10:45, Spring 2011
Foster Building, Room 212

Instructor: Thomas Couvillon, Ph. D.
Office: Foster Building, Room 202
Office tel.: (859) 622-1346
Email: Thomas.Couvillon@eku.edu
Web Page: <http://people.eku.edu/couvillont>
Office hours: MWF 11:00-12:00 p.m., TTH 1:00-2:00, or by appointment.

Required Texts and Materials

- Ottman, Robert. *Music for Sight Singing*, 6th edition
- MacGamut 6 Music Software
- Headphones
- Music staff paper; pencils (do not use ink for assignments or exams!).
- A folder or three ring binder for class handouts

NOTE: Bring your sight singing book to class everyday.

Catalog Description

Prerequisite: MUS 261, co-requisite MUS 282. Skills and strategies for the perception, identification and performance of the materials of music. Further study of more difficult, harmonic, melodic and rhythmic materials from the Romantic and Modern periods.

Course Description

This course will provide intensive drill in identifying and reproducing the fundamental structures of music. The course content, which is coordinated with MUS 282 – Theory IV, is divided into *practical skills* and *aural skills*.

Practical skills develop your ability to perform music. They include activities such as unnotated solfege patterns, sight singing (solo and duet), rhythm reading (solo and duet), sing-and-play, keyboard progressions, and improvisation.

Aural skills improve your ability to hear music and interpret what you hear. These include exercises such as solfege identification, interval identification, chord identification, melodic dictation (single and multiple voices), harmonic dictation, rhythm dictation, structural recognition and analysis, and error detection.

Learning Goals and Educational Outcomes

Practical Skills

Sight Singing: secondary dominants, modulations, wide leaps, non-tonal materials

Rhythm Reading: unusual beat values, irregular subdivisions, mixed meters

Solfege Patterns: secondary dominants and other chromatic chords

Improvisation: improvise over the progression of a jazz standard tune

Aural Skills

Intervals: m2 to P15 (melodic and harmonic)

Scale ID: modes, whole tone, octatonic and other scales

Pitch Dictation: four to five note interval patterns

Rhythmic Dictation: somewhat easier than the rhythm reading melodies

Melodic Dictation: somewhat easier than the sight singing melodies

Harmonic Dictation: progressions including chromatic chords and modulations (outer voices)

Chord Identification: seventh chords with inversions

Attendance

Regular and punctual attendance will be expected of you throughout the semester. Any student with more than fifteen (15) percent absences shall be automatically assigned the final grade of F. **In this course, five (5) absences are the maximum allowable.** It shall be the responsibility of the instructor to determine whether the absence is excused or unexcused. If you anticipate a legitimate absence on a test date, contact me well in advance so that a make-up test can be scheduled. Once a test has been returned (usually the next class meeting), a make-up test will not be possible. You are responsible for all assignments and material covered on the days of your absence. **Attendance is the most significant factor affecting your success in this course.**

Class Participation

When you come to class, be prepared to participate in discussions and other activities involving the assigned readings, exercises, and pieces. Bring your questions to class!

Evaluation Methods:

Aural Skills Exams (4) (7.5% each)		30%
Sight Singing Quizzes (4) (7.5% each)		30%
Sight Singing Final		10%
Aural Skills Final		10%
Class Participation/MacGamut Practice Time		20%

Students must average at least 65% to pass the course.

Grading Scale

For the final grade, the following grading scale will be used:
90 - 100%=A, 80 - 89%=B, 70 - 79%=C, 65 - 69%=D, 0 - 64%=F

Individual Tutorials

I am available to provide explanations or extra help during my office hours or by appointment. A departmental theory tutor is also available. Please get help as soon as possible if you are having any problems.

MacGamut

The MacGamut software is an important tool for practicing your aural skills. We will be using the program in class and you will be expected to spend some time practicing outside of class. Practicing these skills is important and is not optional. Instructions on configuring and using the program will be provided.

Course Outline

Unit	Materials Covered	Reading Assignments/Exams
Unit 1	Extended Tertian Harmony, Added-note and Suspended Chords, Jazz Harmony and Notation	Ottman - Ch. 16 and Supplemental Materials
Unit 2	Changing Meters, Hemiola, Irregular Meters	Ottman - Ch. 17, 18 and Supplemental Materials
Unit 3	Advanced Chromaticism, Distant Modulations	Ottman - Ch. 19 and Supplemental Materials

Unit 4	Modal Music, Non-tonal music	Ottman - Ch. 20, 21 and Supplemental Materials Quiz #4
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COMPREHENSIVE FINAL EXAM

See final exam schedule

Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from 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 (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.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Bachelor of Music</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/23/2010	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3/29/2010	Approved <input checked="" type="checkbox"/> Disapproved _____ 4/15/10
General Education Committee*	NA	Faculty Senate** 5/3/10
Teacher Education Committee*	NA	Board of Regents** 6/7/10
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add the following courses to the BM degree, MUS 161, 162, 261, 262 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 4 music theory courses, MUS 181, 182, 281, and 282, are being split into written theory and musicianship courses (MUS 161, 162, 261, 262). This will not result in an increase in credit hours.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Music (B.M.)

CIP Code: 50.0901

Bachelor of Music

Major Requirements.....55-75 hours

Core.....44 hours

MUS 110, 111, 210, 211, or MUS 114 (2) and 115 (2), 161, 162, 181, 182, 261, 262, 281, 282, 366, 399, 480, 383 or 481 or 285, 384, minimum of 7 hours of ensemble over 7 semesters and minimum of seven hours of applied instrument or voice over 7 semesters (2 credits at 100 level, 2 credits at 200 level, 2 credits at 300 level and 1 credit at 400 level). Music Ensemble: wind and percussion teaching majors must elect three hours of MUS 256.

Degree Options

Performance/Instrumental.....31 hours

MUS 367 or 368 (2), 499 (1), 550 (2), 551 (2), seventeen additional hours of lower and upper division applied (2 hours of 100 level applied in major instrument, 2 hours of 200 level applied in major instrument, 6 hours of 300 level applied in major instrument, and 7 hours of 400 level applied in major instrument). One additional hour of ensemble, three hours of upper division music theory electives, and three hours of upper division music history electives. Six semesters of MUS 101 (0 credit course)..

Performance/Vocal.....31 hours

MUS 220 (1), MUS 367 or 368, 499 (1), 520 (1), 550 (1), 551 (1), seventeen additional hours of lower and upper division applied (2 hours of MUS 122, 2 hours of MUS 222, 6 hours of MUS 322 and 7 hours of MUS 422). One additional hour of ensemble, three hours of upper division music theory electives, and three hours of upper division music history electives. Six semesters of MUS 101 (0 credit course)..

Emphasis in Music Industry35 hours

MUS 190 (2), 191 (2), 290 (2), 349 (6), 390, 391, 9 credits chosen from: ACC 201, MGT 301, PUB 375, LAS 210. Eight elective credits in MUS/MUH courses. Six semesters of MUS 101 (0 credit course)..

Music Theory and Composition26 hours

MUS 283 (2), 482, 483 (8), 499 (2), 555 or 556. Three hours of upper division theory electives . Three hours of music electives. Three hours of foreign language. Six semesters of MUS 101 (0 credit course)..

Music Education/Instrumental.....11 hours

MUS 230, 251, 252, 320, 330, 351, 352, 354, 364, 365, 367 (2), (instrumental students will be excused from taking the methods course that includes their major applied instrument). Six semesters of MUS 101 (0 credit course).

Music Education/ Vocal.....11 hours

MUS 220 (1), 230, 251, 351, 354, 364, 365, 368 (2), 513 (2). Six semesters of MUS 101 (0 credit course).

Supporting Course Requirements.....9-12 hours

Performance9 hours

MUH 272, 371, 372

Music Industry12 hours

Three hours of computer electives chosen from the following CSC 104, 160, 174, 177, 190 or CIS 212, 240; MUH 272, 371, 372

Theory and Composition9 hours

MUH 272, 371, 372

Music Education 9 hours

MUH 272, 371, 372

Professional Education Requirements for Music Education34 hours

Professional Education Requirements for Music Education..34 hours

EDF 103, 203, 319, 413, SED 401, EME 378, EMS 499, ESE 579, ESE 490.

General Education Requirements..... 36-39 hours

Standard General Education program, excluding blocks IIIA and VIII (9 hours) for Performance, Theory and Composition, and Music Education. Blocks IIIA, VII (QS), and VIII (12 hours) are excluded for Music Industry. Refer to Section Four of the *Catalog* for details on the General Education and University requirements.

University Requirement.....1 hour

Free Electives.....0-9 hours

Total Curriculum Requirements.....128-138 hours

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

Part I

(Check one)	Department Name	<u>Psychology</u>
<input type="checkbox"/> New Course (Parts II, IV)	College	<u>Arts & Sciences</u>
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	<u>PSY 857S</u>
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	<u>Child and Family Interventions</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>2.1.2010</u>	Graduate Council* <u>3/26/2010</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	<u>3/1/2010</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>4/15/10</u>
General Education Committee*	<u>NA</u>	Faculty Senate** <u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.)		
**Approval needed for new, revised, or suspended programs		
***Approval/Posting needed for new degree program or certificate program		
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a PSY 857S course that incorporates service learning activities and reflection and is designated as a service learning course.</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: Courses with substantive service learning components can be identified with an S following the course number. This course meets the requirements set forth by the Service Learning Committee. Approval letter from the Service Learning Committee is attached. This change needs to be perpetuated throughout the catalog for prerequisites and supporting courses.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources:</p>

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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 857S Child and Family Interventions (3) A. Prerequisite: departmental approval. Conceptualization and intervention for childhood psychological disorders are reviewed and experienced through service learning pedagogy. Emphasis is on individual and group interventions. Credit will not be awarded for both PSY 857 and 857W.

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)*
PSY	857S	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 42	
W	3	N	Class Restriction, if any: (undergraduate only)	
I	3		FR _____ JR _____	
B	3		SO _____ SR _____	
K	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	<u>Credit will not be awarded for both PSY 857 and 857W.</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)			

PSY 857S Syllabus Addendum
Course Outline

**Course weeks will run from Sunday to Saturday. Unless otherwise specified, due dates for each week will apply to the end of the course week—work must be posted by Saturday at noon.

Week #1:

ORIENTATION; ETHICS; CULTURE

Week of August 22

Course Overview and Introduction of Basic Concepts

Lecture Topics: Orientation; Environment and Materials for Child Therapy; Legal and Ethical Issues

MEET: Monday 8/23 8:30-9:30, Cammack 27

DUE: Discussion posts; Reaction Paper

Readings: (See Bb Course Documents for articles);

Mash Chapter 1

Kaduson pp. 4, 173, 267, 294

POOH PSYCHOPATHOLOGY: Shea, S., Gordon, K., Hawkins, A., Kawchuk, J. & Smith, D. (2000). Psychopathology in the Hundred Acre Wood: A neurodevelopmental perspective on A.A. Milne. *Canadian Medical Association Journal*, 163 (12), 1557-1559.

CHILDHOOD DISORDER: Smoller, J. (2004). The etiology and treatment of childhood. Available online at:

http://www.newmediaexplorer.org/emma_holister/2004/09/19/the_etiology_and_treatment_of.htm

ETHICS IN CHILD WORK: Koocher, G. (2008). Ethical challenges in mental health services to children and families. *Journal of Clinical Psychology in Session*, 64(5), 601-612.

Week # 2: EMPIRICALLY SUPPORTED TREATMENTS

Week of August 29

DUE: Discussion posts; Reaction Paper

MEET: Monday 8/30 8:30-9:30

Lecture Topics: Cultural Sensitivity; Goal Attainment Scaling Workshop

Readings:

EVIDENCE BASED PRACTICE 1: Singh, N. & Oswald, D. (2004). Evidence-based practice. Part I: General methodology. *Journal of Child and Family Studies*, 13(2), 129-142).

EVIDENCE BASED PRACTICE 2: Singh, N. & Oswald, D. (2004). Evidence-based practice. Part II: A specific methodology. *Journal of Child and Family Studies*, 13(3), 255-262.

CHILD EMPIRICALLY SUPPORTED TREATMENTS: Herschell, A., McNeil, C. & McNeil, D. (2004). Clinical child psychology's progress in disseminating empirically supported treatments. *Clinical Psychology: Science and Practice*, 11(3), 268-288.

DIVERSE FAMILIES: NASP Communique: Communication Matters: Communicating Effectively with Culturally and Linguistically Diverse Families (on Bb)

Week of September 5—No CLASS or DISCUSSION

Week #3: THEORETICAL/PRACTICAL MODELS & INTERVENTION TECHNIQUES
Week of September 12
DUE: Discussion posts; Reaction Paper; Intervention case description and annotated bibliography/presentation topic (will be a question on your exam/take home assignment)
MEET: 9/13 8:30-9:30
Lecture Topic: Family Therapy Skit/Demo; View Play Therapy Video Exam1—Available on Bb between 8am Wednesday, 9/15 and noon Saturday, 9/18. Covers material from Weeks 1-3.
Readings:

Mash Chap. 1

Aronson, Nobody Left to Hate—in entirety

FAMILY THERAPY: Gladding, S. (1998). Family Therapy History, Theory, & Practice (2nd Edition). Columbus, Ohio: Merrill.

FAMILY -SCHOOL PARTNERSHIPS: NASP article. See Bb.

PLAY THERAPY: Bratton, S., Ray, D., Rhine, T., & Jones, L. (2005). The efficacy of play therapy with children: A meta-analytic review of treatment outcomes. *Professional Psychology: Research and Practice*, 36(4), 376-390. ;

View Play Therapy video—available in clinic ;

BREMSCHILDDYNAMIC: Brems, C. (2002). A Comprehensive Guide to Child Psychotherapy. (Second Edition), Boston: Allyn and Bacon. , Chapters 8 and 9.

KY DEPARTMENT OF ED: CHAMPS: See Bb Course Documents.

Week #4: PROBLEMS IN SOCIAL RELATIONSHIPS and ADOLESCENT
SUBSTANCE ABUSE
Week of September 19
MEET: Monday 9/20 8:30-9:30
Lecture Topic: Social Skills; Social Skills Groups in ASD as Evidence-
Based Practices
DUE: Discussion posts; Reaction Paper; Group Project Plan
Readings:

Mash Chap. 11
Kaduson Chap. 13

ADOLESCENT SUBSTANCE ABUSE: Muck, R., Zempolich, K., Titus, J, Fishman, M.,
Godley, M., & Schwebel, R. (2001). An overview of the effectiveness of adolescent
substance abuse treatment models. *Youth & Society*, 33(2), 143-168.

Week #5 ADHD
Week of September 26
MEET: Monday 9/27 8:30-9:30
Lecture Topic: ADHD + 1 student presentation
DUE: Discussion posts, Reaction Paper
Readings:

Mash Chap. 2
Kaduson Chap. 5

ADHD BEHAVIORAL PARENT TRAINING: Chronis, A., Chacko, A., Fabiano, G.,
Wymbs, B., & Pelham, W. (2004). Enhancements to the behavioral parent training
paradigm for families of children with ADHD: Review and future directions. *Clinical
Child and Family Psychology Review*, 7(1), 1-27.

ADHD-MMT: Kean, B. (2004). What the multimodal treatment study really
discovered about intervention for children diagnosed with ADHD: Implications for
early childhood. *Ethical Human Psychology and Psychiatry*, 6(3), 193-200.

NIMH-MMT: Pelham, W. (1999). The NIMH multimodal treatment study for
attention-deficit hyperactivity disorder: Just say yes to drugs alone?. *Canadian
Journal of Psychiatry*, 44, 981-990.

Week #6 Conduct Disorders
Week of October 3
MEET: Monday 10/4 8:30-9:30
Lecture: ODD/CD + 1 student presentation
DUE: Discussion Posts, Reaction Paper, Group Project Individual
Goals and Objectives
Readings:

Mash Chap. 3
Kaduson Chap. 3
Bloomquist Chap. 17 (and reference this text in entirety)

CD_ODDPMT0: Forgatch, M., Bullock, B., & Patterson, G. (2004). From theory to practice: Increasing effective parenting through role-play. The Oregon model of parent management training. *Handbook of Mental Health Interventions in Children and Adolescents: An Integrated Developmental Approach*, San Francisco, CA: Jossey-Bass, 782-814.

ODDBehParentTrain: Chronis, A., Chacko, A., Fabiano, G., Wymbs, B., & Pelham, W. (2004). Enhancements to the behavioral parent training paradigm for families of children with ADHD: Review and future directions. *Clinical Child and Family Psychology Review*, 7(1), 1-27.

Week of 10/10 No Class or Discussion

Week #7 Fear and Anxieties
Week of October 17
MEET: 10/18 8:30-9:30
Lecture: Fears & Anxieties + 1 student presentation
DUE: Discussion Posts, Reaction Paper
Readings:

Mash Chap. 4
Kaduson Chap. 1, 2

Anxiety_kendall: Kendall, P., Hudson, J., Gosch, E., & Flannery-Schroeder, E. (2008). Cognitive-behavioral therapy for anxiety disordered youth: A randomized clinical trial evaluating child and family modalities. *Journal of Counseling and Clinical Psychology*, 76(2), 282-297.

Phobia Treatment in Autism: Bundy, M.B. & McGee, J. *Incorporating Perseverative Interests in Treating Dog Phobia in an Adolescent with Autism*. Poster presented as

the Annual Convention of the Association for Advancement of Behavior Therapy, November, 2000.

Week #8 Mood Disorders
Week of October 24
MEET: Monday 10/25 8:30-9:30
Lecture: Mood Disorders + 1 student presentation
DUE: Discussion Posts, Reaction Paper
Readings:

Mash Chap. 5
Kaduson Chap. 4

DHealy2007PedBipolarDis: Healy, D. & LeNoury, Joanna (2007). Pediatric bipolar disorder: An object of study in the creation of an illness. *International Journal of Risk & Safety in Medicine*, 19, 209-221.

Copewithdepress: Rohde, P., Lewinsohn, P.M., & Clarke, G.N. (2005). The Adolescent Coping with Depression Course: A cognitive-behavioral approach in the treatment of adolescent depression. In *Psychosocial treatments for child and adolescent disorders: Empirically based strategies for clinical practice* (2nd ed.). Hibbs, E., & Jensen, P., Eds. Washington, DC, US: American Psychological Association, pp. 219-237.

Mastery mood: Gerrits, R., van der Zanden, Visscher, R., & Conijn, B. (2007). Master your mood online: A preventive chat group intervention for adolescents. *Australian e-Journal for the Advancement of Mental Health*, 6(3), 2-11.

Soares, N. University of Kentucky newsletter article on antidepressant use in children. (see Bb)

Week #9 Mental Retardation
Week of October 31
MEET: Monday 11/1 8:30-9:30
Lecture: Health People 2010 Activity + 1 student presentation
DUE: Discussion Posts, Reaction Paper
Exam2—Available on Bb between 8am Wednesday, 11/3 and noon Saturday, 11/6. Covers material from weeks 4-9.
Readings:

Mash Chap. 6

AAMR Name Change: Prabhala, A. (2006). World's oldest organization on intellectual disability has a progressive new name. *Press Release*.

Parenting Training in Parents of Children with Developmental Disabilities: Singer, G., Ethridge, B., & Aldana, S. (2007). Primary and secondary effects of parenting and stress management interventions for parents of children with developmental disabilities: A meta-analysis. *Mental Retardation and Developmental Disabilities Research Reviews*, 13, 357-369.

Week #10 The Autism Spectrum
Week of November 7
MEET: Monday 11/8 8:30-9:30
Lecture: Autism Theory, Identification, and Best Practices + 1 student presentation
DUE: Discussion Posts, Reaction Paper, Case Study/Bibliography Outline or Progress Report
Readings:

Mash Chap. 7

AS in New Yorker: Page, T. (August 20, 2007). Parallel play. *New Yorker*, 8 pages.

Choosing Autism Treatments: Woods, J. (retrieved from the web on April, 2007). How to make an informed decision when choosing an intervention treatment. Brochure by *Association of University Centers on Disability*.

Meta-analysis of ASD Social Skills Treatments: Bellini, S., Peters, J., Benner, L, & Hopf, A. (2007). A meta-analysis of school-based social skills interventions for children with Autism Spectrum Disorders. *Remedial and Special Education*, 26(3), 153-162.

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

Amanda Baggs video

Notes from American Psychiatric Association Autism Workgroups for the DSM-V

Week #11 Sexual Abuse; Trauma in Children and Adolescents
Week of November 14
MEET: 11/15 8:30-9:30

Lecture: 3 levels of Prevention in Sexual Abuse + 1 student presentation
DUE: Discussion Posts, Reaction Paper, Group Project Ning Reflection Paper
Readings:

Mash Chap. 10
Kaduson Chap. 10

Series of 3 Rind sexual abuse articles—original, then critiques

Sexual Abuse Reading: Johnson, T.C. & Berry, C. (1989). Children who molest: A treatment program. *Journal of Interpersonal Violence*, 4(2), 185-203.

Week #12 Parent-Child Interaction Therapy (PCIT); Physical Abuse and Neglect
Week of November 21
MEET: Mon. 11/22 8:30-9:30
Lecture: Bundy lecture or activity + 1 student presentation
DUE: Discussion Posts, Reaction Paper, Case Study/Annotated Bibliography Final Paper—Bring to class
Readings:

Mash Chap. 9
Kaduson Chap. 7

PCIT: <http://pcit.phhp.ufl.edu/>

School Support for Children in Foster Care

Adoption and the Hurt Child: Greene, M. (July, 2000). The orphan ranger, *The New Yorker*.

Week #13 Learning Disabilities and Crisis Intervention
Week of November 28
Lecture: Crisis Intervention and Suicidality + 1 student presentation
MEET: Monday 11/29 8:30-9:30
DUE: Discussion Posts, Reaction Paper
Readings:

Mash Chap. 8

Ethics and Response to Intervention: Burns, M., Jacob, S., & Wagner, A. (2008). Ethical and legal issues associated with using response-to-intervention to assess learning disabilities. *Journal of School Psychology*, 46, 263-279.

NASP: IEP Meetings—Guide to Participation for Parents (see Bb)

Please explore the following sample websites for academic intervention ideas:

Tier 1 Academic Interventions:

www.interventioncentral.com

www.fcrr.org (Florida Center for Reading Research)

Tier 2 and/or 3 Academic Interventions:

<http://www.touchmath.com/index.cfm>

<http://www.wilsonlanguage.com/>

<http://www.greatleaps.com/>

<http://www.mathletics.com.au/>

Ask me if you want to know more! Do you know what the tiers signify? If not, ask in class and we'll discuss!

Week #14 PRESENTATIONS

Week of December 5

ON CAMPUS MEETING—STUDENT PRESENTATIONS ONLY—any remaining

MEET: Monday 12/6 8:30-11:30 LONG MEETING (if necessary)

DUE: Attend or present only (attendance will be taken); No readings,

No reaction papers, No discussion

Readings: none!

Week #15 Final Exam Week

Final Exam—According to ECU exam schedule (data will be added when available)

Service Learning Course Application

Department submitting application Psychology

Date of Submittal 1/25/10

Name of faculty teaching this course Myra Beth Bundy

Email myrabeth.bundy@eku.edu Phone 859-622-1105

Course name and number PSY 857S

Number of credit hours 3

Check the appropriate box: New Course Existing Course (existing course hoping to change to an S designation).

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

How many sections of the course will be offered? 1 each fall semester

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

Primarily community schools in areas of financial and socioeconomic need; Students can also submit their own proposal for an organization/agency to the instructor; Specific therapeutic/psychological/social-emotional needs of children to be served will be determined each semester through conference with a guidance counselor or similar staff person from each school.

How many hours of service per semester will students be required to complete?
At least 15, but hours will be more if planning and preparation, data collection, clinical notes, etc. are considered.

What reflective assignment(s) will students be required to complete?
They will complete a group online discussion forum entry responding to specific reflective prompts posed by the instructor. It will be an active discussion, with the instructor and students responding to each other's posts.

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

Yes X No

Additional comments to complement the syllabus: This course seems to be a perfect opportunity for service learning. There could be no better medium than working directly with children for learning child intervention skills. It would be difficult to find a more underserved or needy group in communities than children living in high risk circumstances.

Empty rectangular box at the bottom of the page.

Department Chair: _____ Date: _____

Service-Learning Committee Approval: Approved Denied Date: _____

Signatures: *S. Scott Townsend*
Lisa Cox &/or Scott Townsend, EKU Service-Learning Committee Co-Chairs

PSYCHOLOGY 857S
INTERVENTIONS WITH CHILDREN AND FAMILIES
Fall 2010 (3.0 Semester Credit Hours)

PSY 857S Interventions with Children and Families: Service-Learning. (3) A. Prerequisite: departmental approval. Conceptualization and intervention for childhood psychological disorders are reviewed and experienced through service learning pedagogy. Emphasis is placed on developing individual and group intervention skills for assisting children and families. Credit will not be awarded to students who have credit for PSY 857.

Instructor: Dr. Myra Beth Bundy

Office: Cammack 110

Contact Information: phone= 622-1003; e-mail myrabeth.bundy@eku.edu

Office hours: T 2:15-3:15 and always by appointment; e-mail anytime!

Please e-mail me freely with questions, thoughts, or concerns. I welcome contact from you—you are my top EKU priority. You also know how to reach me quickly if needed. My mobile phone number is available in the clinic.

Time & Place: Mondays 9:05-10:00 Cammack 205; 11/30 and 12/7 Mondays 9:05-11:45 (for presentations) Otherwise, see you online!

Required Texts:

Aronson, E. (2001). Nobody Left to Hate. Owl Books.

Mash, E. & Barkley, R. (2006). Treatment of Childhood Disorders (Third Edition). New York: Guilford Press.

Kaduson, H.G., & Schaefer, C., Eds. (2006). Short-Term Play Therapy for Children, Second Edition. New York: Guilford Press.

Weekly assigned readings—available on our Bb site (course documents) or through databases.

Recommended Text:

Bloomquist, M.L. (2006). Skills Training for Children with Behavior Disorders-Revised Edition: A Parent and Practitioner Guidebook. Canada: Guilford Press.

Supplementary Readings: See week by week outline.

Selected Chapters from:

Gladding, S. (1998). Family Therapy History, Theory, & Practice (2nd Edition). Columbus, Ohio: Merrill;

Brems, C. (2002). A Comprehensive Guide to Child Psychotherapy. (2nd Edition), Boston: Allyn & Bacon;

See Course Schedule and Bb for additional supplementary readings. I'll make Brems available for you to copy or to read in the psychology clinic.

Course Overview: This course will provide a graduate-level overview of social, emotional, and behavioral disorders in children, within the framework of expected developmental changes and sociocultural factors. Readings will facilitate student ability to identify counseling/therapy/psychological intervention needs of children and families affected by these difficulties, including information about what therapies have empirical validation for specific disorders and about culturally sensitive intervention services. The course will also facilitate intervention skills with children, as well as ability to communicate conceptualization and treatment planning with colleagues through measurable goals and objectives.

Student Learning Outcomes:

Students successfully completing this course will:

1. Analyze, integrate and understand each of the major groups of categories of behavior disorders in children in terms of the following (*Method of objective evaluation in italics*):
 - salient symptoms and behavioral patterns (*Take Home Assignments; Service-Learning Small Group Intervention Project*)
 - etiology and influences on these behavioral patterns (*Weekly Reaction Papers; Weekly Discussion posts; Take Home Assignments*)
 - relevant research including analysis of significance, quality, and controversy(*Weekly Reaction Papers; Take Home Assignments*)
 - theoretical underpinnings (*Take Home Assignments*)
 - empirically supported approaches to assessment and intervention, including evaluation of status of various approaches (*Weekly Reaction Papers; Take Home Assignments, Weekly Discussion posts; Service-Learning Small Group Intervention Project*)
 - current controversies or debates about etiology or intervention (*Weekly Discussion Posts*)
2. Specialize in one behavioral disorder by applying, analyzing, and integrating course information and research sources with a specialized clinical case and related area of the literature (*Case Study/Annotated Bibliography; Oral Presentation*)
3. Apply skills in and communicate about designing and leading individual and group clinical service activities with children, adolescents, and/or families in a clinical and in a community (school) setting. (*Oral Presentation, Case Study, Service-Learning Small Group Intervention Project*).
4. Evaluate the different characteristics of clinical versus community service settings and think critically about the experience of service provision (*Ning Reflection*)

Methods of Instruction: You'll be learning this course material through a combination of brief lectures and workshops, independent readings, teaching resources on our Bb course site, presentations, and independent research, clinical service-learning experiences, and writing. Obviously, given the large online component in this class, you will need to read the assigned material to get the benefit that you want from this class.

Service-Learning Statement: This course is a service-learning course. What is this? You will prepare, deliver, and reflect upon a specific set of child group intervention services as a way to support your experience and understanding of our course content. Your work will also contribute toward meeting community needs related to child psychological functioning.

Requirements/Methods of Evaluation:

*** Service Learning Small Group Intervention Project:** Each of you will choose your own small group of classmates and through discussion with your group will create 2 small group intervention projects—one in the EKU Psychology clinic and one in the community. I am open to your creative interpretation of this assignment as long as you combine at least two and no more than five clients for a therapeutic activity. Each of your two groups should meet at least twice and no more than four times during this class. Each clinic client should have their individual therapist present. You should (and will easily) spend at least 15 hours in service activity across this semester.

Your first group will consist of clients in our EKU Psychology clinic. You can design this group in any way that you like as long as it will benefit the clients and receives my approval.

Community Partnership(s):

Your second group will involve a therapeutic experience designed for and presented for students at **area elementary schools or at another nonprofit community setting arranged by you and approved by me.** We will coordinate with the school contact persons to design group themes that might be of use to the students. You will need to include at least one activity modeled after Aronson's jigsaw classroom method in your school/community group. As part of this work, you will create a brief handout describing Aronson's jigsaw method, its application, its rationale, and Aronson's website. You will distribute this to the school staff involved with your project—e.g., principal, teacher, guidance staff, etc.

You will receive credit for this assignment through three steps.

Step 1: You will each submit your interpretation of the group projects you plan to conduct through Blackboard Assignments. Tell me the theme, your planned activities and who the group leaders and clients will be.

Step 2: You will each submit individual goals in Goal Attainment Scaling format for your clients during the group projects.

Step 3: After your group projects are complete, as a leadership group, you will submit a group reflection on Ning. I'll create a special Ning thread just for your group. Each of you need to contribute your reflections to the discussion thread on Ning. We did this last year and it was easy and fun.

What kind of content am I looking for in this Ning Reflection?

No pressure for formal writing... Just insightful thinking... I would like to know how your GAS worked out--were you able to collect some data, how did the data collection process work, what did the data look like, etc. I want you to describe how the jigsaw activity worked for your group. I would also like to hear your thoughts about the group process--what did you learn, what worked, what didn't, things you'd change next time (or not), etc. How do you know how well your group worked?

Compare the two groups—how was your group and clients in the community setting different from your group and clients in the EKU Psychology Clinic? What are your thoughts about the two settings for the groups... a community/school setting vs. a special clinical setting?

What were your expectations for providing service in the community? Were your expectations met?

Did you meet your own academic outcome goal? (learning about behavioral disorders in children and methods for clinic and community intervention)

***Weekly Reaction Papers:** In order to help us all think critically about each week's readings, you

will be required to write and turn in a weekly reaction paper based on each set of readings. Within this paper, each article must be represented—not summarized—but critiqued. A reaction paper is your chance to ask questions about the readings, provide your thoughts, critiques, reactions about them, and show me that you have thought about them carefully. I'll grade your reaction papers by looking mainly for evidence of your thoughtful consideration of the set of readings.

Please do not turn in outlines of the readings as your reaction papers. I am much less interested in comprehension than in application, analysis, synthesis, and deep level evaluation. Look at Bloom's taxonomy (attached). You are aiming to write toward the TOP of Bloom's triangle. This emphasis fits with EKU's Quality Enhancement Program's focus on teaching you to think critically.

So... I'll be looking for evidence of insight, reflection, and clinical application in your thinking. I would also like for you to apply the readings to your past or current experiences working with clients in some way. How has theory been similar to or different from actual practice?

To help you meet the goals I outline above, for *each reading* for the week, make sure your reaction paper addresses the following questions:

1. What is the most *important* point of article in your opinion?
2. What is the one thing you found the most *interesting* about the article?
3. What is one *criticism* of the article? (Critique the conceptual *content* of the article, not format. So don't say it was boring/confusing/too long.)

One final question for each week's articles as a group:

- ✓ What *similarities* and/or *differences* do you see among the articles assigned for that week? Do they agree? Conflict? I'm looking for more than "they are all about ADHD". You might address methodology, scope, theoretical nuances, etc.

The reaction papers will be due by the end of each week (Saturdays at noon). They should be at least 2 full pages, double spaced, and could be as long as five pages. There will be 13 sets of readings for which you can write reaction papers. You must turn in 12 out of the 13, each worth 10 points. You choose which week you want to skip.

***Exams/Take Home Assignments:** There will be 2 midterm exams/take home assignments, and a final exam/take home assignments. I call these take-home assignments because you are free to use and learn from your book, notes, and any other materials during the work. The work is meant to be a supplementary way to learn and show what you are learning from class materials. The assignments will cover lecture/presentation materials and assigned reading. The assignments will have around 40-50 questions and may consist of multiple choice, fill-in-the-blank, short answer, and essay questions. See schedule for dates. These assignments will be completed in the location of your choice during the time window listed on our course schedule via Blackboard (they will be available for the 24 hours after the assigned exam day). Feel free to briefly refer to materials while completing the assignment, but since the work is timed, if you spend too much time looking in your book/notes, you'll run out of time. Points will be deducted for assignments that go over the allotted time. You may not discuss or in any way collaborate on exams with classmates—this would be considered academic dishonesty.

***Discussion Forum**

The Ning Discussion Forum will provide you with an opportunity to respond to questions that I pose and to discuss the weekly readings and issues with each other. The questions will relate to assigned readings or activities for the week.

I will grade the posts you make. You will be required to post **AT LEAST THREE QUALITY RESPONSES TO EACH QUESTION** posted by the instructor (of course, you can post as many as you like in addition to the three that are required). The required posts must be made **ON AT LEAST TWO DIFFERENT DAYS** and **MUST BE MADE DURING THE WEEK THE TOPIC IS BEING COVERED**. At least one response should be your direct response to the instructor's question. The second response could be your comment on another student's post. Weekly discussion questions will be posted on Sunday morning. Students have until **NOON** the following Saturday to post their required comments. Any comments posted after noon will not be considered for a grade.

Contributions to the weekly Ning Forum are worth a maximum of 3 points per week (1 point per post). If the required number of posts are made **AND** they are of acceptable quality, you will earn the full number of points. The quality of a post is determined by the degree to which it answers the question posed by the instructor, the degree to which it makes a substantive contribution to the discussion, and the degree to which it is based on material covered in the text (e.g., makes reference to information in the text).

The following is an example of an appropriate contribution to the Ning Forum. Suppose we were studying the relationship between stress and psychological disorders in young adolescents. A reasonable Discussion Forum question might be "Explain how two adolescents who experience the same stressful event can have different psychological reactions to it." A quality response (i.e., one that would be worth full credit) might go something like this: "One reason for this might be that the two children interpret the event differently. According to Lazarus's theory of stress, an event is likely to be experienced as stressful if a person sees the event as a threat and believes that he/she lacks the resources to cope with the threat. Another child, one who is better prepared to cope with stress, might not perceive the same event as a threat." Although not perfect, this is a good response for several reasons:

1. It's brief
2. It makes reference to material in the book or readings
3. The information included in the response is accurate.

Just to show you that opinion can be a good part of the discussion forum, here's another good discussion forum response: "I viewed this week's assigned video and got a little upset. The woman seems to be expecting Anna to perform something--I think the woman is entirely too quiet and "observant." What Anna needs most (according to this highly opinionated, very verbal parent) is to hear lots of ordinary speech with real words, or music, or whatever, rather than to be stared at (scrutinized for) whatever she might try to do "on her own." I know I dislike being "watched" like that, much preferring genuine interaction."

There are 2 discussion forums, split by alphabetization of last name. As with the reaction papers, you must complete your 3 posts on 12 out of 13 of the discussion weeks. You choose which week to skip.

***Child, Adolescent, or Family Therapy case, leading to a combination case study and topical annotated bibliography and an oral presentation.**

- Students will choose a child/adolescent/family intervention case, gather information about the case and write a case study. Based on your observations and information, choose a theme or topic or problem relevant to the case study (instructor approval of topic required) and combine your case study with a research review annotated bibliography. The case study part of the paper will be about 5 pages in length and written in APA style, followed by an annotated bibliography providing at least 6-8 key

references for information based on a comprehensive review of the literature.

-
- Each bibliography entry includes the citation in APA format and 2-3 sentences summarizing the important information covered in the article—just enough information for the reader to know whether to consult the article or not. You will be presenting your case study analysis and research review in an oral report to the class. Supporting audio or videotape should be used in the presentation when ethically and practically appropriate (discuss with Dr. Bundy). An outline/progress report will be provided to guide writing the paper/annotated bibliography. You should also check blackboard to see example case study/annotated bibliography projects from past classes. This will make project requirements clearer for you.

Depending on when you sign up to present, some of you may be giving your presentation before you have completed your paper. This is OK! Presentations will be given throughout the semester on the day covering the course topic that matches your paper/presentation topic and any presentations that are left at the end of the semester will be given on the last day of class.

Your intervention case can come either through the department Child and Family Clinic, through your practicum placement, or through another process. The case can be an individual child or teen, an individual child within a group therapy, or a family that includes children or adolescents. If you do not currently have an appropriate intervention case, see Dr. Bundy and the graduate student clinical coordinator **as soon as possible**.

Since this is one of the core courses in the professional sequence, students must obtain a grade of A or B or they will be required to repeat the course.

Attendance Policy: I know that you will attend all classes unless you are ill or having an emergency. You'll receive 1% of your grade for participating in class and missing 2 or fewer class meetings.

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

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).

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

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

Last Date to Drop the Course: 8/29/10

Final Grade: Your performance will be weighted as follows:

- 3 exams/take home assignments (6%each)—18% total
- Weekly reading reaction papers (2% each; choose 12 out of 13)—24% total
- Weekly discussion forum posts (2% each week; choose 12 out of 13)—24% total
- Service Learning Small Group Intervention Project—
- (1%plan; 2% GAS objectives; 3% Ning Reflection)—6%
- Paper/Bibliography—18%
- Presentation—9%
- Attendance and Participation—1%

Grading Scale:

- 90 and up earns A
- 80-89 earns B
- 70-79 earns C and so on.....

You'll get a weekly grading e-mail from me at the end of each week. It will talk about how our week's discussion went, let you know that your grades are in and ready to be viewed, and so forth. Make sure that Blackboard has the e-mail that you currently use so that you can receive these e-mails—especially important since most of this class is online!

Student Progress: You can monitor your grades for individual assignments and for the course at any time in your Blackboard Tools—everything will be visible there for you at all points of the class.

BLACKBOARD USE!!!!

Here's how you must participate in this on-line stuff:

1. Make sure to enter your correct e-mail in Blackboard. I may occasionally send class announcements this way.
2. Use Blackboard Documents section to obtain copies of syllabus, study guides, Goal Attainment Scaling instructions and samples, sample papers, and possibly other helpful information.
3. Remember not to use last names of clients, dates of birth, or other uniquely identifying information if communicating via Blackboard
4. Your syllabus will ask you to post various assignments on Blackboard's "assignment" feature. You'll receive credit when you make your post. Unless you have extenuating circumstances that require other arrangements, the "assignment" feature must be used to turn in this work (no e-mail, please). This prevents havoc! (:
5. You'll complete exams/take home assignments through the Blackboard exam feature, as discussed above.

Eastern Kentucky University
Grading Criteria for The Case Study, Paper - Attach to Paper

Name:

Part I - Case Analysis Section of Paper -60 points Your total:

- _____ Outline presented -5 points
- _____ Demographic information - age, gender, grade etc.
- _____ History - medical, social, educational
- _____ Family structure and dynamics
- _____ Current school plan/situation
- _____ Current medical or psychological interventions
- _____ Source of information identified
- _____ Related services or activities (Speech-therapy) listed
- _____ Most significant difficulties identified in the form of a problem list
(may include psychological problems, social problems, medical problems, academic problems, familial problems, or others)
- _____ Strengths of the child in the form of a resource list
- _____ Predisposing, precipitating, and reinforcing factors (e.g., predisposing chronic parental conflict, precipitating divorce, reinforcing maternal attention for stomachaches)
- _____ Intrapsychic Dynamics of the child
- _____ Family Dynamics
- _____ Interpersonal Matrix Dynamics if applicable (e.g., interactions outside family)
- _____ Multi-axial DSM-IV diagnosis if applicable
- _____ Your treatment goals and objectives
- _____ Does not include any identifying information (e.g., real first name, last name, others)

Part II - Topical Annotated Bibliography - 40 points Your total:

- _____ 6-8 references which include journal articles and scholarly books
- _____ Uses a maximum of 2 Internet references and these must be scholarly
- _____ References reflect a review of the literature pertinent to the individual in the case study.
- _____ Submit copies of the articles with the paper - these will be returned to you
- _____ APA style reference list and references in text
- _____ Mechanics of the paper - spelling, grammar, format
- _____ Content of the paper - comprehensive coverage of the topic
- _____ Writing quality - organization, concise, clarity
- _____ Relevance of the topic to the needs of the individual.

In a summary section:

- _____ Compares and contrasts the case study to the literature review.
- _____ Suggests three (3) applications of psychological intervention for the individual based on the literature or other course materials.
- _____ Quality and insights of these suggestions for intervention.
- _____ States one key idea learned from this project.
- _____ Overall quality of this paper.

Grading Criteria for Oral Report

Turn this page in to Dr. B. on your presentation day so that you can receive your grade and feedback!

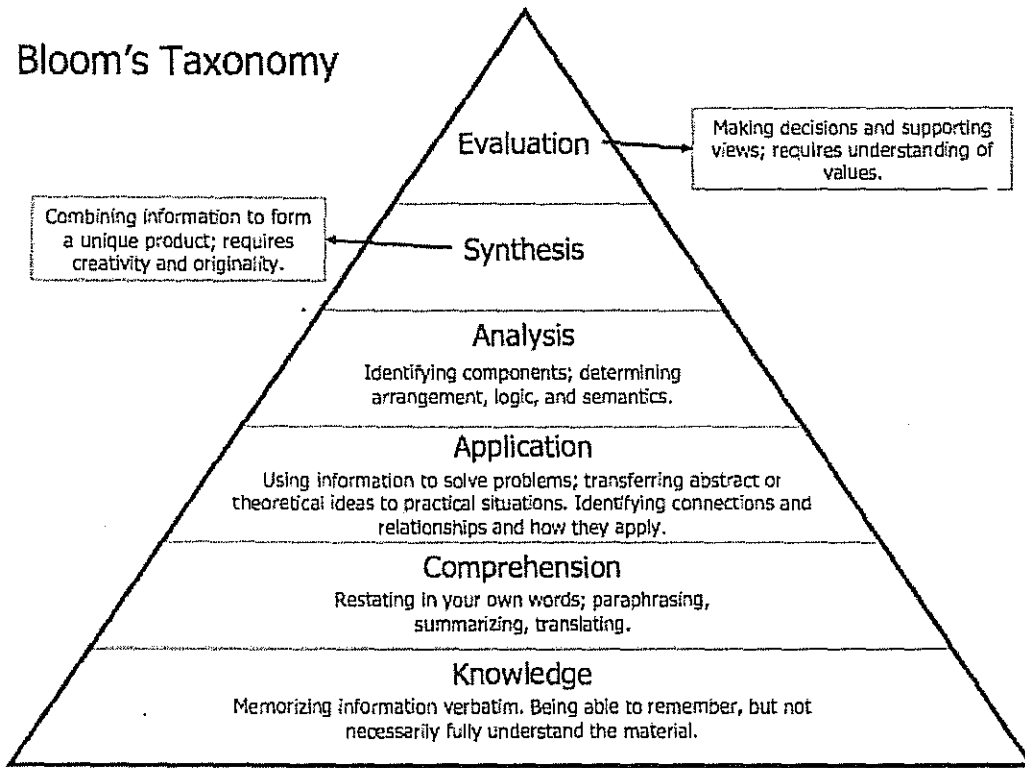
Name: _____

Part III - Oral Report/Presentation

100 points Your total:

- _____ Time limits are respected - approximately 15 minute talk
- _____ Presentation is well organized and unfolds logically
- _____ Presentation includes information that may be helpful to other students and that is creative, interesting
- _____ Includes examples of psychological intervention strategies
- _____ Includes references to relevant, accurate, and recent literature in your presentation
- _____ Briefly reviews the case study and shows video/audio clip if appropriate
- _____ Relates case study to the literature
- Thought provoking and grammatically reasonable language
- _____ Tells the audience about the material rather than reading notes or power point slides
- _____ Answers questions from the class
- _____ Uses some teaching materials like overheads, pictures, power point
- _____ Includes a one page handout to illustrate some point.

Bloom's Taxonomy



Curriculum Change Form Course Drop

Department Name	Psychology		
College A&S			
Proposal Approved by:	<u> Date </u>		<u> Date </u>
Departmental Committee:	<u> 1/28/10 </u>	Graduate Council* <u> 3/26/10 </u>	
College Curriculum Committee:	<u> 3/1/2010 </u>	Council on Academic Affairs	<u> 4/15/10 </u>
General Education Committee*:	<u> NA </u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
Teacher Education Committee*:	<u> NA </u>		
*If Applicable (Type NA if not applicable.)			

Completion of A and B is required:

A. Effective date: (Example: Fall 2009) Fall 2010

B. The justification for this action: (course no longer taught/comment if other) PSY 857 is being replaced by PSY 857S.

List all courses to be dropped

Prefix	Number	Title	Comments:
PSY	857	Interventions with Children and Families	

For Registrar Office Use Only:	Date: _____	Initial: _____	Version 1.2 02/26/09
Copy Sent to: Graduate Council	_____	_____	

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>M.S. in Clinical Psychology</u> (Major ____, Option ____, Minor ____, or Certificate ____) Graduate Program *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ <u>Date</u> _____ <u>Date</u> _____ Departmental Committee <u>2.1.2010</u> Graduate Council* <u>3/26/10</u> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee <u>3/1/2010</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>4/15/10</u> General Education Committee* <u>NA</u> Faculty Senate** <u>5/3/10</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>6/7/10</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Substitute the S version of PSY 857 to fulfill requirements for the M.S. in Clinical Psychology 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: To require students to take the S version of this course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

Clinical 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 (888 or 890 or approved elective).	
Theory Courses	16 hours
PSY 826, 837, 840, 841, 847, 853.	
Techniques Courses	19 hours
PSY 824, 825, 827, 850, 857 , <u>857S</u> , 860, 871.	
Experiential Course	16 hours
PSY 843 (10 hours), 899.	
Total Requirements	60 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>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>AGS Concentration in Psychology</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>9/15/09</u> Graduate Council* _____ <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved <input checked="" type="checkbox"/> Disapproved _____ <u>4/15/10</u> General Education Committee* _____ Faculty Senate** <u>5/3/10</u> Teacher Education Committee* _____ Board of Regents** <u>6/7/10</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.)

<p>A. 1. Specific action requested: Establish a Concentration in Psychology for the Associate of General Studies degree program</p> <p>A. 2. Effective date: 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 12 hours of course work in the proposed Psychology Concentration will provide students with a sound introduction to the discipline (through the two required courses, PSY 200 and PSY 250) and allow them to sample more specialized content suited to their academic and/or career interests. Since 200 and 250 are prerequisites for most upper division PSY courses, AGS graduates who elect to pursue the baccalaureate and major in Psychology will be on track for completing the remainder of the degree requirements with an additional four semesters of course work.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. All of the courses in the proposed concentration are currently offered.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: None.</p>
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Library Resources: Existing resources are adequate.

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

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

Associate Degrees

GENERAL STUDIES (A.G.S.)

CIP Code 24.0102

(A.G.S. Information currently listed in the online *Catalog Addendum*;
Will be listed in the 2010-11 *Undergraduate Catalog*, pg. 63)

The Associate of General Studies degree provides students, especially adult learners, the opportunity to pursue a flexible degree program to meet their unique interests, career goals, and academic needs. Reflecting ECU's commitment to a liberal arts education, the degree allows students to concentrate in an area of interest while selecting from a wide variety of courses to meet personal, educational, or career goals. This degree is designed for students who want to advance in their careers, change careers, pursue a lifelong interest beyond their careers, or use the degree as a pathway to a baccalaureate degree.

OPPORTUNITIES

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

Serving students from a varied background of college readiness, this degree provides students a defined path to success in earning one or more degrees. Upon successful completion of ECU's Associate of General Studies degree, the student will have met all General Education requirements, which will apply toward a four-year program at ECU or any other regional Kentucky institution.

PROGRAM REQUIREMENTS

The program requirements for the Associate of General Studies are:

1. Complete a minimum of 60 semester credit hours of prescribed and elective college credit.
2. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at ECU. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and ECU work.
3. Complete at least 24 semester hours at ECU.
4. Complete an orientation course if the student begins as a freshman or transfers to ECU with fewer than 24 credit hours
5. Complete 48 semester hours of general education requirements as shown below:

Block 1. Communication (9 hours)

Block 2. Mathematics (3 hours)

Block 3. Arts and Humanities (6 hours)

Block 4. Natural Sciences (6 hours)

Block 5. Social and Behavioral Sciences (9 hours)

Block 6. Wellness (3 hours)

Block 7. Breadth of Knowledge (6 hours)

Block 8. Depth of Knowledge (6 hours)

6. Complete an approved 12-hour emphasis with an overall 2.0 GPA within an individual college outside of the General Education Requirement. (Students will be considered a member of the college in which they have completed their emphasis.)

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

Psychology Concentration.....12 hours

Course Requirements.....

PSY 200 or 200W, and PSY 250 or 250W, plus six additional hours of PSY courses (excluding PSY 349, 402, and 403).

PSY 280 may count toward the concentration but will not count toward the B.S. Psychology degree major requirements. A minimum grade of "C" is required of all courses counted toward the concentration.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Dr. Sherwood Thompson, Ed.D.,
Assistant Dean
Office of the Dean
College of Education
sherwood.thompson@eku.edu

417 Bert Combs Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-6989
FAX: (859) 622-5061

MEMORANDUM

TO: Rick McGee
FROM: Dr. Sherwood Thompson
Assistant Dean
DATE: March 31, 2010
SUBJECT:

Please consider the following agenda items for the College of Education at the next Council on Academic Affairs Committee meeting on April 15, 2010:

Dept: Counseling and Educational Psychology

Chair: Dr. Connie Callahan

Editorial Change	COU 881	Page 1
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Dept: Curriculum & Instruction

Chair: Dr. Dorie Combs

Course Revision	LIB 769	Page 4
Course Dropped	LIB 569	Page 18
Course Revision	LIB 301	Page 21
Course Revision	LIB 301S	Page 24
Course Revision	ELE 322	Page 27
Course Revision	ELE 361	Page 30
Course Revision	ELE 362	Page 33
Course Revision	ELE 365	Page 36
Course Revision	ELE 445	Page 39
Course Revision	ELE 445W	Page 42
Course Revision	EMG 445	Page 45
Course Revision	EMG 445W	Page 48
Hybrid Course	EMG 494W	Page 51
Program Revision	MAEd – Library Science	Page 65
Program Revision	Rank I – Library Science	Page 68



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

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

Part I

Department Name	Counseling and Educational Psychology
College	Education
*Course Prefix & Number	COU 881
*Course Title (30 characters)	Internship in Counseling: Elementary, Secondary, or Mental Health.
*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: _____

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>CACREP Standards now require 600 hour internships for each specialization area.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>2010-2011 GRADUATE CATALOG</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>
<p>COU 881 Internship in Counseling: Elementary, Secondary, or Mental Health. (3) A, I, II. Practice in a counseling setting which allows for the transition from student to professional. School counselors will complete a 600 hour internship, and mental health counselors will Candidates must complete a 900 600 hour internship. May be taken for up to 9 credit hours in order to generate the needed 600 or 900 clock hours.</p>

Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.

New or Revised* Program
(*Use ~~strikeout~~ for deletions and underlines for additions.)

Part IV. Recording Data for a Revised Course (Record only changed course information.) *Required

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

Co-Requisites and Prerequisites

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	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 College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	Curriculum and Instruction College of Education LIB 769 Instructional Media and Technology _____ _____ _____
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	1/22/10	Graduate Council* 3/26/10
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	2/02/10	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	2/23/10	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change number of LIB 769 to LIB 801. LIB 769 is cross-listed with LIB 569, which is dropped. Revise course title. Change course description for new number of the course to reflect current language in education. This course is a requirement for the Library Media Specialist programs.</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: Change course number LIB 769 to LIB 801 in order to reflect a graduate only course in Educational Technology. Course description changed to represent current theories with integrating educational technology in P-12 educational learning environments.</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>

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.)

Old text for catalog

~~LIB 769 801-Instructional Media and Educational Technology Technologies. (3) I, II. A course designed to instruct students in the philosophy and techniques of the effective utilization of instructional media and technology for teacher leaders to research current issues, integrate educational technology and provide leadership in technology planning, applications, and assessments for P-12 educational settings.~~
LIB 769 801-Instructional Media and Educational Technology Technologies. (3) I, II. A course designed to instruct students in the philosophy and techniques of the effective utilization of instructional media and technology for teacher leaders to research current issues, integrate educational technology and provide leadership in technology planning, applications, and assessments for P-12 educational settings.

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)*
LIB	769- <u>801</u>	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>x</u> _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	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.

(*Use Validation Tables.)

1. Eastern Kentucky University,
Department: Curriculum and Instruction
Course Prefix: LIB 801
Course Title: Educational Technologies
CRN XXXXXX
Credit Hours: 3 Hours

Professor name
Office #
Contact information.

2. Course Description

LIB 801-Educational Technologies. **(3) I, II.** A course designed for teacher leaders to research current issues, integrate educational technology and provide leadership in technology planning, applications, and assessments for P-12 educational settings.

3. Text, supplemental texts, other required readings and references.

Roblyer, M.D. (2010) *Integrating Educational Technology into Teaching*, 5/E. Prentice Hall [ISBN: 13-978-0-13-513063-6].

Note: Students are recommended to have an APA Manual, 6th Edition – for their Research Paper assignment (students are responsible for applying APA formatting rules and/or to post questions on formatting rules to the classroom discussion board in order to meet the standards explained in the APA Manual).

Required Software & Technology

- Knowledge of ftp (File Transfer Protocol), accessing and using ECU Student Web Space
- Latest version or one version removed of the following software:
Microsoft Word (2003 or above), Dream Weaver (MX or above) , Photoshop Elements (Version 6 or above), Movie Maker 2

- - Technology requirements

Online graduate students must have daily access to a computer with a reliable Internet connection (this is a requirement – including any “travel” dates students have planned within the term). Your browser must be up-to-date and current; this means that you should be using the current version of Mozilla Firefox or Microsoft Internet Explorer and Java. If you need help with acquiring updates, please contact IT at 859-622-3000 before the class officially begins.

Information regarding the current hardware and software used with online courses is available by accessing the link at the top of the Web Course Fact Sheet, <http://wcfs.eku.edu>. Again, if you need help with upgrading your technology, please contact IT at 859-622-3000.

3. Student Learning Outcomes

After completing this course, students will be able to do the following:

A. Cognitive:

1. Apply their knowledge of traditional and contemporary learning theory to the design of instruction. AASL1; AASL2; KYTS1 I&A
2. Evaluate appropriate non-print, computer, and web-based resources and tools for the information and instructional needs of students and faculty. AASL1; AASL2; KYTS1 I&
3. Apply appropriate Kentucky Core Content, Program of Studies, and national standards to the selection and use of instructional resources and tools. AASL1; AASL2; KYTS1 I&A

4. Demonstrate an understanding of copyright, intellectual freedom, privacy and intellectual property rights. AASL1; AASL2; KYTS1 I&A
 5. Use knowledge of technology, tools and resources to construct a vision of the school library media program. AASL1; AASL2; AASL4; KYTS1; KYTS6 I&A
 6. Develop and use critical thinking and/or creative skills to develop web-based professional development instructional materials AASL1; AASL2; AASL4; KYTS1; KYTS6 I&A
- B. Teaching and Learning:
7. Apply principles of visual, media and instructional design process to projects. AASL1; AASL2; KYTS1; KYTS2 I&A
 8. As a teacher leader, produce instructional materials for students and/or professional development materials for teachers that can be used to manage and present instruction which includes: creating, saving, retrieving, manipulating, and printing files using a variety of software such as Word, Dreamweaver, Photo Elements, and Movie Maker2 for the Internet and Web 2 technologies. AASL1; AASL2; AASL3; KYTS1; KYTS2; KYTS9 I&A
 9. Design and construct technology applications by using appropriate technology applications to complete course requirements. AASL1; AASL2; KYTS1; KYTS6 I&A
- C. Dispositions:
10. Demonstrate through practice and through writing entries (reflections, journals, etc.) curiosity, initiative, respect, creativity, adaptability, independent learning and a participating attitude within the class. AASL1; AASL2; KYTS1; KYTS7 I&A
 11. Explain the importance of an individual technology plan to reflect professional growth. AASL1; AASL2; KYTS1 I&A
 12. Select a portfolio entry from class assignments. AASL1; KYTS1 I&A

4. Evaluation Methods

ASSIGNMENTS	Total Points
Module Assignments which may include any of the following: online quizzes, written assignments, use of various MS Office Suite software assignments, online discussions, online reflections (blogs), active/daily participation in course site; submitting assignments on time is required (late work is not accepted)	400
Photoshop Elements 3.0 (5 Assignments)	100
Photo Essay Using Movie Maker 2	100
Small Group Assignment (Wiki – Topic Determined By Group, but must relate to Instructional Media and/or Technology)	100
Dream Weaver Assignment (Develop a Web Site)	100
Professional Development Instructional Product (Develop a training product that could be used in a school – purpose of the products is to train teachers how to use a selected technology or resource & summarize the evaluation methods (explain how you will plan to assess the participants to see if the training met the est. objectives)	100
Final Exam	200
Research Project (8-10 Pages, APA Style Research Paper (based on APA Manual, 6 th Edition). Topic: Emerging	100

Technologies, then each student will prepare an Online Presentation of their paper)	
TOTAL POINTS POSSIBLE for Graduates	1200

Grading Scale Points Needed for Each Grade Level

Grading criteria for LIB 801 students:

100%-93% = A	A	1200-1116 points
92%-85% = B	B	1115.9-1020 points
84%-77% = C	C	1019.9 – 924 points
76%-70% = D	D	923.9 – 840 points
Below 69% = F	F	839.9 or less

5. Student Progress

Graduate students will check their Blackboard grade book for current grades.

6. Attendance Policy

Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences. For an online course, this translates into no more than 3 missing chats, discussion board posts, or assignments. The student is responsible for presenting adequate reason for absences for assignments, discussion boards and/or chat sessions to the instructor in order to be given an opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.

A one-hundred percent online course requires students to be “active” and “productive” in the Blackboard course site multiple times/days each week. If weekly chat sessions are scheduled for the term, then students are responsible for arriving, attending, and participating in the chat at the schedule times. If a student has an adequate reason for missing chats, assignments or discussion board posts, then the student is required to send justification to the instructor via e-mail within 48 hours of the occurrence. If the justification is approved by the instructor according to University guidelines, arrangements for late assignments, discussion board posts, and/or chats will be made. Arriving late for a chat will be counted as one-half absence. Arriving 30 minutes after the start of the chat will result in an absence.

7. Notification of the last day to drop the course is available in the ECU Colonel Campus Calendar:

<http://www.ecu.edu/compass/calendars/>.

8. Drop Course or Withdrawal

The last day to drop or withdraw from a class is highlighted in the class schedule and in ECU’s Colonel’s Compass [<http://www.ecu.edu/compass/>].

9. 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@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 Policy

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

11. Course Requirements

- a. Active (daily) participation in the Bb course site and group Bb site
- b. Use and evaluate instructional resources and tools
- c. Use instructional resources and tools with P-12 students and staff
- d. Gather and use information relevant to course objectives
- e. Produce visual products for instruction
- f. Develop a professional development product to show knowledge of cutting edge technology
- g. Summarize plans on evaluation methods that will be used on the PD product developed
- h. Demonstration and utilization of equipment, media, software and technology
- i. Selection and evaluation of resources and tools
- j. Select resources appropriate for traditional and contemporary curriculum design
- k. Submit assignments on time (late assignments are not accepted without prior notice)
- l. Receive a passing grade on the final exam
- m. Select and submit a portfolio select, along with the rational and self-reflection

12. Course Outline

- a. Technology – history, emerging technologies and changes
- b. Learning theories, instructional design and technology
 - Traditional (behaviorist)
 - Contemporary (constructivist)
 - Social pedagogies
- c. Information, technology and visual literacy (professional organizations)
 - AASL
 - AECT
 - ISTE
- d. Designing instruction to meet needs of learners and assessment
- e. Using instructional media
- f. Visuals, audio, video, manipulative, simulations, and others\
- g. Selection and evaluation
- h. Policies and technology
- i. Copyright
- j. Acceptable use policies
- k. Privacy Issues
- l. Intellectual freedom (CIPA)
- m. Ethical issues
- n. Equity issues
- o. Computer technology as resource and tool
- p. Evaluating information on the Web
- q. Course Mgt Systems in P-12
- r. Distance learning
- s. Emerging technologies and current issues
 - Social networks
 - The LMC's network
 - Virtual libraries

- LMC Web sites
- Blogs\
- Wiki
- Intranet 2
- Second Life
- Clickers

13. Official Email

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

In this course, only ECU student email accounts must be used for communication purposes. Graduate students are expected to read their emails from their ECU student e-mail account in a timely manner so new email will be properly read and received. A student's failure to receive and read University communications delivered to his/her official email address in a timely manner does not absolve the student from knowing and complying with the content of such communications. Students have the responsibility to recognize that certain communications may be time-critical.

Course P/N	Course Title
LIB 801	Educational Technology

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, A, KA1 KA2	K, A	K, A	K, A KA2	K, A

Kentucky Teacher Standards – Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K, A, KA1 KA2	K, A,				K, A,				K, A KA2

EKU Goals

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
x	x	x	x	

KERA Initiatives

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content
K, A KA2	K, A KA2	K, A KA2	K, A KA2

EPSB Themes

Diversity	Technology	Literacy	Code of Ethics	Leadership
K, A KA2	K, A KA2		K, A	K, A KA2

SPA

American Association of School Librarians [AASL]			
Use of Information & Ideas	Teaching & Learning	Collaboration & Leadership	Program Administration
	K, A KA2	K, A KA2	

10. Eastern Kentucky University,
 Department: Curriculum and Instruction
 Course Prefix: LIB 801
 Course Title: Educational Technologies
 CRN XXXXX
 Credit Hours: 3 Hours

Professor name
 Office #
 Contact information.

11. Course Description

LIB 801_Educational Technologies. (3) **I, II.** A course designed for teacher leaders to research current issues, integrate educational technology and provide leadership in technology planning, applications, and assessments for P-12 educational settings.

4. Text, supplemental texts, other required readings and references.

Roblyer, M.D. (2010) *Integrating Educational Technology into Teaching*, 5/E. Prentice Hall [ISBN: 13-978-0-13-513063-6].

Note: Students are recommended to have an APA Manual, 6th Edition – for their Research Paper assignment (students are responsible for applying APA formatting rules and/or to post questions on formatting rules to the classroom discussion board in order to meet the standards explained in the APA Manual).

Required Software & Technology

- Knowledge of ftp (File Transfer Protocol), accessing and using EKU Student Web Space

- Latest version or one version removed of the following software:

Microsoft Word (2003 or above), Dream Weaver (MX or above) , Photoshop Elements (Version 6 or above), Movie Maker 2

-- Technology requirements

Online graduate students must have daily access to a computer with a reliable Internet connection (this is a requirement – including any “travel” dates students have planned within the term). Your browser must be up-to-date and current; this means that you should be using the current version of Mozilla Firefox or Microsoft Internet Explorer and Java. If you need help with acquiring updates, please contact IT at 859-622-3000 before the class officially begins.

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5. Use knowledge of technology, tools and resources to construct a vision of the school library media program. AASL1; AASL2; AASL4; KYTS1; KYTS6 I&A
6. Develop and use critical thinking and/or creative skills to develop web-based professional development instructional materials AASL1; AASL2; AASL4; KYTS1; KYTS6 I&A

B. Teaching and Learning:

7. Apply principles of visual, media and instructional design process to projects. AASL1; AASL2; KYTS1; KYTS2 I&A
8. As a teacher leader, produce instructional materials for students and/or professional development materials for teachers that can be used to manage and present instruction which includes: creating, saving, retrieving, manipulating, and printing files using a variety of software such as Word, Dreamweaver, Photo Elements, and Movie Maker2 for the Internet and Web 2 technologies. AASL1; AASL2; AASL3; KYTS1; KYTS2; KYTS9 I&A
9. Design and construct technology applications by using appropriate technology applications to complete course requirements. AASL1; AASL2; KYTS1; KYTS6 I&A

C. Dispositions:

10. Demonstrate through practice and through writing entries (reflections, journals, etc.) curiosity, initiative, respect, creativity, adaptability, independent learning and a participating attitude within the class. AASL1; AASL2; KYTS1; KYTS7 I&A
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Final Exam	200
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Grading Scale Points Needed for Each Grade Level

Grading criteria for LIB 801 students:

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14. Student Progress

Graduate students will check their Blackboard grade book for current grades.

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14. Course Requirements

- n. Active (daily) participation in the Bb course site and group Bb site
- o. Use and evaluate instructional resources and tools
- p. Use instructional resources and tools with P-12 students and staff
- q. Gather and use information relevant to course objectives
- r. Produce visual products for instruction
- s. Develop a professional development product to show knowledge of cutting edge technology
- t. Summarize plans on evaluation methods that will be used on the PD product developed
- u. Demonstration and utilization of equipment, media, software and technology
- v. Selection and evaluation of resources and tools
- w. Select resources appropriate for traditional and contemporary curriculum design
- x. Submit assignments on time (late assignments are not accepted without prior notice)
- y. Receive a passing grade on the final exam
- z. Select and submit a portfolio select, along with the rational and self-reflection

15. Course Outline

- t. Technology – history, emerging technologies and changes
- u. Learning theories, instructional design and technology
 - Traditional (behaviorist)
 - Contemporary (constructivist)
 - Social pedagogies
- v. Information, technology and visual literacy (professional organizations)
 - AASL
 - AECT

- ISTE
- w. Designing instruction to meet needs of learners and assessment
- x. Using instructional media
- y. Visuals, audio, video, manipulative, simulations, and others\
- z. Selection and evaluation
- aa. Policies and technology
- bb. Copyright
- cc. Acceptable use policies
- dd. Privacy Issues
- ee. Intellectual freedom (CIPA)
- ff. Ethical issues
- gg. Equity issues
- hh. Computer technology as resource and tool
- ii. Evaluating information on the Web
- jj. Course Mgt Systems in P-12
- kk. Distance learning
- ll. Emerging technologies and current issues
 - Social networks
 - The LMC's network
 - Virtual libraries
 - LMC Web sites
 - Blogs\
 - Wiki
 - Intranet 2
 - Second Life
 - Clickers

14. Official Email

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

In this course, only ECU student email accounts must be used for communication purposes. Graduate students are expected to read their emails from their ECU student e-mail account in a timely manner so new email will be properly read and received. A student's failure to receive and read University communications delivered to his/her official email address in a timely manner does not absolve the student from knowing and complying with the content of such communications. Students have the responsibility to recognize that certain communications may be time-critical.

Course P/N	Course Title
LIB 801	Educational Technology

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, A, KA1 KA2	K, A	K, A	K, A KA2	K, A

Kentucky Teacher Standards – Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K, A, KA1 KA2	K, A,				K, A,				K, A KA2

EKU Goals

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
x	x	x	x	

KERA Initiatives

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content
K, A KA2	K, A KA2	K, A KA2	K, A KA2

EPSB Themes

Diversity	Technology	Literacy	Code of Ethics	Leadership
K, A KA2	K, A KA2		K, A	K, A KA2

SPA

American Association of School Librarians [AASL]			
Use of Information & Ideas	Teaching & Learning	Collaboration & Leadership	Program Administration
	K, A KA2	K, A KA2	

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 Curriculum and Instruction <hr/> College College of Education <hr/> *Course Prefix & Number LIB 569 <hr/> *Course Title (30 characters) Instructional Media and Technology <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	1/22/10	Graduate Council* 3/26/10
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	2/02/10	Approved <input checked="" type="checkbox"/> Disapproved 4/15/10
General Education Committee*	2/23/10	Faculty Senate** NA
Teacher Education Committee*		Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Drop the course, LIB 569.</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>LIB 569 is an elective for undergraduate students' primarily at the senior level. LIB 569 is cross listed with LIB 769. LIB 569 class is not part of any existing undergraduate program and history of scheduling shows there is no demand for LIB 569 as an elective.</p> <p>Curriculum change in the course for LIB 769 is in process.</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>None</p>

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.)

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.)

~~LIB 569:(3) I, II. A course designed to instruct students in the philosophy and techniques of the effective utilization of instructional media and technology.~~

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.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number LIB 301 <hr/> *Course Title (30 characters) Children's Literature <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	2/11/20	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3/2/10	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10
General Education Committee*	NA	Faculty Senate** N/A
Teacher Education Committee*	3/23/10	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.) Revise prerequisites for clarification for students transferring in EDF 203 or equivalent. 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. Transfer students are able to take this class prior to taking EDF 310, which adds components of EDF 203 specific to EKU (e.g., portfolio development) while EKU students must complete EDF 203 prior to enrolling. This will ensure that transfer students must at least take EDF 310 while enrolled in this class.	
C. The projected cost (or savings) of this proposal is as follows: None Personnel Impact none Operating Expenses Impact: None Equipment/Physical Facility Needs: Using existing resources Library Resources: N/A	

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

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

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

New or Revised* Catalog Text

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

LIB 301 Children’s Literature and Related Materials. (3) I, II. Prerequisites: ENG 101 and 102 (or 105), EDF 103, EDF 203. Students who transfer the equivalent of EDF 203 must take EDF 310 as a pre-req or co-req. Survey course designed to acquaint P-5 teachers with print and non-print media for the school curriculum and with techniques to encourage lifelong readers. Credit will not be awarded for both LIB 301 and LIB 301S.

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 ~~strickethrough~~ 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 ~~strickethrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
LIB	301	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. NA	
	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. (Prerequisites)	<u>EDF 310, if EDF 203 is transferred</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	<u>Credit will not be awarded for both LIB 301 and LIB 301S.</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum and Instruction College Education *Course Prefix & Number LIB 301S *Course Title (30 characters) Children's Literature *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by:		Date
Departmental Committee	2/11/20	Graduate Council*
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Date N/A
College Curriculum Committee	3/2/10	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	4/15/10 Faculty Senate**
Teacher Education Committee*	3/23/10	NA Board of Regents**
		NA Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> Revise prerequisites for clarification for students transferring in EDF 203 or equivalent. <p>A. 2. Effective date: (Example: Fall 2001)</p> Fall 2010 <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action. Transfer students are able to take this class prior to taking EDF 310, which adds components of EDF 203 specific to ECU (e.g., portfolio development) while ECU students must complete EDF 203 prior to enrolling. This will ensure that transfer students must at least take EDF 310 while enrolled in this class.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows: None</p> <p>Personnel Impact none</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: Using existing resources</p>	

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.)

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

LIB 301S Children's Literature and Related Materials. (3) I, II. Prerequisites: ENG 101 and 102 (or 105), EDF 103, EDF 203. Students who transfer the equivalent of EDF 203 must take EDF 310 as a pre-req or co-req. Survey course designed to acquaint P-5 teachers with print and non-print media for the school curriculum and with techniques to encourage lifelong readers. Students in LIB 301S will be required to complete 15 hours of community service by choosing to read to students in Madison County, County Hospital, or the public library. Or students may choose to assist in a reading day at a local school. Credit will not be awarded for both LIB 301S and 301.

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 ~~strike through~~ 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 ~~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)*
LIB	301S	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>NA</u>	
	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	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			Date of data entry _____	
			Data entry person _____	

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No. (Prerequisites)	<u>EDF 310, if EDF 203 is transferred</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 322 <hr/> *Course Title (30 characters) Physical Education in the Elementary School <hr/> *Program Title (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/11/10	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3/2/10	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	3/23/10	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.) Revise prerequisites for clarification for students transferring in EDF 203 or equivalent. 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: Transfer students are able to take this class prior to taking EDF 310, which adds components of EDF 203 specific to EKU (e.g., portfolio development) while EKU students must complete EDF 203 prior to enrolling. This will ensure that transfer students must at least take EDF 310 while enrolled in this class. C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None
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Part II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

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

ELE 322 Physical Education in the Elementary School. (2) I, II. Prerequisite: EDF 203. Students who transfer the equivalent of EDF 203 must take EDF 310 as a pre-req or co-req. The study of the role of movement for the elementary school child; philosophy, principles, purposes, and programs of elementary physical education. Educational dance, educational gymnastics, and educational games are emphasized.

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)*
ELE	322	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
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.	EDF 310, if EDF 203 is transferred.
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 Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 361 <hr/> *Course Title (30 characters) Art in the Elementary Grades P-5 <hr/> *Program Title (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: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="width: 25%; text-align: center;"><u>Date</u></td> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">2/11/10</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;">3/2/10</td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td style="text-align: center;">4/15/10</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;">3/23/10</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	2/11/10	Graduate Council*	N/A	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	3/2/10	Approved <input checked="" type="checkbox"/> Disapproved	4/15/10	General Education Committee*	N/A	Faculty Senate**	N/A	Teacher Education Committee*	3/23/10	Board of Regents**	N/A			Council on Postsecondary Edu.***	N/A
	<u>Date</u>		<u>Date</u>																											
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Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise prerequisites for clarification for students transferring in EDF 203 or equivalent.</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: Transfer students are able to take this class prior to taking EDF 310, which adds components of EDF 203 specific to EKU (e.g., portfolio development) while EKU students must complete EDF 203 prior to enrolling. This will ensure that transfer students must at least take EDF 310 while enrolled in this class.</p> <hr/> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>
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Part II. Recording Data for New, Revised, or Dropped Course

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

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.)

ELE 361 Art in the Elementary Grades P-5. (3) I, II. Prerequisite: EDF 203. Students who transfer the equivalent of EDF 203 must take EDF 310 as a pre-req or co-req. Fundamental concepts of art education and those found in KERA. Exploration of art materials, processes, and activities for children in the elementary grades including those with special needs. Ten field/clinical hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ELE	361	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
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.	EDF 310, if EDF 203 is transferred.
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 Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 362 <hr/> *Course Title (30 characters) Music Education for the Classroom Teacher <hr/> *Program Title (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.																																	
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Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise prerequisites for clarification for students transferring in EDF 203 or equivalent.</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: Transfer students are able to take this class prior to taking EDF 310, which adds components of EDF 203 specific to EKU (e.g., portfolio development) while EKU students must complete EDF 203 prior to enrolling. This will ensure that transfer students must at least take EDF 310 while enrolled in this class.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

ELE 362 Music Education for the Classroom Teacher. (3) I, II. Prerequisite: EDF 203. Students who transfer the equivalent of EDF 203 must take EDF 310 as a pre-req or co-req. Study and appraisal of teaching techniques, music literature, learning activities, curricular plans, and materials essential to the sequential development of musical learning in the elementary school. Ten field/clinical hours.

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)*
ELE	362	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
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 _____	
			FOR BANNER USE ONLY	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____	Date of data entry _____	Data entry person _____

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

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.	EDF 310, if EDF 203 is transferred.
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 Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 365 <hr/> *Course Title (30 characters) Health Education P-5 <hr/> *Program Title <hr/> (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.	
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/11/10	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/2/10	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	4/15/10
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	3/23/10	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.) Revise prerequisites for clarification for students transferring in EDF 203 or equivalent.</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: Transfer students are able to take this class prior to taking EDF 310, which adds components of EDF 203 specific to ECU (e.g., portfolio development) while ECU students must complete EDF 203 prior to enrolling. This will ensure that transfer students must at least take EDF 310 while enrolled in this class.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

ELE 365 Health Education P-5. (2) I, II. Prerequisite: EDF 203. Students who transfer the equivalent of EDF 203 must take EDF 310 as a pre-req or co-req. A study of curriculum design, teaching/learning strategies, resources, and evaluation procedures in elementary school health education. Topics include drugs, mental health, family living, nutrition, fitness, consumerism, environment, disease, and personal health. Ten field/clinical hours.

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 ~~strikethrough~~ 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 ~~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)*
ELE	365	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
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.	EDF 310, if EDF 203 is transferred
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 Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 445 <hr/> *Course Title (30 characters) Foundations of Reading/Language Arts <hr/> *Program Title (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	02-11-10	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3/2/10	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10
General Education Committee*	N/A	Faculty Senate** N/A
Teacher Education Committee*	3/23/10	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.) Change a prerequisite and add a pre- or co-requisite</p> <p>A. 2. Effective date: (Example: Fall 2001) 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: Students who take this course are majors in Elementary Education and must have a 2.75 GPA to be admitted to the Teacher Education Program. This reflects an increase from the previous GPA requirement of 2.5. The requirement of a 2.5 GPA for ELE 445 reflects the "old" GPA requirement. Therefore, the course prerequisites and the catalog need to be updated to be consistent with the current GPA requirement for the program. Further, EDF 203 is a prerequisite for ELE 445. Transfer students who have taken the equivalent of EDF 203 need to take EDF 310 prior to or while taking ELE 445, since students taking the course must have already begun developing their portfolios in task stream and EDF 310 is the course where transfer students who have had EDF 203 develop their portfolios.</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>	

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.)

- 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.)

ELE 445 Foundations of Reading/Language Arts. (3) I, II. Cross listed as EMG 445. Prerequisites: junior standing, ~~2.5 GPA~~ 2.75 GPA, and EDF 203. Corequisite or Prerequisite: EDF 319 and EDF 310 for students transferring in equivalent of EDF 203. An overview of reading/language arts components P-5, teacher competencies, organization and planning for instruction. Twenty field/clinical hours. Credit will not be awarded to students who have credit for EMG 445 / EMG 445W or ELE 445W

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)*
ELE	445	Fall 2011	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	CURI
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)	2.5 <u>2.75</u> GPA

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

Course Prefix and No.	EDF 319 and EDF 310 for students transferring in equivalent of <u>EDF 203.</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 445W <hr/> *Course Title (30 characters) Foundations of Reading/Language Arts <hr/> *Program Title (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	02-11-10	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3/2/10	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10
General Education Committee*	N/A	Faculty Senate** N/A
Teacher Education Committee*	3/23/10	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.) Change a prerequisite and add a pre- or co-requisite</p> <p>A. 2. Effective date: (Example: Fall 2001) 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: Students who take this course are majors in Elementary Education and must have a 2.75 GPA to be admitted to the Teacher Education Program. This reflects an increase from the previous GPA requirement of 2.5. The requirement of a 2.5 GPA for ELE 445W reflects the "old" GPA requirement. Therefore, the course prerequisites and the catalog need to be updated to be consistent with the current GPA requirement for the program. Further, EDF 203 is a prerequisite for ELE 445W. Transfer students who have taken the equivalent of EDF 203 need to take EDF 310 prior to or while taking ELE 445W, since students taking the course must have already begun developing their portfolios in task stream and EDF 310 is the course where transfer students who have had EDF 203 develop their portfolios.</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>	

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.)

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

New or Revised* Catalog Text

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

ELE 445W Foundations of Reading/Language Arts. (3) I, II. Cross listed as EMG 445. Prerequisites: junior standing, ~~2.5~~ GPA 2.75 GPA, and EDF 203. Corequisite or Prerequisite: EDF 319 and EDF 310 for students transferring in equivalent of EDF 203. An overview of reading/language arts components P-5, teacher competencies, organization and planning for instruction. Twenty field/clinical hours. Credit will not be awarded to students who have credit for EMG 445 / EMG 445W or ELE 445

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ELE	445W	Fall 2011	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 13	
			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) 2.5 2.75 GPA

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

Course Prefix and No. _____ EDF 319 and EDF 310 for students transferring in equivalent of EDF 203.

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 Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EMG 445 <hr/> *Course Title (30 characters) Foundations of Reading/Language Arts <hr/> *Program Title (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	02-11-10	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input type="checkbox"/>		
College Curriculum Committee	3/2/10	Graduate Council* N/A
General Education Committee*		Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 4/15/10
Teacher Education Committee*		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.) Change a prerequisite and add a pre or co-requisite</p> <p>A. 2. Effective date: (Example: Fall 2001) 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: Students who take this course are majors in Middle Grades Education and must have a 2.75 GPA to be admitted to the Teacher Education Program. This reflects an increase from the previous GPA requirement of 2.5. The requirement of a 2.5 GPA for EMG 445 reflects the "old" GPA requirement. Therefore, the course prerequisites and the catalog need to be updated to be consistent with the current GPA requirement for the program. Further, EDF 203 is a prerequisite for EMG 445. Transfer students who have taken the equivalent of EDF 203 need to take EDF 310 prior to or while taking EMG 445, since students taking the course must have already begun developing their portfolios in task stream and EDF 310 is the course where transfer students who have had EDF 203 develop their portfolios.</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>	

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.)

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.)

EMG 445 Foundations of Reading/Language Arts. (3) I, II. Cross listed as ELE 445. Prerequisites: junior standing and ~~2.5~~ GPA 2.75 GPA; EDF 203. Prerequisite/Corequisite: EDF 319 and EDF 310 for transfer students who have credit for EDF 203. An overview of reading/language arts components 5-9, teacher competencies, organization and planning for instruction. Twenty hours of field/clinical experiences. Credit will not be awarded to students who have credit for EMG 445W or ELE 445 / ELE 445W.

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)*
EMG	445	Fall 2011	AS _____ JS _____ BT _____ EM _____ ED <input checked="" type="checkbox"/> PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 13	
			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) 2.5 2.75 GPA

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

Course Prefix and No. _____ EDF 319 and EDF 310 for students transferring in equivalent of EDF 203.

Test Scores _____

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

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

Course Prefix and No. _____ Credit will not be awarded to students who have credit for EMG 445W or ELE 445 / ELE 445W.

Course Prefix and No. _____

Course Prefix and No. _____

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

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	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 Curriculum & Instruction College Education *Course Prefix & Number EMG 445W *Course Title (30 characters) Foundations of Reading/Language Arts *Program Title Middle Grades 5-9 (Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	02-11-10	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/2/10	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	4/15/10
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	3/23/10	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.) Change a prerequisite and add a pre or co-requisite</p> <p>A. 2. Effective date: (Example: Fall 2001) 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: Students who take this course are majors in Middle Grades Education and must have a 2.75 GPA to be admitted to the Teacher Education Program. This reflects an increase from the previous GPA requirement of 2.5. The requirement of a 2.5 GPA for EMG 445W reflects the "old" GPA requirement. Therefore, the course prerequisites and the catalog need to be updated to be consistent with the current GPA requirement for the program. Further, EDF 203 is a prerequisite for EMG 445W. Transfer students who have taken the equivalent of EDF 203 need to take EDF 310 prior to or while taking EMG 445W, since students taking the course must have already begun developing their portfolios in task stream and EDF 310 is the course where transfer students who have had EDF 203 develop their portfolios.</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>

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.)

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.)

EMG 445W Foundations of Reading/Language Arts. (3) I, II. Cross listed as ELE 445W. Prerequisites: junior standing and ~~2.5 GPA-2.75 GPA~~; EDF 203. Prerequisite/Corequisite: EDF 319 and EDF 310 for transfer students who have credit for EDF 203. An overview of reading/language arts components 5-9, teacher competencies, organization and planning for instruction. Twenty hours of field/clinical experiences. Credit will not be awarded for students who have received credit for EMG 445 or ELE 445 / 445W.

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.)

Part IV. Recording Data for New or 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)*
EMG	445W	Fall 2011	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 13	
			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) 2.5 2.75 GPA

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

Course Prefix and No. _____ EDF 319 and EDF 310 for students transferring in equivalent of EDF 203.

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EMG 494 W <hr/> *Course Title (30 characters) English/Communication in the Middle Grades <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	2/12/10	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	3/2/10	Approved <input checked="" type="checkbox"/> Disapproved	4/15/10
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*		Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a Writing Intensive equivalent to EMG 494</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: All EKU students are required to complete at least one writing intensive class prior to graduation. EMG 494 is required of middle grade English/Communications pre-service teachers. Students who will eventually teach the writing process will have the opportunity, in this class, to use that process to improve their own writing and communication skills.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: The fall Writing Intensive section of EMG 494 will accept any student who needs the course (usually between 15-25 students). We expect to offer this course once a year.</p> <p>Operating Expenses Impact: Not applicable</p> <p>Equipment/Physical Facility Needs: No new equipment or facilities needed.</p> <p>Library Resources:</p>

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

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

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

EMG 494W English and Communication in the Middle Grades. (3) I, A. Prerequisites: EDF 319 and admission to professional education and English emphasis; Grade of "C" or higher in ENG 101 and 102, or HON 105; or ENG 105 with a grade of "B" or higher. Prerequisite or Corequisite: EDF 413. Study of effective teaching techniques, strategies and materials for middle grade English/communication skills. Twenty hours field/clinical experiences. Credit will not be awarded for both EMG 494 and 494W.

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 ~~strike through~~ 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 ~~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)*
EMG	494W	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR X _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. EDF 413

Course Prefix and No.

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

Course Prefix and No.	ENG 101 and 102 (C), HON 105 (C); or ENG 105 (B)
Course Prefix and No.	EDF 319 and admission to professional education and English emphasis
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	2.75
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	Credit will not be awarded for both EMG 494 and 494W.
Course Prefix and No.	
Course Prefix and No.	

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

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

Department of Curriculum and Instruction

EMG 494W: English and Communications in the Middle Grades

Credit Hours: 3

Fall, 2010

Course Instructor: Ginni C. Fair

Contact Information: ginni.fair@eku.edu; Office: Combs 109, 622-2927

2. **Course Description:** Prerequisites: admission to professional education and English emphasis; Grade of “C” or higher in ENG 101 and 102, or HON 105; or ENG 105 with a grade of “B” or higher. Prerequisite or Corequisite: EDF 413. Study of effective teaching techniques, strategies and materials for middle grade English/communication skills. Twenty hours field/clinical experiences.

3. **Texts:**

Donoghue, M. R. (2009). *Language arts: Integrating skills for classroom teaching*. Sage Publications, Inc.

One of the following professional texts:

Bullock, R. (1998). *Why workshop?* Stenhouse.

Garrison, C., Chandler, D. and Ehringhaus, M. (2009). *Effective classroom assessment: Linking assessment with instruction*. NMSA.

November, A. (2001). *Empowering students with technology*. Corwin Press.

Silver, D. (2003). *Drumming to the beat of different marchers*. Incentive Publications.

Wormeli, R. (2006). *Fair isn't always equal*. Stenhouse.

4. **Student Learning Outcomes:**

1. Demonstrate effective communication skills and a broad knowledge of classical and contemporary fiction, poetry, drama, and non-fiction appropriate for young adolescents. (KTS 1; NCTE 3.0).
2. Demonstrate professional dispositions and skills on campus and respect for the worth, potential, and contributions of all learners as well as in the field. (KTS 1.1; 3.1 – 5; 6.5; 9.1; 2.1; 2.3; 4.4)
3. Recognize the National Council of Teachers of English Standards for the English/Language Arts as well as Kentucky's related Core Assessment Standards. (KTS 1; 2; 2.1; 9.2, 4; NCTE all;)
4. Describe learning environments that encourage and support the development of competence in reading, writing, and word knowledge. (KTS 3.2-5; NCTE 2.1)
5. Develop and utilize a variety of formative and summative assessment tools to evaluate student success in middle grades language arts, including traditional tests, open response questions, portfolio assessment, and authentic assessment. (KTS 5; NCTE 4.10)
6. Describe the developmental stages of reading, writing, and word knowledge and identify the characteristics of middle level students. (KTS)
7. List and explain the four stages of reading literature (reader response, community interpretation, formal analysis, and criticism), explain how these relate to the cognitive development of adolescents, and describe instructional strategies that are effective for each state. (KTS 1.1,3; NCTE 3.3; 3.7.1)
8. Apply reader response theory to middle level language arts instruction and describe various ways that students can respond to literature. (KTS 1.3; 2.5; 4.1; NCTE 3.3; 4.8)
9. Describe, provide examples of and demonstrate explicit, implicit, critical, and creative/personal thinking while reading. (KTS 2.1; 2.5; 4.5; NCTE 2.4; 4.6)

10. Help middle level students develop lifelong habits of critical thinking and judgment. (KTS 2.1; 2.5; 4.5; NCTE 2.4; 4.6)
11. Identify developmentally appropriate literature, persuasive, and informational/workplace texts and plan middle level appropriate instructional activities, assessments, and culminating activities. (KTS 1.2; 1.3; 2.1; 2.4-5; 4.1 ; 5.1-3; 6.1-3; NCTE 3.3)
12. Utilize literature and other types of text to help middle grades students understand and appreciate the development of linguistic systems and life styles of various cultures and societies. (KTS 1.2; 1.4; 2.5; NCTE 3.1.4, 3.1.5; 3.1.6)
13. Demonstrate the writing process to produce effective documents appropriate to course level. (KTS 1; NCTE 3.4)
14. Recognize effective writing strategies. (KTS 1; NCTE 3.4)
15. Identify applications of language arts to other content areas and plan instruction that integrates these with other content areas. (KTS 1.2; 1.4; 2.5; NCTE 4.3; 4.8; 2.4)
16. Evaluate and respond ethically to middle level student writing. (KTS 5.5; 5.6; NCTE 2.4; 3.2.3; 3.4.1; 4.4)
17. Explain the relationship between grammar instruction and writing proficiency and describe researched based instructional strategies that have been shown to improve students' written and oral use of standard language. (KTS 1; 2.1; 3.1; NCTE 3.1.4-7; 3.2.3-5; 4.5; 4.7)
18. Develop detailed lesson plans that integrate language, speech, reading, writing, drama, and/or media. using the latest version of the Kentucky Teaching Internship Program format. (KTS 1; 2; 6.3; 6.5)
19. Develop a literature-based, thematic unit that integrates the language arts while addressing Kentucky's standards. (KTS 1; 2; 3.1; 3.3; 6.1; 6.3; NCTE ALL)
20. Demonstrate knowledge of and use a variety of instructional technology and media resources related to the effective teaching of middle level English / language arts. (KTS 6; NCTE 4.1 4.6; 4.9)
21. Demonstrate a respect for the work, potential, and contributions of all learners by assessing and selecting appropriate methods and materials that provide for individual differences among students. (KTS 1.3; 2.3-5; 3.3; 4.2; 5; NCTE 2.1; 4.4)
22. Use the English language arts to help students become familiar with their own and others' cultures and recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general. (KTS 1.2; 1.4; 2.5; NCTE 3.1.4, 3.1.5; 3.1.6)
23. Engage in reflective practice and pursue continued professional growth and collaboration with colleagues including reflection upon and analysis of classroom situations observed during field experiences. (KTS 7; NCTE 2.3)
24. Recognize the value of participating in professional organizations and take informed stands on issues of professional interest. (KTS 9; 10.1; NCTE 2.3; 3.1.3)
25. Engage in reflective practice and pursue continued professional growth and collaboration with colleagues including reflection upon and analysis of classroom situations observed during field experiences. (KTS 7; NCTE 2.3)
26. Demonstrate methods that value and promote the arts and humanities and that make the language arts more relevant to students' interests, aspirations and skills. (KTS 1.2; 2.4-5; NCTE 2.5; 2.6)
27. Exhibit enthusiasm and interest in reading and writing with young adolescents. (KTS 1.2; 1.3; 3.3; 3.5 ; NCTE 2.13.3.1; 4.4-5)

5. **Evaluation Methods:**

1. Class participation, attendance, and written responses to reading assignments evaluated by the instructor. (20%)

2. Electronic journal reflections of field experiences (10%)
3. Book Share (7.5%)
4. Observation / evaluation of videotaped lesson presentation evaluated by the instructor using a detailed scoring guide and by the candidate using reflection and analysis of student performance data and cooperating teacher's evaluation of field experience professional dispositions and skills using a detailed scoring guide (15 %)
5. Unit plans including the KTIP "Assessment Plan" (15%)
6. Group inquiry project and presentation (15%)
7. Reader profile data collection, analysis, and proposal (17.5%)

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

6. Student Progress:

The instructor will provide students with written information on their progress in the course regularly through Blackboard and will return graded work in a timely manner.

7. Attendance Policy:

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

8. Notification of the last day to drop the course is included in the university schedule.

- 9. Disabilities Statement:** If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500 V/TT.

- 10. Academic Integrity Statement:** Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity. **PLAGIARISM:** Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. In short, to plagiarize is to give the impression that you have written or thought something that you have, in fact, borrowed from someone else. Plagiarism is not tolerated by the College of Education. To borrow the ideas or works of ECU students, past or present, without the proper citation, is one common example of plagiarism.

11. Course Requirements

- a. Attendance and Participation: Candidates will actively participate through their attendance, punctuality, completion of out of class assignments and readings, and positive participation during in-class activities. Candidates will collaborate in small groups to solve problems and develop instructional materials on campus as well as in the field.

- b. Lesson planning and teaching: Candidates will plan, teach, and videotape at least one complete lesson in their content specialty. The lesson plan will be developed using the current KY Teacher Internship format, including the completion of a Task Analysis of their students' learning.
- c. Preparation of instructional materials, instructional plans, and a literature based unit of study: Candidates will develop a standards based unit of study in their content area including formative assessments, differentiation of instruction and assessment, a culminating assessment, and integration of the arts and technology.
- d. Technology project: Group members will create a technology project as a culmination of their text talk activities.
- e. Book Share: Candidates will choose a title from a list of young adult classic literature to read and present to their classmates.
- f. Reader Profile: Candidates will collect and analyze data about sixth grade students' reading habits, preferences, strengths, and weaknesses. This analysis will serve as the initial component of the individual writing project, a Reader Profile proposal. The second component of the proposal will be a detailed description of instructional recommendations for this particular reader.
- g. Field and clinical experiences: Candidates will participate in intensive, field experiences working under the guidance of a mentor teacher to observe instruction and classroom management, assist in the classroom, prepare instructional materials, and provide small and large group instruction. Candidates' dispositions and skills to teach will be evaluated by the course instructor and field experience mentor. Candidates will assist with the evaluation of student work.
- h. Electronic Reflective Journal: Candidates will reflect on their field experiences using an electronically submitted journal. Required components will be provided in the course blackboard site.

12. Course Outline (see attached for more detail)

- 1. Middle Level Language Arts
 - a.NCTE Standards
 - b.KY Core Assessment Standards
- 2. Development of reading, writing, and word knowledge
- 3. Reader Response Theory
- 4. Providing instruction in literature, including fiction, non-fiction narratives, and poetry
 - a.Whole class literature study
 - b.Literature circles
 - c.Reading workshop
- 5. Providing writing instruction
 - a.Teaching the writing process
 - b.Managing a writing workshop
 - c.Portfolio assessment
- 6. Providing instruction to improve students' use of standard English language
 - a.Review of research on the relationship between knowledge of grammar and use of written and oral standard English
 - b.Code-switching
 - c.Effective strategies for helping students improve their use of written and oral standard English
- 7. Teaching speech and drama
 - a.Teaching drama as literature
 - b.Providing opportunities for development of oral language skills

8. Providing instruction in word knowledge and spelling
9. Designing instructional units
 - a. Lesson planning
 - b. Writing instructional objectives
 - c. Developing central organizers and culminating activities
10. Assessment strategies in the language arts
11. Integrating the language arts

Revised Spring 2010
Ginni Fair

Course P/N	Course Title
EMG 494W	Teaching of Language Arts in the Middle School

Key Assessments (Admission to Student Teaching):

- 3 Literature –based Unit of Study*
- 4 Video tape teaching episode with*
- 5a KTIP-TPA and task analysis*
- 5b Evaluation of Dispositions and Field experience*

**RELATIONSHIP TO:
College of Education Conceptual Framework**

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, A, KA 5a	K, A, PA, KA 3, 4, 5a	K, A, PA KA 5b	K, A, PA	K, A

Kentucky Teacher Standards – Initial

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K, A, PA, KA 3, 4	K, A, PA, KA 3	K, A, KA 4	K, A, PA, KA, 4, 5a	K, A, PA, KA 4, 5a	K, A, PA	K, A, PA, KA 4, 5a	K, A, PA	K, A, PA	K

EKU Goals

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
X		X	X	X

KERA Initiatives

Identify the initiative number(s) for each category

Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content
1.11 1.12 1.1 1.2 1.3 1.4	EL-8-FF-U-2 EL-8-IT-S-5 EL-8-RRT-U-3 EL-8-RRT-U-2 EL-8-DCS-U-1 EL-8-DCS-U-3 EL-8-DIU-U-1 EL-8-DIU-U-2 EL-8-DIU-U-3 EL-8-DIU-U-4 EL-8-IT-U-3 EL-8-WC-U-1 EL-8-WC-U-3 EL-8-WC-U-4 EL-8-WS-U-1 EL-8-WP-U-1 EL-8-WP-U-2 EL-8-WP-U-3 EL-8-WV-U-5 T-MS-RIPSI-U-3	EL-8-FF-S-3 EL-8-FF-S-4 EL-8-RRT-S-3 EL-8-RRT-S-4 EL-8-RRT-S-5 EL-8-DCS-U-3 EL-8-DCS-S-5 EL-8-DCS-S-6 EL-8-WC-S-1 EL-8-WC-S-3 EL-8-WS-S-1 EL-8-WS-S-3 EL-8-WP-S-5 EL-8-DIU-S-1 EL-8-DIU-S-2 EL-8-DIU-S-4 EL-8-DIU-S-5 EL-8-DIU-S-6 EL-8-DIU-S-7 EL-8-DIU-S-8 EL-8-IT-S-3 EL-8-IT-S-5 AH-8-SA-S-DT3 T-M-SICP-S-P3 EL-8-SLO-S-1 EL-8-SLO-S-2 EL-8-SLO-S-3 EL-8-SLO-S-7 EL-8-WS-S-8 EL-8-WV-S-2	<i>RD-08-1.0.4</i> RD-08-1.0.8 RD-08-2.0.7 RD-08-3.0.3 RD-08-3.0.1 <i>RD-08-4.0.1</i> RD-08-5.0.5 RD-08-5.0.2 RD-08-5.0.3 <i>RD-08-5.0.4</i> WR-M-1.2.0 WR-M-2.4.0 WR-M-3.5.0 WR-08-4.11.13 WR-08-4.11.14 WR-08-4.11.15 WR-08-4.11.16 WR-08-4.11.18 WR-08-4.11.19 WR-08-4.11.21 WR-08-4.11.24 WR-08-4.11.24. AH-08-3.3.1

EPSB Themes

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments

Diversity	Assessment	Literacy/Reading	Closing Achievement Gap
K, A KA 3, 5b	K, A, KA 5a	K, A, PA, KA 3, 4	K

SPA's

National Council of Teachers of English

2.0 ELA Candidate Attitudes

Through modeling, advisement, instruction, field experiences, assessment of

performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

3.0 ELA Candidate Knowledge

Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

4.0 ELA Candidate Pedagogy

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

International Reading Association

1.0 Candidates have knowledge of the foundations of reading and writing processes and instruction.

2.0 Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

3.0 Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

National Middle School Association

1.0 Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

2.0 Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

3.0 Middle level teacher candidates understand the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

4.0 Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

5.0 Middle level teacher candidates understand the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Revised, Fall 2010
Ginni C. Fair

**ALTERNATIVE ROUTES TO INITIAL
CERTIFICATION
MASTER OF ARTS IN TEACHING
Middle Grades, Secondary Education (P-12, 5-12, 8-12)
Programs, and Interdisciplinary Early Childhood
Education Options**

I. GENERAL INFORMATION

This program is designed to provide candidates who have already completed a major in a teaching field opportunity to complete teaching certification requirements while completing a master's degree. Teaching areas for which this program is available include: agriculture (5-12), art (P-12), biological science (8-12), business and marketing*(5-12), chemistry (8-12), earth science (8-12), English (8-12), family and consumer sciences (5-12), health (P-12), mathematics (8-12), music*(P-12), physical education (P-12), physics (8-12), social science (8-12), Spanish (P-12), technology education (5-12), and theatre (P-12).

*Candidates seeking admission in these areas will have to provide evidence of having completed specific undergraduate courses prior to admission.

Middle Grades 5-9 Option

This option is designed to allow candidates who have already completed an appropriate major (determined by transcript review) to complete teaching certification requirements while completing a master's degree. Candidates will choose two emphasis areas from the following:

- Language Arts
- Mathematics
- Science
- Social Studies

I. GENERAL INFORMATION

Through this program, candidates who have already earned an undergraduate degree (without teacher certification) may complete teaching certification requirements while completing a master's degree.

II. CERTIFICATIONS

**A. Interdisciplinary Early
Childhood Education**

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

B. Middle Grades 5-9

The Middle Grades (5-9) certification program is designed to allow candidates who have already completed an appropriate undergraduate major (determined by transcript review) to complete middle grades teaching certification requirements while completing a master's degree.

Candidates who select Middle Grades 5-9 will choose two concentrations (subjects in which teacher certification will be earned) from the following:

- Language Arts
- Mathematics
- Science
- Social Studies

C. Secondary Education 8-12; 5-12; P-12

The Secondary Education 8-12; 5-12; P-12 certification program is designed to allow candidates who have already completed an appropriate undergraduate major (determined by transcript review)

to complete teaching certification requirements while completing a master's degree. Candidates will choose one concentration (subject in which teacher certification will be earned) from the following:

- Agriculture (grades 5-12)
- Art (Primary – 12)
- Biological science (8-12)
- Business and marketing* (grades 5-12)
- Chemistry (8-12)
- Earth science (8-12)
- English (8-12)
- Family and consumer sciences (grades 5-12)
- Health (Primary – 12)
- Mathematics (8-12)
- Music* (Primary – 12)
- Physical education
- Physics (8-12)
- Social science (8-12)
- Spanish (Primary – 12)
- Technology education (grades 5-12)
- Theatre (P-12)

*Candidates seeking admission in these areas will have to provide evidence of having completed specific undergraduate courses prior to admission.

III. ADMISSION REQUIREMENTS

Candidates 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 undergraduate GPA OR 3.0 in the last 60 hours of course work.
 - b. Acceptable Graduate School Admission exams by one of the following:
 - GRE 350 verbal and 350 quantitative*
- *Applicants who completed the GRE prior to October 1, 2002 must meet the following:
1100 total score may use the following formula to meet the GPA and GRE requirements:
Minimum 2.75 GPA and minimum 1000 GRE to apply the formula $GPA \times GRE = \text{minimum } 3300$.
- Miller's Analogy Exam 388.
 - c. Major (or equivalent) in the field in which certification is being sought (only for secondary candidates; others are reviewed for appropriate course content).
 - d. Passing PRAXIS II scores in the desired certification area with the exception of music.
 - e. A professional resume.
 - f. An autobiography documenting relevant life/work/educational experience.
 - g. Three letters of reference.
 - h. Complete two written disposition assignments given by the department.
 - i. Complete an interview with the Master of Arts in Teaching admission committee.

IV. PROGRAM REQUIREMENTS

Program Planning — During the first term of enrollment, the candidate must develop and submit to the Office of Graduate Education and Research a planned program. In addition to the required professional preparation courses, ~~candidates will take 12 hours of graduate course work in their field of certification. Faculty from the candidate's major field~~ candidates will take

12 hours of graduate course work in their concentration area(s)

Faculty will evaluate his/her undergraduate transcripts and take into consideration life/work experiences, and performance on the PRAXIS II in recommending content courses to be taken in the program. Candidates in business and marketing may need to complete a semester of prerequisite undergraduate courses.

Transfer Credit — The candidate must complete the professional education courses at Eastern Kentucky University. Acceptance of transfer subject matter courses will be determined on an individual basis.

Curriculum Requirements for Master of Arts in Teaching

A.

Interdisciplinary Early Childhood Education

Professional Education Core.....15 hours

EGC 820, ~~829~~ 889, 830.....9 hours

SED 897.....6 hours

Specialization Concentration.....28 hours

SED 718, 722, 790, 811.....13 hours

CDF 741, 744, 747.....9 hours

OT S 715, ELE 719.....6 hours

Minimum Program Total.....43 hours

B.

Middle Grades 5-9

Professional Education Core27 hours

EGC 820, 830, 835, 836, 837, 889.....21 hours

EMG 8063 hours

SED 800.....3 hours

Specialization Concentration12 hours

Courses will be selected with advisor approval

Minimum Program Total39 hours

C.

Secondary 8-12, P-12, 5-12 Education

Professional Education Core27 hours

EGC 820, 830, 845, appropriate ESE 700-level teaching methods course in field of certification, 846, 847, 889,.....21 hours

EMG 806 or EMS 774.....3 hours

SED 800.....3 hours

Specialization Concentration12 hours

Courses will be selected with advisor approval

Minimum Program Total39 hours

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

IV. V. EXIT REQUIREMENTS

Thesis — A thesis is not required in this program; however, an action research project which culminates in a technology enhanced presentation is required in the EGC 889 - Capstone Seminar.

Comprehensive Examinations — The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. A portfolio review is required.

EASTERN KENTUCKY UNIVERSITY

Richmond, Kentucky 40475-3102

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College of Arts and Sciences 46i Case Annex

Departmnt ofEngJish and Theatre 521 Lancaster Avenue

(859) 622-5861 Fax (859) 622-3156

Professor Ginni Fair
Department of Curriculum and Instruction
Combs 215
EKUCAMPUS

23 February 2010

DearGinni:

I'm 'Writing to let you know that the TCAC Advisory Board has approved your proposal for EMG 494W. We're very happy to be adding this course to the writing-intensive roster . You are set to go in offering the course as soon as it clears the appropriate levels ofapproval. As you know, you need to initiate that approval path.

Because this course is part of the TCAC program, it will need to be part of its assessment process. This means two things. First, we ask that for each course, the syllabus would include a statement like the following:

"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 ofwriting-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 ill number is removed before printing."

When the papers are gathered electronically, the instructor(s) can copy them to a CD and send it to me. Second, all instructors of writing-intensive courses will be invited to participate in a yearly holistic scoring ofsample papers from all writing-intensive classes. A stipend will be paid to those who participate in this event.

In addition to the Student Learning Outcomes that you and your department have chosen for this course, the syllabus also needs to include the SLOs for the writing-intensive courses. There are two:

1. "Students will demonstnte a writing process that produces effective documents appropriate to course level"
2. "Students will recognize effective writing strategies."

Thanks again for your hard work in making this course a reality. We are delighted to have you as part of the TCAC community. lfthere's anything I can do to help, please let me know.

Best .rp,ardS.

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~r v~J

Deborah Core
Director, TCAC
Professor of English

Cc: Dorie Combs Onda 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 _____ Curriculum and Instruction College _____ Education *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title _____ Master of Arts in Education – Library Science (Major <u> X </u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: Departmental Committee	Date 1/21/10	Graduate Council* Date 3/26/10
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs Approved <u> X </u> Disapproved _____
College Curriculum Committee	Date 2/02/10	Faculty Senate** Date 4/15/10
General Education Committee*	Date N/A	Board of Regents** Date 5/3/10
Teacher Education Committee*	Date 2/23/10	Council on Postsecondary Edu.*** Date 6/7/10
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise the Master of Arts in Education - Library Science program to change LIB 769 to LIB 801 A. 2. Effective date: (Example: Fall 2001) Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) January 31, 2013	
B. The justification for this action: LIB 769 is being revised to be a graduate only course and changed to the prefix LIB 801. It has been a 500/700 course in the past. LIB 569 is being dropped. This change replaces LIB 769 with LIB 801 in program requirements.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: none Operating Expenses Impact: none Equipment/Physical Facility Needs: none Library Resources: none	

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

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

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

New or Revised* Catalog Text

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

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

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

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

Masters of Arts in Education

Library Science

I. GENERAL INFORMATION

Master of Arts in Education, Rank II non-degree, and Rank I non-degree Library Science programs leading to certification as school media librarian for grades P-12 are offered. Candidates entering the program must be certified as classroom teachers in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and / or team leaders.

II. ADMISSION REQUIREMENTS In addition to other criteria, a minimum total GRE score of 700 with verbal and quantitative subtest scores of at least 300, writing subtest required but no cut-off score established are required for clear admission to the MAEd program in library science. As an alternative to the GRE, a raw score of 388 on the Miller’s Analogies test will also meet ADD praxis the required admission test requirement.

III. PROGRAM REQUIREMENTS

Library Science — Curriculum for P-12

Teacher Leader Core.....12 hours

ETL 800, ETL 801, ETL 802.....9 hours

One course the following lists3 hours

ELE 810, EMG 810, ESE 863.*

*Selection of specific courses will be based upon prior level of preparation and candidate need.

Literacy supporting coursework:.....3 hours

One of the following:

ELE 871, EMG 806, ESE 774.3 hours

Library Media Specialization22-28 hours

LIB 701*, ~~769*~~, 800, 801 802, 805, 821, 831, 863*, and 870.

Total Program Hours 40 - 48 hours

*Candidates who have completed LIB 501 and/or ~~LIB 569~~ with a grade of “C” or better may use them to reduce requirements in the Library Science block by 3-6 hours. Candidates who have completed LIB 501 for credit may not take LIB 701.

LIB 863 will serve as the capstone course for Library Science.

IV. EXIT REQUIREMENTS

The following are the exit requirements for Library Science.

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

Thesis — The thesis is not required, however, an action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar or designated course in each program..

Comprehensive Examinations — The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. A portfolio review is required.

Teacher Leader Endorsement –Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name _____ Curriculum and Instruction College _____ Education *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title _____ Rank I – Library Science (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* 3/26/10		
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
Council on Academic Affairs _____ College Curriculum Committee 2/02/10 Approved <u>X</u> Disapproved _____ 4/15/10 General Education Committee* N/A Faculty Senate** 5/3/10 Teacher Education Committee* 2/23/10 Board of Regents** 6/7/10 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.) Revise the Rank I - Library Science program to change LIB 769 to LIB 801 A. 2. Effective date: (Example: Fall 2001) Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: LIB 769 is being revised to be a graduate only course and changed to the prefix LIB 801. It has been a 500/700 course in the past. LIB 569 is being dropped. This change replaces LIB 769 with LIB 801 in program requirements.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: none Operating Expenses Impact: none Equipment/Physical Facility Needs: none Library Resources: none	

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

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

43. For a new course, provide the catalog text.
44. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
45. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

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

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

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

Curriculum for Sixth Year Rank I Program (2009-10 *Graduate Catalog*, page 68)

Library Science

Professional Education.....6 hours

(As approved for Rank I Programs) Candidates who have not previously completed a graduate reading methods course must take ELE 871, EMG 806, or ESE 774.

Library Science Courses*.....22-28 hours

L IB 701 *, ~~769~~*, 800, 801, 802, 805, 821, 831, 863, and 870.

Total Program Hours.....31-34 hours

*Candidates who have completed LIB 501 and/or LIB 569 with a grade of “C” or better may use them to reduce the number of hours required in the Library Science block by 3-6 hours. Candidates who have completed LIB 501 and/or LIB 569 for credit may not take LIB 701 and/or LIB ~~769~~ 801.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Academic Affairs and Research
Office of the Registrar
(859) 622-2320, FAX (859) 622-8031

www.eku.edu

M. Tina Davis, University Registrar
SSB CPO 58, 521 Lancaster Avenue
Richmond, KY 40475-3158

TO: JANNA VICE, INTERIM PROVOST
FROM: TINA DAVIS, UNIVERSITY REGISTRAR
SUBJECT: CR/NC COURSEWORK
DATE: APRIL 5, 2010

Currently the catalog is silent on the use of "CR" (credit) and "NC" (no credit) course work for progress toward degree. Previously all CR coursework was implied as similar to P/F courses but the catalog restrictions for P/F coursework is not appropriate for many situation where CR/NC is employed. Explicit language is needed for correct programming in the Degree Works software.

CREDIT/NO CREDIT ("CR"/"NC") COURSEWORK

The grade of "CR" (credit) is awarded as recognition of appropriate scores on AP, IB, CLEP or other proficiency exams. This grade is also given for prior learning assessment as well as all transferred international coursework.

Undergraduate course work with CR grades may be used to fulfill major, minor, certificate, supporting program, and/or concentration area requirements, (unless explicitly prohibited by the appropriate academic department), to a maximum of 20% of the credit hours required for the academic program. Exceptions to this limit may be authorized by the Dean/Associate Dean of the college offering the program. There is no limit to the number of CR credit hours used to meet general education areas or to serve as free electives.





EASTERN KENTUCKY UNIVERSITY
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Special Assistant to the Provost
Office of the Provost

112 Coates Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-6208 • Fax (859) 622-3156
sherry.robinson@eku.edu

TO: Council on Academic Affairs

FROM: _____
Dr. Sherry Robinson, Special Assistant to the Provost
Office of the Provost

DATE: April 1, 2010

SUBJECT: Agenda item for 4-15-10 Council on Academic Affairs Meeting

The Office of the Provost submits the following agenda items for consideration at the April 15, 2010 meeting of the Council on Academic Affairs.

AGENDA

4.1.14P Final Examinations



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

Special Assistant to the Provost
Office of the Provost

112 Coates Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-6208 • Fax (859) 622-3156
sherry.robinson@eku.edu

TO: Council on Academic Affairs

FROM: _____
Dr. Sherry Robinson, Special Assistant to the Provost
Office of the Provost

DATE: April 1, 2010

SUBJECT: Revision of 4.1.14P Final Examinations

Submitted for your consideration is the following revision of the policy on Final Examinations (4.1.14P). The attached Impact Statement shows that the revision to the policy was initiated by the Department of Criminal Justice and the stakeholders thus far identified for vetting the policy revision. A drafting team, consisting of the members below, has worked on creating an initial draft of the revised policy, which is attached.

Drafting Team for Final Examinations (4.1.14P) revision:

Bob Brubaker
David Anderson
Carole Garrison
Claire Schmelzer
Tina Davis
Sherry Robinson



University Policy Impact Statement

Date 9/10/09 Check One: Revision of Existing Policy New Policy

Policy Number (If known) 4.1.14P Policy Name Final Exams (see attached)

Originator(s) Victor Kappeler

University Affiliation Chair CRS/PLS Email for primary contact Victor.Kappeler@EKU.edu

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

see attached

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

none

List stakeholders who have been or will be consulted. Indicate action taken and the date it was taken. Attach additional page if necessary. To begin the policy process, at least one university-recognized group must have indicated support.

Stakeholder	Action Taken	Date
<u>Ally Hult</u>	<u>Forwarded to Dr. Robinson</u>	<u>10-14-09</u>
<u>Academic Quality Committee (FS)</u>		Date _____
<u>Faculty Senate</u>		Date _____
<u>Student Government Association</u>		Date _____
<u>Chairs Association</u>		Date _____
<u>University Registrar</u>		Date _____
<u>Provost Council</u>		Date _____



4.1.14P

Volume 4, Academic Affairs
Chapter 1, Academic Practices
Section 14, Final Examinations
Approval Authority: Board of Regents
Responsible Executive: Provost/Vice President for Academic Affairs
Responsible Office(s): Office of Academic Affairs, Colleges,
Departments, Office of the Registrar
Effective: March 21, 1973 Issued: November 29, 1921
Last Revised: Next Review Date:

Final Examinations

Policy Statement

Final examination schedules are prepared in the Office of the Registrar. Final examinations are not mandatory at Eastern Kentucky University. However, if a final examination is given, faculty members are expected to adhere to the examination schedule, which is prepared by the Office of the Registrar. Any deviation from the printed examination schedule must have the approval of the Provost and Vice President for Academic Affairs Department Chair prior to the beginning of a semester except in the case of an emergency. Final examinations for courses that do not follow standard scheduling patterns shall be subject to the procedure outlined below. Final examinations may not be scheduled during the week prior to the standard final examination period.

Students will have two hours to complete the final exam unless otherwise specified in the course syllabus.

Rescheduling of a Final Examination

If a student is scheduled for more than ~~three~~ two final examinations on the same day, the student may request through the college dean that the examinations in excess of ~~three~~ two be rescheduled.

Entities Affected by the Policy

- Colleges
- Departments
- Faculty
- Office of the Registrar
- Students

Policy Background

The existing policy did not adequately address the scheduling of final examinations for courses that do not fit normal course scheduling patterns.

Procedures

Any deviation from the printed final examination schedule, including for courses that do not follow standard course scheduling patterns (i.e., partial semester courses, online courses, etc.), shall be subject to the following procedure:

1. Faculty must determine the date and time of the final examination prior to the beginning of the course.
2. The Department Chair must approve in writing the date and time of the final examination.

3. The date and time of the final examination must appear in the syllabus for the course, which shall be distributed in compliance with Policy 4.1.4. The syllabus must also explicitly state how the final exam will be administered in the event of inclement weather or other university closures.
4. Any deviation from the final examination schedule reported in the syllabus must be approved by the Department Chair and communicated to the registered students for the course.
5. In the case of an emergency, the Department Chair may approve a deviation from the printed final examination schedule after a course has begun.
6. The Department Chair will notify the Registrar of the approved change to the final examination schedule.

Definitions

Standard Scheduling Pattern for Courses

Specific class meeting times established by the Office of the Registrar.

Responsibilities

Dean

- Approve requests for rescheduling final examinations when a student has more than two examinations on the same day.

Department Chair

- Approve deviations from any printed final examination schedule.
- Approve the scheduling of final examinations for courses that do not follow the standard scheduling pattern for courses.
- Notify the Office of the Registrar of any approved deviations from the printed final examination schedule.

Faculty

- Follow the printed final examination schedule for classes that conform to the standard scheduling pattern for courses.
- Determine final examination date and time prior to the beginning of a course not offered on the standard scheduling pattern.
- Seek prior approval from the Department Chair for deviations of final examinations from any printed schedule or for courses that do not follow the standard scheduling pattern..

Office of the Registrar

- Prepare and disseminate the final examination schedule for each academic term.

Interpreting Authority

Provost and Vice President of Academic Affairs

Policy Adoption Review and Approval

Policy Revisions

Date
March 21, 1973
March 5, 1973

Entity
Board of Regents
Faculty Senate

Action
Adopted
Recommended Support

4.1.14P

Volume 4, Academic Affairs
Chapter 1, Academic Practices
Section 14, Final Examinations

July 11, 1932 **Faculty Senate** **Adopted**

March 21, 1922 **Faculty** **Adopted**

Policy Issued

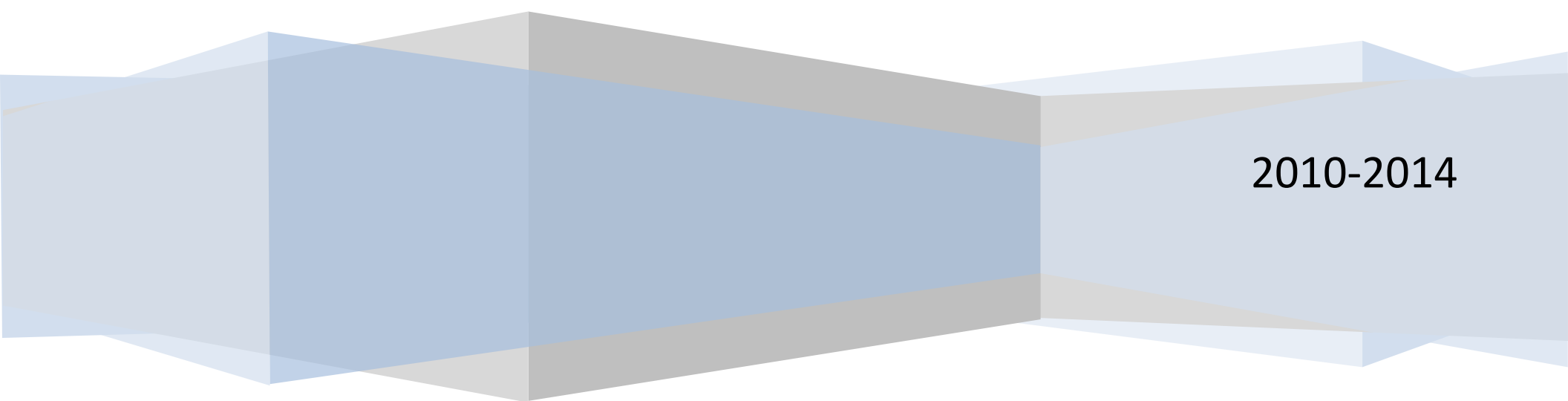
<u>Date</u>	<u>Entity</u>	<u>Action</u>
November 29, 1921	Faculty	Adopted

Eastern Kentucky University

EKU Admissions Plan for College Readiness

Creating a Clear Path to Student Success for Special Admission Students

College Readiness Advisory Group



2010-2014

Progressive Admissions Plan for College Readiness from 2010-2014 Creating a Clear Path to Student Success for Special Admission Students

EKU Draft Plan

Eastern Kentucky University is committed to student success and college readiness. The following outline represents a plan to increase the number of students entering the university meeting college readiness benchmarks and a plan for increasing the persistence and degree completion rates of those students at the university not meeting those benchmarks. The plan offers a progressive admissions policy for special admission students. The implementation of a best practice advising program and retention-based bridge programs offered throughout the academic year for all campuses are proposed as part of the plan. The goal is to increase the fall-to-fall, EKU-to-EKU persistence rate to 75% by fall 2015.

The plan is offered as a starting point for discussions of student readiness, success, and degree completion. EKU is committed to reaching the ambitious goals of Senate Bill 1 (2009) for our primary regional service area. The first goal of Senate Bill 1 is to reduce the need for remediation of recent high school graduates by 50% by 2014. To meet this ambitious goal, we will need to build on past partnerships with schools and school leaders and EKU faculty and staff, and build new partnerships. High school transition courses are being piloted for mathematics in several school districts for those high school seniors not meeting college readiness targets for mathematics. Discussions are now beginning related to the creation of high school transition courses for English and reading/Language Arts.

The second goal of Senate Bill 1 (2009) is to increase the degree completion rate by 3%, annually, from 2009 to 2014 of students admitted to the University with one developmental education and college readiness need. This will require a full commitment of each of our faculty and staff to support the needs of all of our students, especially those most at risk for not persisting to degree completion.

As we strive to reach the goals of Senate Bill 1, we request your consideration of the of the following draft proposal. We need to formulate a unified strategy for each of these goals. Initiatives, such as high school transitional coursework and the adoption and implementation of nationally and internationally benchmarked common core standards for college and workforce readiness by K-12 schools, show promise for reducing the need for developmental and supplemental coursework at the college level. To impact student success, student persistence, and graduation rates, EKU will need to carefully sculpt a plan, based on resources and the intended use of those resources that both promotes college readiness and supports students entering underprepared. We must make a commitment to those students we admit to the university and offer those programs and services needed for success.

Progressive Admissions Plan for College Readiness from 2010-2014 Creating a Clear Path to Student Success for Special Admission Students

The following plan represents a strategic approach to admissions with the goal of increasing student retention and graduation rates.

	Fall 2010 Cohort	Spring 2011 Cohort	Summer/Fall 2011 Cohort Groups	Summer/Fall 2012 Cohort Groups	Summer/Fall 2013 Cohort Groups	Summer/Fall 2014 Cohort Groups
Defining Special Admissions	Students with an ACT composite score of 15 meeting all other admission criteria.	Students with an ACT composite score of 15 and meeting all other admission criteria.	Students with an ACT composite score of 16 or three developmental need areas.	<ul style="list-style-type: none"> Students with an ACT composite score of 16. Students with two developmental need areas. Students with three or more developmental course needs. 	<ul style="list-style-type: none"> Students with an ACT composite score of 17. Students with two developmental course needs. 	<ul style="list-style-type: none"> Students with an ACT composite score of 18. Students with two developmental course needs.
First Step to College Success program	Design a semester-based <i>First Step to College Success</i> program.	Implement a pilot spring semester eight-week <i>First Step to College Success</i> program.	<ul style="list-style-type: none"> Design <i>First Step to College Success</i> programs for Corbin, Danville, and Manchester campuses. Evaluate the spring pilot bridge program. 	Continue summer bridge program and evaluate the need for fall bridge programming for each campus.	Implement bridge programs, as needed, throughout the academic year.	Continue bridge programming specifically designed to meet the needs of identified students in the special admissions category.
Increase the likelihood of students with developmental needs being retained to degree completion and minimize coursework at the 090 level.	<ul style="list-style-type: none"> Review evidence-based practices and research for coursework and advising related to students entering with multiple course needs. Review EKU data for students entering with 090 level needs. Collaborate with academic departments to design and implement accelerated coursework. 	<ul style="list-style-type: none"> Beginning Spring 2011, students with more than one developmental area requirement will be enrolled in the Associate of General Studies Degree program. Implement best practices advising model for students entering with developmental needs. 	Beginning Summer 2011, all special admissions students must successfully complete all coursework in the <i>First Step to College Success</i> program or a semester-based bridge program in order to be a full admission to the university.	All special admissions students must successfully complete all coursework in the <i>First Step to College Success</i> program or a semester-based bridge program in order to be a full admission to the university.	All special admissions students must successfully complete all coursework in the <i>First Step to College Success</i> program or a semester-based bridge program in order to be a full admission to the university.	All special admissions students must successfully complete all coursework in the <i>First Step to College Success</i> program or a semester-based bridge program in order to be a full admission to the university.
Increase college readiness through high school-based transitional courses in mathematics, reading and writing.	<ul style="list-style-type: none"> Lead discussions on pilot high school transition courses for students not meeting readiness targets. Gather information on the success of 2009-10 pilot transition programs. 	Review statewide transitional coursework data and proposed programs for implementation in EKU's primary service region.	<ul style="list-style-type: none"> Continued use and expansion of pilot high school transitional programs in mathematics. Beginning summer 2011, design and implementation of reading and writing pilot programs for area high school students. 	Evaluate transitional programming and expand transition programs throughout the primary service region.	Based on program evaluations, continue to expand transition programs throughout the primary service region.	Based on program evaluations, expand transition programs to all school districts in the primary service region.

Progressive Admissions Plan for College Readiness from 2010-2014
Creating a Clear Path to Student Success for Special Admission Students

Progressive Admissions Policy

2010-2014

- To meet the goals of Senate Bill 1 (2009), the University must consider the impact of our admission policy and the impact that policy has on student retention, degree completion, and financial resources.
- The implementation of accelerated developmental and supplemental coursework in other than a full semester format will allow students to progress, in a more timely manner, through foundational coursework and shorten their time to degree.
- The creation of bridge programming during academic semesters for all campuses will allow students admitted throughout the academic year in the special admission category, greater access to the bridge programming.
- A full implementation of the Early Alert Program is needed.
- An advising model integrating best practices for students not meeting readiness benchmarks will be developed and implemented. An advising model for students not meeting good academic standing guidelines is also a need in degree completion as we move forward.
- In the future a professional development model for students and faculty serving students not meeting readiness benchmarks will be identified and implemented.

What is Kentucky's definition of college readiness?

College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. 'Succeed' is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky's system wide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemented courses. Developmental education courses do not award credit for a degree.

What are the systemwide standards of readiness?

Most definitions of college readiness include some predictive statement about how well students will do in relevant college courses based on national assessments, such as the ACT or SAT. For example, ACT sets benchmark scores for college readiness based on success in college courses that would count to degree. "Success" is defined by ACT as 50% or higher probability of earning a B or higher in the corresponding college course or courses and 75% or higher probability of earning a C or higher in the corresponding college course or courses.

What ACT scores determine college readiness for Kentucky students?

The system wide standards are ACT scores of 18 for English, a score of 20 for reading, and a mathematics score of 19 for some introductory courses in mathematics (often statistics or an applied mathematics course), a 22 for college algebra, and a 27 for calculus. The systemwide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemented courses.

Why are there three different college readiness standards for mathematics?

A three-tiered approach to mathematics was used to establish mathematics readiness levels for various fields of study. For example, a survey of Kentucky institutions found that most majors in the liberal arts and social sciences fields do not require college algebra. A readiness score for mathematics courses for these majors was investigated and subsequently established based on student performance in the liberal arts mathematics courses required for these students. Typically, one-half of all graduates were in liberal arts or social sciences fields. The ACT score of 22 for college algebra reflects both Kentucky and national success data. The third tier for calculus readiness is typically listed as a course prerequisite. Prior to establishing a calculus readiness level each Kentucky institution established its own ACT prerequisite. The calculus readiness score reflects a level of readiness that would guarantee placement in an entry level calculus course at any Kentucky institution.

What happens if a student does not meet the college readiness standards in any area?

Kentucky students not meeting readiness benchmarks can demonstrate needed competency levels through placement testing.

Eastern Kentucky University College Readiness and Student Success Initiatives

I. PRE-MATRICULATION

A. High School College Readiness Collaboration

1. **EKU NOW!** – Dual Enrollment Program designed for students in the EKU service region who are in their final two years of high school. Eligible students must have a GPA of 3.0 and have minimum ACT scores of 18 in English, 19 in Mathematics, 20 in Reading and a composite ACT score of 21. Upon application, seniors with a composite ACT score of 24 or higher may take a second course for free. For seniors with an ACT score of 21 to 23 upon application the second course will cost half the in-state tuition rate.
2. **EKU College Readiness Program** – As a collaborative arrangement between EKU and local school districts, the program prepares high school seniors to begin post-secondary education with college-level mathematics skills. High school students who have not met ACT benchmarks receive an additional year of key-concepts instruction in mathematics, reducing developmental mathematics need during the first year of college-level study. The Department of English and Theatre are collaborating with local high schools to build transitional courses in language arts (English composition and reading).
3. **Developmental Education Policy and Procedure** – Initiatives include placement testing for all students entering the University for the first time, developmental hold policies that require students to speak with an advisor before dropping mandated coursework, and student success information provided to parents during summer orientation events.
4. **Upward Bound Program** – The Upward Bound Program provides academic support services and exposure to post-secondary education to low income and potential first-generation high school students who have exhibited college-level academic potential. The EKU program serves 100 students from ten schools in nine Kentucky counties: Casey County, Estill County, Garrard County, Jackson County, Lee County, Lincoln County, Madison Central, Madison Southern, Powell County, and Wolfe County High Schools.
5. **The Educational Talent Search (ETS) Program** – ETS identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in post-secondary higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to complete postsecondary education. The EKU program serves Clay, Estill, Garrard, Jackson, Lincoln, and northern Madison County.
6. **GEAR UP Program** – GEAR UP is designed to increase the number of low-income students within the University service region who are prepared to enter and succeed in postsecondary education. High school participants are encouraged to set high expectations, stay in school, study hard, and take the courses that will prepare them to succeed in college. Participants engage in activities such as tutoring, mentoring, e-mentoring, financial aid, college preparation workshops, college campus visits, career exploration, and summer enrichment programs.
7. **Education Extension Agents** – Modeled after the agricultural extension agent program, each EKU agent covers three to five counties. Agents work with community partners to promote the well-being of children, youth, families and communities through the coordination and delivery of educational services and programs tailored to the unique needs of individual school districts, as well as through the coordination and delivery of community services and programs. Agents assist K-12 students to bridge educational gaps through remediation at all grade levels. Agents also develop strategies to improve high school graduation rates and work to increase dual credit offerings.

B. Center for Middle School Academic Achievement

The Center for Middle School Academic Achievement is a statewide collaborative effort housed jointly at Eastern Kentucky University and Murray State University. Its purpose is to improve the subject knowledge and instructional practice of middle school teachers through the coordination of professional development programs, provision of technical assistance, and dissemination of information and research regarding effective teaching. The CMSAA is funded by a grant from the Council on Post Secondary Education and the Kentucky Department of Education.

C. Admissions

1. **Prospective Student Receptions** – Hosted in various Kentucky cities throughout the academic year, the Office of Admissions receptions introduce the University to prospective students and their families. Receptions permit Admissions staff and representatives from EKU's five academic colleges to provide parents or guardians with information about the University and to recruit students who may not have the opportunity to visit campus.

2. **Spotlight** – Spotlight events feature informational showcases, question-and-answer panel sessions with current EKU students, and speakers from various University student service offices. These representatives provide prospective students and their families with valuable information about educational opportunities at the University, as well as information about the broader “Eastern Experience.”
3. **Technology** – EKU has a strong commitment to enhancing service to pre-matriculation students through the use of technology. Students may request information about University services, schedule a campus visit, take a campus virtual tour, chat with an admissions counselor, receive one-on-one pre-matriculation mentoring from academic and university advisors, receive information on programs that help them to complete developmental-level courses, apply to EKU online, and sign up for a pre-matriculation orientation date. Students also may join social networking sites present on campus to connect with other prospective or current students. Testing information and PDF files of sample practice tests in English composition, mathematics and reading, and an online mathematics placement test, all may be accessed via the World Wide Web.

D. Transition and University Services

1. **Office of Transition and University Services (TUS)** – TUS plans, implements, and supports programs and services for students transitioning from high school or the workplace to the University. The unit encompasses the Offices of Academic Skills, Academic Testing, and Developmental Education and College Readiness. Staff members provide program coordination and transition and testing services that support the goals of current and potential students, departments, and the University. Services allow students to build needed skills and/or demonstrate knowledge base for admission to the University, or University programs, and provide appropriate course placement information to maximize student opportunities for academic success.
2. **Student Outreach and Transition Office (SOTO)** - SOTO will serve as a one-stop shop serving the needs of adult, transfer, military veteran, re-entry and on-line students, from initial inquiry to first semester registration. Prospective students may receive individualized consulting services in the areas of admissions, degree audits, major selection, academic bankruptcy, the credit transfer process, credit for prior learning, degree completion via distance learning, course registration, available counseling services, professional judgment, financial aid, and benefits for veterans, among others.
3. **Continuing Education and Outreach** – CE&O provides high-quality educational and instructional credit and non-credit services to traditional and non-traditional students and clients in bricks-and-mortar and virtual learning environments. Programs and services include adult education, workforce training, community education, distance learning, and online learning.
4. **Developmental Education and College Readiness Program** – Assists traditional incoming first-year students, students completing online degree programs, adult learners, and returning students in completing required developmental education or college-readiness needs. Opportunities for skill development include courses and programs designed to improve basic skills in English composition, reading, and mathematics. Developmental Education and College Readiness courses include ENG 090 (Basic Writing), ENG 095 (Developmental Composition), ENR 090 (Developmental Reading I), ENR 095 (Developmental Reading II), ENR 116 (Strategies for College Reading), MAT 090 (Pre-algebra), and MAT 095 (Developmental Algebra 1). These courses are offered through the Departments of English & Theatre and Mathematics & Statistics.
5. **Office of Academic Testing** – Responsible for the coordination, administration, and planning of academic tests requested by the University and educational community. Testing assists students in making progress toward completion of academic or career goals. Testing provided includes national tests, state assessments, and locally developed exams. Eastern Kentucky University students and other registered examinees test in a friendly and comfortable environment. Special need accommodations are available upon request.
6. **Office of Academic Skills (AS)** – AS is responsible for the coordination of programs, activities, or online academic resources that support students transitioning to the University from high school or the workplace. Retention-based programs and services are provided for students new to the post-secondary setting. The First Step to College Success program, the Mathematics and Science Academy, workforce to post-secondary programming, advising for students admitted in the special admissions category, academic skills enhancement workshops designed for first-year and sophomore students and AS college-knowledge sessions for adult learners interested in attending EKU are coordinated within this office.

E. First Year Programs (FYP)

Orientation - Eastern Kentucky University has a required Orientation Program for all incoming first-year students. The Orientation Program enables new students to meet with faculty, staff, and student advisors to acquaint themselves with the University and campus services, and to register for a first semester of courses well before the beginning of the academic year. In addition, FYP offers orientation programming for students transferring to the University.

F. Financial Assistance

1. **Student Financial Assistance (SFA)** – SFA staff provide pre-matriculation students with a variety of information and services on completing the Free Application for Federal Student Aid form, federal grant and loan programs, the and the Beacon Scholarship for regional students. In addition, the staff offers assistance to parents and students who need help in completing the FAFSA, in completing the verification process, and in managing student aid awards.
2. **Scholarships Office** - Students applying for admission as first-year freshmen are encouraged to apply for academic scholarship opportunities. Award offers are based on academic credentials, including GPA, ACT or SAT scores, as well as school and community involvement.

G. The University Diversity Office

The University Diversity Office is a campus wide resource that facilitates the diversity initiatives of the University to promote a climate and culture that respects and celebrates diversity. A significant responsibility of the office is for the recruitment and retention of a diverse student, faculty and staff population. The role and scope of the office is to reach underrepresented groups and other non-traditional groups included under the board definition of diversity. Eastern Kentucky University promotes a climate that respects and celebrates diversity within its community that includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity.

H. Madison County Adult Education Center

Services are offered at no cost through Eastern Kentucky University and KY Adult Education/Council on Postsecondary Education. Testing and classes take place day or evening. Free services include: (1) reading, writing, and math instruction, (2) GED preparation and pre-testing, (3) work-place essential skills, (4) Kentucky Employability Certificate, and (5) customized, basic-skills instruction for business and industry.

II. POST-MATRICULATION

A. Academic Skills, Student Support, and Tutoring Services

1. **Academic Skills Workshops** – Workshops are designed to enhance the academic skills of first-year or sophomore students, or to provide information to adult learners transitioning from the workforce to the University. Programming focuses on imparting academic skills and other information important to first- and second-year students, at-risk student populations, or workforce-to-college students. Workshops are offered throughout the academic year on a variety of topics, including combating test anxiety, improving study skills, time management, transitioning to college from the workforce, advising, financial aid, etc.
2. **Counseling Center** – The Counseling Center offers a multitude of workshops, seminars and counseling services designed to help students succeed in various areas of university and post-university life. Programming includes a wide variety of Strategies for Success workshops, personal counseling and psychiatric services for students diagnosed with long- or short-term mental health issues that may impact academic success, referral services for faculty and staff who mentor or advise students, individualized career counseling services, and a careers library. Strategies for Success workshops focus on academic and life skills such as time management, test taking strategies, managing stress, combating mathematics anxiety, improving study skills, improving interpersonal relationships, avoiding drug and alcohol abuse, and preparing for exams.
3. **Noel Studio for Academic Creativity** – The Studio embodies the standard EKU has set internally in its Quality Enhancement Program (QEP), a focused university-wide initiative to develop informed, critical and creative thinkers who communicate effectively. Students who use the Studio improve their communication skills by: understanding the foundational elements of communication; seeing the connections between effective communication and appropriate information; utilizing the fundamentals of critical and creative thinking to create and revise their communication products; working with coaches to develop research strategies, organize and refine ideas, deliver articulate presentations, and create high quality products; and honing teamwork skills in order to effectively communicate in group situations.
4. **NOVA Student Support Services** – A TRiO program designed to help students succeed in college, NOVA focuses on providing quality instruction and individualized academic and social support services to eligible students. Incoming freshmen who demonstrate potential for academic success are invited to apply for the program, and approximately one hundred incoming first-year students are accepted each year.
5. **The Education Pays Center of Richmond, Kentucky** – Education Pays is a Kentucky Cabinet for Health and Family Services funded program that serves Kentucky Temporary Assistance Program recipients seeking postsecondary education. The EKU Education Pays Center is committed to providing: (a) High quality individualized and small group career exploration and guidance; (b) Professional employment training, employment placement, and employment

support; and (c) Professionally administered individualized academic services. The Education Pays Center guides and supports participants toward completing career goals, gaining meaningful employment, and achieving a postsecondary vocational certificate and/or a higher education degree.

6. **Office of Services for Individuals with Disabilities (OSID)** – OSID offers a variety of services to EKU students who have a diagnosed short-term or permanent physical, mental or cognitive disability. Trained tutors provide academic assistance in a number of areas, including but not limited to composition, mathematics, social sciences, and the sciences. In addition, OSID coordinates individualized academic coaching; Project Success, a comprehensive support program for college students with learning disabilities, attention deficit disorder and other cognitive disorders; academic success services such as note taking, electronic texts and equipment, training in and use of assistive technology, and test accommodation; and student success focus groups on topics as diverse as transition to campus life, time management, success strategies, and active test taking.
7. **Tutoring** – A number of tutoring centers provide students the opportunity for hands-on assistance in academic areas such as mathematics, accounting, economics, English composition, reading, chemistry, physics, American Sign Language, foreign languages, and other academic areas. Students on regional campuses may request tutoring assistance via Tandberg technology.
8. **Library's ASK US Initiative** (<http://www.library.eku.edu/new/content/askus.php>) – EKU Libraries offers research help to students online, by phone or in person. Through the added convenience of strategically placed chat boxes throughout the website, library users have access to research help throughout the library's website www.library.eku.edu. In spring 2010, there will also be a texting option available to library users. These enhancements to traditional library services make asking for help more convenient when trying to navigate library resources and complete academic assignments.

B. Advising

1. **Academic Skills Advising and Mentoring** – Provides focused advising and mentoring to special admit, continuing, readmitted, transfer and other students who are considered at-risk based on a high school transcript, past academic performance, and/or ACT, SAT and/or placement test scores. Readmission advising and mentoring focuses on supporting and retaining students who have been readmitted to the University after an academic or developmental dismissal.
2. **Degree Audit Systems.** Colonel's Advising and Registration Equals Success (CARES) and Degree Works are student information auditing systems that provide students detailed information on progress toward degree completion in any major. The CARES report indicates general education and major-area courses completed, as well as courses that remain to be taken to complete general education and major-area requirements. In spring 2010, EKU will begin using a new degree audit system, Degree Works, a user-friendly platform which will enhance and expand progress-to-degree information for students.
3. **Early Alert Retention System (EARS)** – EARS utilizes intrusive advising strategies to retain students who have issues related to attendance and academics. Students are assigned to an advisor who meets with them to review and learn how to fulfill the success and retention strategies set forth in a student success agreement.
4. **Eastern Advising and Retention Network (EARN)** – EARN is composed of advisors from across the Richmond and extended campuses who meet monthly to discuss changes in policies and procedures, receive advising-related updates, coordinate or discuss new programs, and receive training on advising and intervention practices to promote student success.
5. **Office of Academic Advising** – Provides a variety of traditional and retention-based advising services to students. Services include helping students develop a major-related individual learning plan, pre-advising for declaration of major, pre-withdrawal exit advising, orientation advising, a faculty-based early alert system flagging students with attendance and grades issues, a real-time chat feature on the advising home page, and intrusive advising and mentoring for probationary students and students who have been readmitted after an academic dismissal.
6. **Orientation Advising** – Provides students and parents with information on the important role advising plays in student academic success. Students are advised and registered for fall courses on this day.
7. **Student Athlete Academic Support Office** – Focuses on assisting student athletes meet academic and NCAA eligibility requirements. Support services include advising, tutoring, and mentoring for at-risk student athletes, as well the use of Grades First software for reporting of academic and attendance issues.
8. **Older Wiser Learners (OWLS)** – The purpose of OWLS at EKU is to offer an association to meet the needs of the re-entry student in a way that will enhance their college career and expand their college experience. Goals include: (1) provide members with information pertaining to needed support services and academic services at the university, local, and state levels; (2) insure members a voice in campus politics, student rights, and encourage participation in campus

student programs; (3) increase communication between members and the EKU administration; (4) encourage and support members in all academic endeavors; (5) establish a supportive and cohesive group of re-entry (non-traditional) learner through a variety of extra-curricular activities.

9. **Office of Multicultural Student Affairs** – This office seeks to bring issues of cultural diversity to the foreground of campus conversation through educational programs and services. As a department within Student Affairs, this office exists primarily to serve all students as they question personal and collective notions of race, ethnicity, sexuality, ability, and culture. Multicultural Student Affairs encourages the utilization of campus resources, participation in campus life, understanding and respecting cultural differences, and encouraging tolerance and inclusiveness.

C. Course Work

1. **GSD 101 Foundations of Learning** – A course to promote student success and lay the foundation for critical and creative thinking across the curriculum. Open to all first-year students with fewer than 30 semester hours earned.
2. **GSO 100 Academic Orientation** – An orientation to university academic life and career planning and preparation. Topics include university policies and procedures, program requirements, career opportunities, and introductory study skills.
3. **GSO 102 Transition to College** – Taken by referral or placement. An intensive introduction to the University, study skills, cultural and learning resources, academic life, university policies and procedures, self-exploratory activities, growth.
4. **GCS 199 Career Counseling Seminar** – A one-hour, eight-week course designed to assist students in choosing a major and career. Students undertake exercises and personality inventories to determine the interests, strengths, personality characteristics and values they want to express in a career, determine careers that would be of interest, investigate career options, and decide on a major or career trajectory according to priorities they establish in the course.
5. **ENR 116 Strategies for College Reading** – A one-hour course that concentrates on developing reading comprehension, rate, analysis and vocabulary in various disciplines.

D. Developmental Education

1. **Developmental Education Policies and Procedures** – Designed to benefit developmental education students and the University. Policies include identifiers placed in the student information system that indicate developmental education needs, time limits on when students may complete developmental needs, development course enrollment request e-mails, and a developmental holds process that prevents students from dropping developmental education courses before meeting with an advisor.
2. **First Step to College Success** – Integrated into the second summer session, the First Step program offers students with one or more developmental-education or college-readiness needs the opportunity to complete developmental-level courses before the fall semester begins. All students take GSO 102, an introduction-to-college course emphasizing time management, study skills, and other information important to first-year students. Free tutoring is offered to students in mathematics, English composition, reading, introductory sociology, and English 101.
3. **Online Developmental Education Faculty Training** – Online training resources are available to new and continuing developmental education faculty seeking to enhance classroom learning or to support students needing to build basic skills. The training provides faculty with essential information about developmental education course content, general information about the academic departments offering developmental education courses, and the University. The EKU training program is based on the Kentucky Association for Developmental Education faculty training outline. Specific training guides are available for faculty teaching developmental reading, English, and mathematics.

E. First Year Programs

First Year Programming(FYP) – FYP offers programming designed to build a sense of community among new students and to assist those students in the transition to academic and campus life. New Student Days programming helps students to become acclimated to the university, learn about campus services and activities, meet other new students, and become familiar with the Richmond community. Move-in Mania is a weekend full of events for first-year students to connect and get to know each other before continuing students arrive on campus. Gatherings such as the University Convocation and the President's Picnic encourage first-year students to celebrate the beginning of a new chapter in their lives, build a sense of campus tradition, and meet University faculty and staff. The EKU Reads Project is designed to provide new students with a common introduction to academic life, and encourages students to engage in a campus-wide discussion of a selected book, which often also is used in first-year English and orientation courses.

F. Housing Initiatives

- 1. ConneXtions Living-Learning Communities for First-Year Students** – ConneXtions is a co-ed, freshman residential living-learning environment that encourages students to connect with their peers, faculty, and staff through participation in various activities. A series of programs focuses on helping students successfully transition to EKU. As a part of ConneXtions, the Campus Opportunity Outreach League provides students the opportunity to organize and participate in community service projects on the EKU campus and in the surrounding community.
- 2. Honors Program Housing** – A dedicated residential area offers students enrolled in the EKU Honors Program the opportunity to build academic and social relationships with peers. Programming focuses on study and discussion groups, social activities, and faculty/staff mentoring opportunities.
- 3. Special Interest Learning Communities** – These living-learning communities offer students the opportunity to live with peers who share their social and cultural interests. Dedicated residential areas are offered to students with an interest in outdoor pursuits, pursuing a healthy lifestyle, women’s issues, or issues of interest to students transitioning to their sophomore, junior, or senior years.
- 4. MAP-Works** – Making Achievement Possible is software used by University residence hall staff to utilize survey information to improve students' ability to succeed academically by realigning behavior with grade expectations, and focusing on elements of academic success. It is designed to minimize the percentage of capable students who drop out due to issues that could have been addressed by self awareness or timely intervention by professional staff. MAP-Works data assists staff in facilitating the establishment of relationships, addressing homesickness, identifying residence hall living issues, and connecting students with campus resources to facilitate involvement with student organizations and campus programming.
- 5. Technology** – EKU has a strong commitment to enhancing service to matriculating students through the use of technology. Academic Advising provides course registration information and advising via an online chat feature. Crabbe Library offers an online chat box that allows students to contact research and resource librarians late into the evening and on weekends. Academic Testing provides information and sample practice tests electronically. The Office of Academic Skills hosts a Web page through which students may link to online academic skills enhancement resources, tutoring modules, and library materials. The Counseling Center provides students with a number of wide-ranging ULife self-help resources, including an online mental-health evaluator and downloadable or printable resources on a variety of topics of concern to university students, ranging from substance abuse, to suicide prevention, to stress management. The Office of Services for Individuals with Disabilities offers a number of assistive technologies to students with physical or cognitive disabilities. Student Financial Assistance, and several other campus departments, provides access to online frequently asked question sites. Many University departments and offices host social networking sites allowing students to connect with faculty, staff, and other students. Online coursework is available in a number of academic areas.

G. Financial Assistance

- 1. Student Financial Assistance (SFA)** – SFA staff provide matriculating students with a variety of services, including information on a number of grants and awards such as the Kentucky CAP grant, SMART grants for third- and fourth-year students, and TEACH grants for education majors, as well as a number of federal grant and loan programs. Information on student employment and veteran’s benefits is also available. In addition, SFA staff offer assistance to parents and students who need help in completing the FAFSA, undergoing the verification process, determining dependent care status, and other services.
- 2. Scholarships Office** – First year students may apply for a number of scholarships based on a wide range of criteria (geographical location, academic merit, etc.). Eligible continuing and transfer students may apply for a number of academic scholarship opportunities. These include the KCTCS scholarship for students transferring 24 or more hours from a KCTCS school to EKU, privately funded scholarships administered through the University Foundation, and others.

H. EKU Career Services

EKU Career Services will provide guidance and resources to a diverse student population, enabling them to achieve their career-related goals. The goals of EKU Career Services are: (1) increase student awareness of viable career options and facilitate development of student's career plans, (2) enhance students' ability to conduct a successful job search through educational resources provided by Career Services, and (3) increase and enhance student and alumni access to productive networking resources and employment opportunities.

EASTERN KENTUCKY UNIVERSITY

Impact on New Freshmen by Not Admitting ACT of 15, 16, 17, or Below for Fall 07, 08, 09 Cohorts

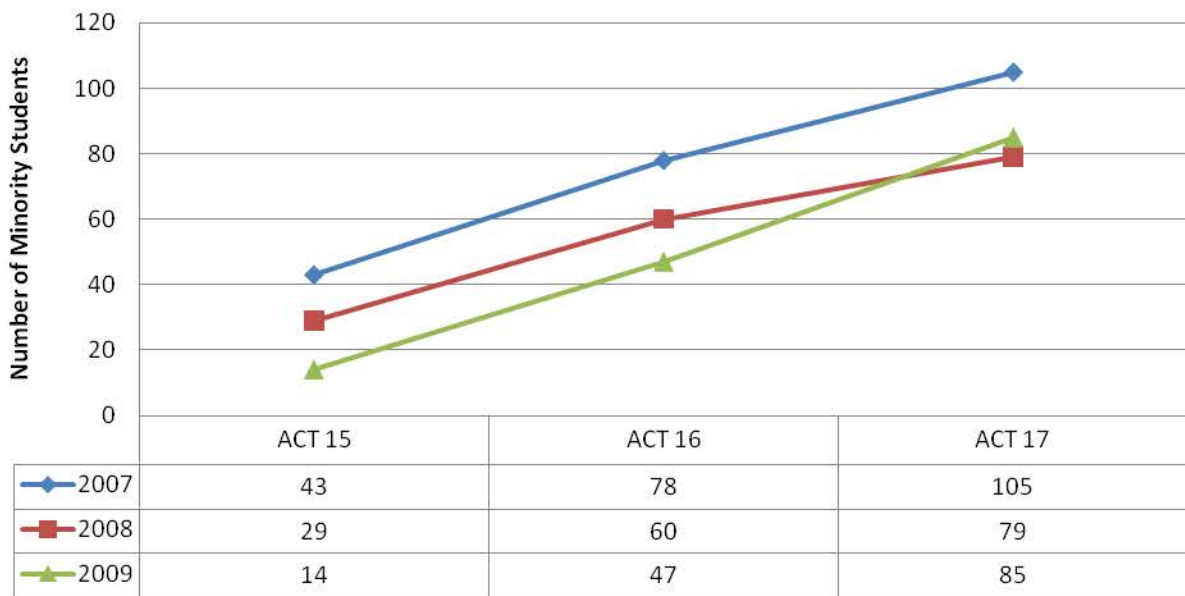
UNOFFICIAL DATA

This report demonstrates the impact of raising the ACT Composite scores on our minority populations.
Data is based on EKU's Fall 2007, 2008, and 2009 Cohorts.

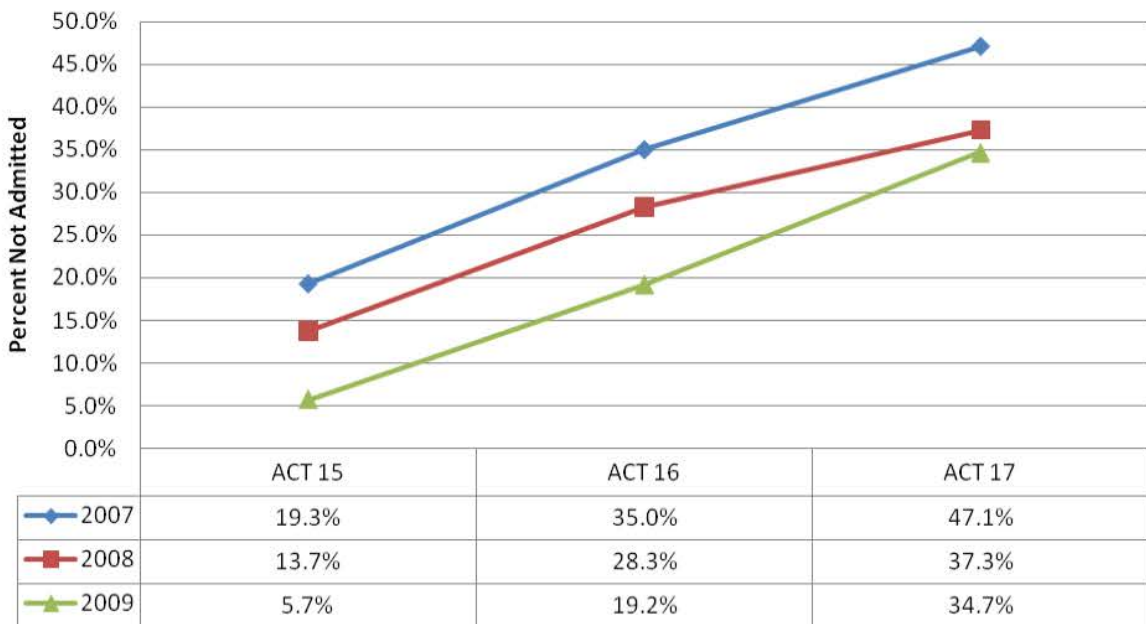
Number of New Freshmen Impacted by Not Admitting ACT of 15, 16, 17 or Below; Fall 07, 08, 09 Cohorts



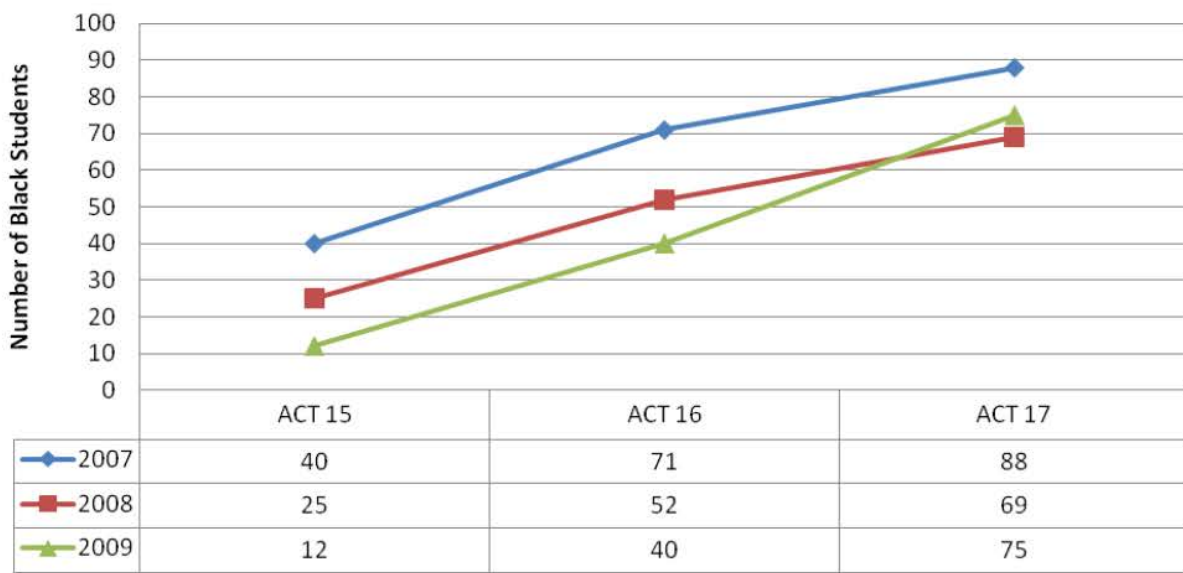
Number of New Freshmen Minority Students Impacted by Not Admitting ACT of 15, 16, 17 or Below; Fall 07, 08, 09 Cohorts



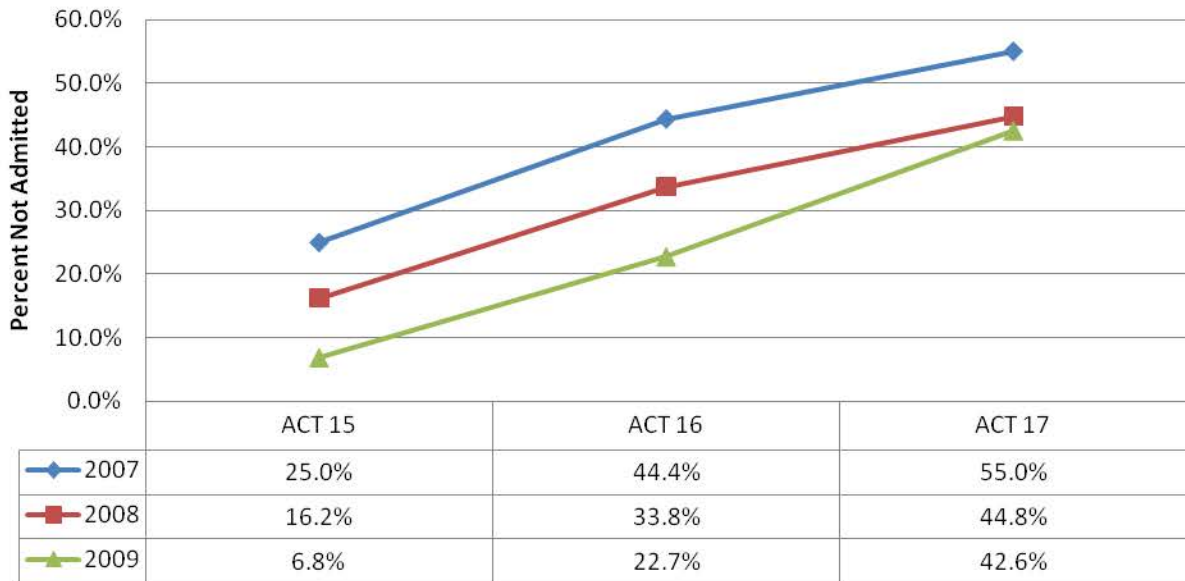
Percent of New Freshmen Minority Students Impacted by Not Admitting ACT of 15, 16, 17, or Below; Fall 07, 08, 09 Cohorts



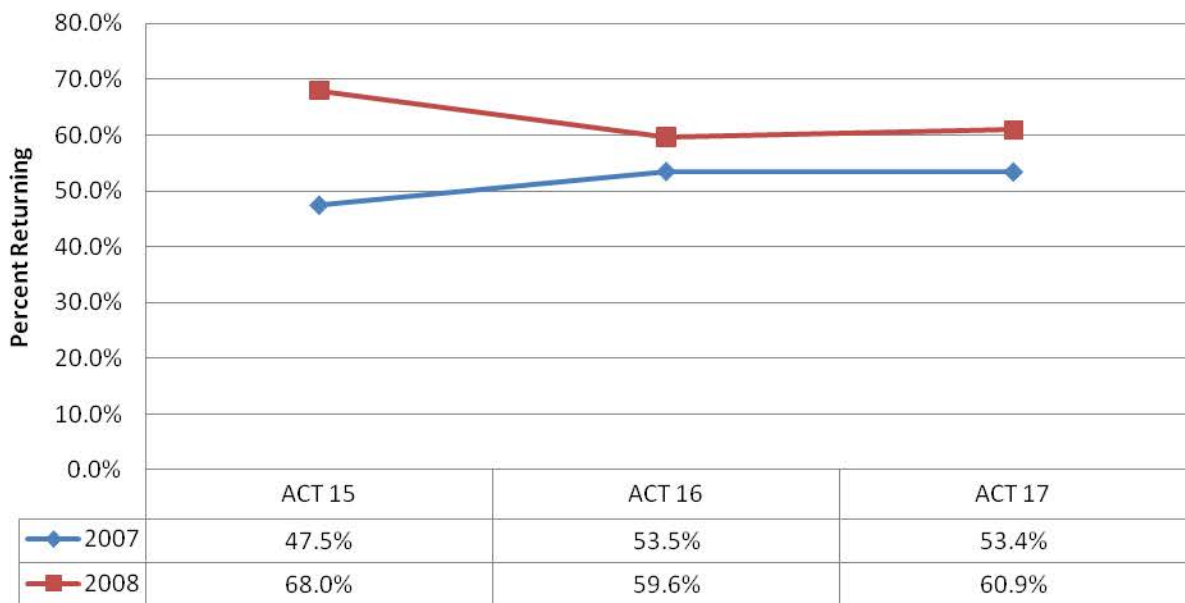
Number of New Freshmen Black Students Impacted by Not Admitting ACT of 15, 16, 17 or Below; Fall 07, 08, 09 Cohorts



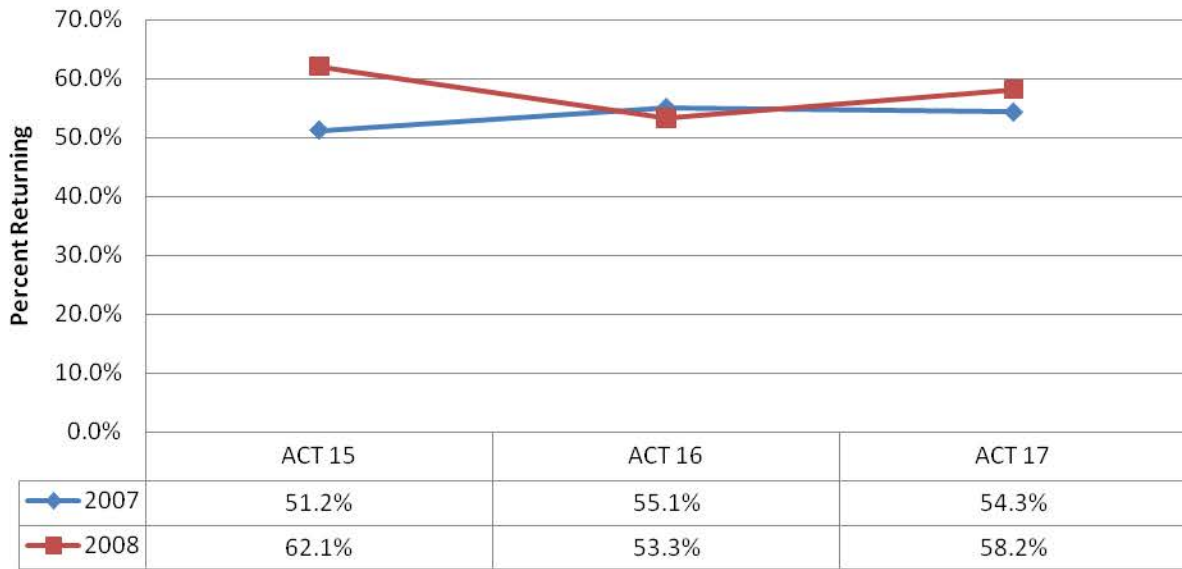
Percent of New Freshmen Black Students Impacted by Not Admitting ACT of 15, 16, 17, or Below; Fall 07, 08, 09 Cohorts



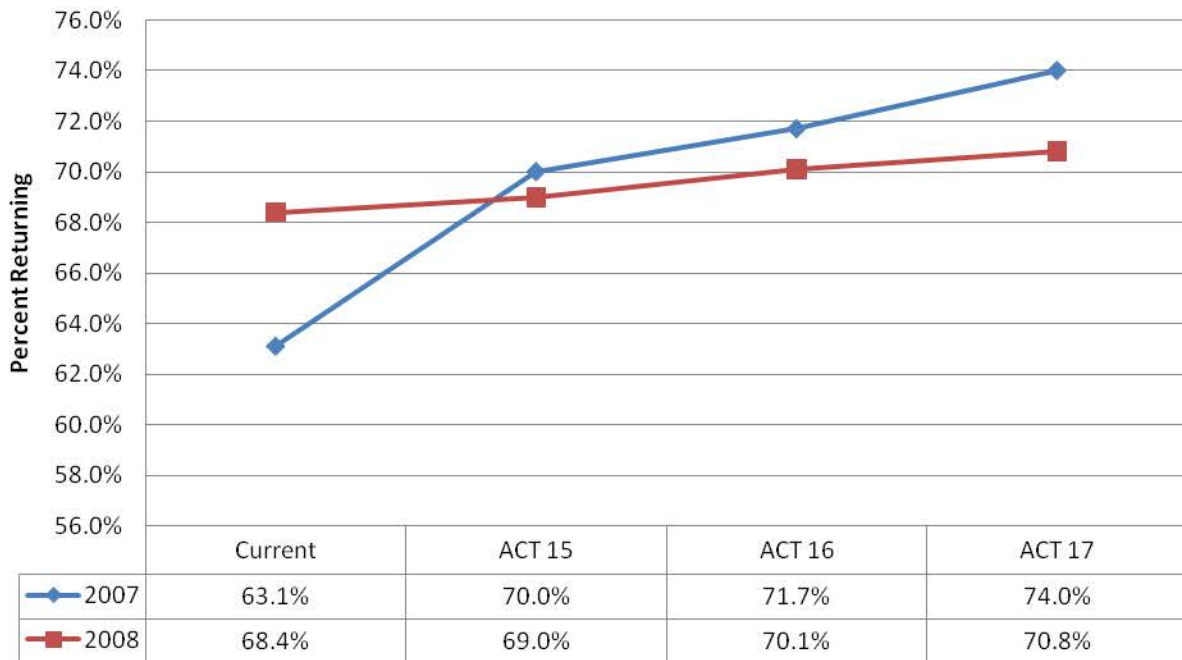
Fall to Fall Retention of New Freshmen Black Students with ACT 15, 16, 17 or Below; Fall 07, 08 Cohorts



Fall to Fall Retention of New Freshmen Minority Students with ACT of 15, 16, 17 or Below; Fall 07, 08 Cohorts



New Fall to Fall Retention Rate by Not Admitting ACT of 15, 16, 17, or Below; Fall 07-08; 08-09



Institutional Research
Graduation and Retention Rates by ACT Score
Summary

Graduation Rates Since Fall 1994:

- Average 6 year graduation rate: 35.5%
- Average 7 year graduation rate: 38.1%
- Average 8 year graduation rate: 38.8%
- Average 9 year graduation rate: 39.8%
- Average 10 year graduation rate: 39.9%

Average 6 Year Graduation Rates by ACT for the 2001 and 2002 Cohorts:

- Act of 15 and below: 13.9%
- Act of 16: 13.6%
- ACT of 17: 17.9%
- ACT of 18: 28.1%
- ACT of 19: 30.0%
- ACT of 20: 34.4%
- ACT of 21: 44.4%
- ACT of 22: 40.5%
- ACT of 23: 47.8%
- ACT of 24: 51.6%
- ACT of 25 or higher: 65.4%

Average Retention Rates by ACT since Fall 1997:

- ACT of 15 and below: 45.9%
- ACT of 16: 49.8%
- ACT of 17: 53.6%
- ACT of 18: 57.6%
- ACT of 19: 61.7%
- ACT of 20: 62.4%
- ACT of 21: 69.1%
- ACT of 22: 70.0%
- ACT of 23: 73.4%
- ACT of 24: 75.6%
- ACT of 25 or higher: 81.2%

Using retention data since Fall 2004, and graduation data for the 01 and 02 cohorts:

By NOT admitting students with an ACT of 15 and below:

- The retention rate would increase on average by 0.9%
- The 6 year graduation rate would increase on average by 1.8%
- The new freshmen headcount would decrease on average by 122 students.

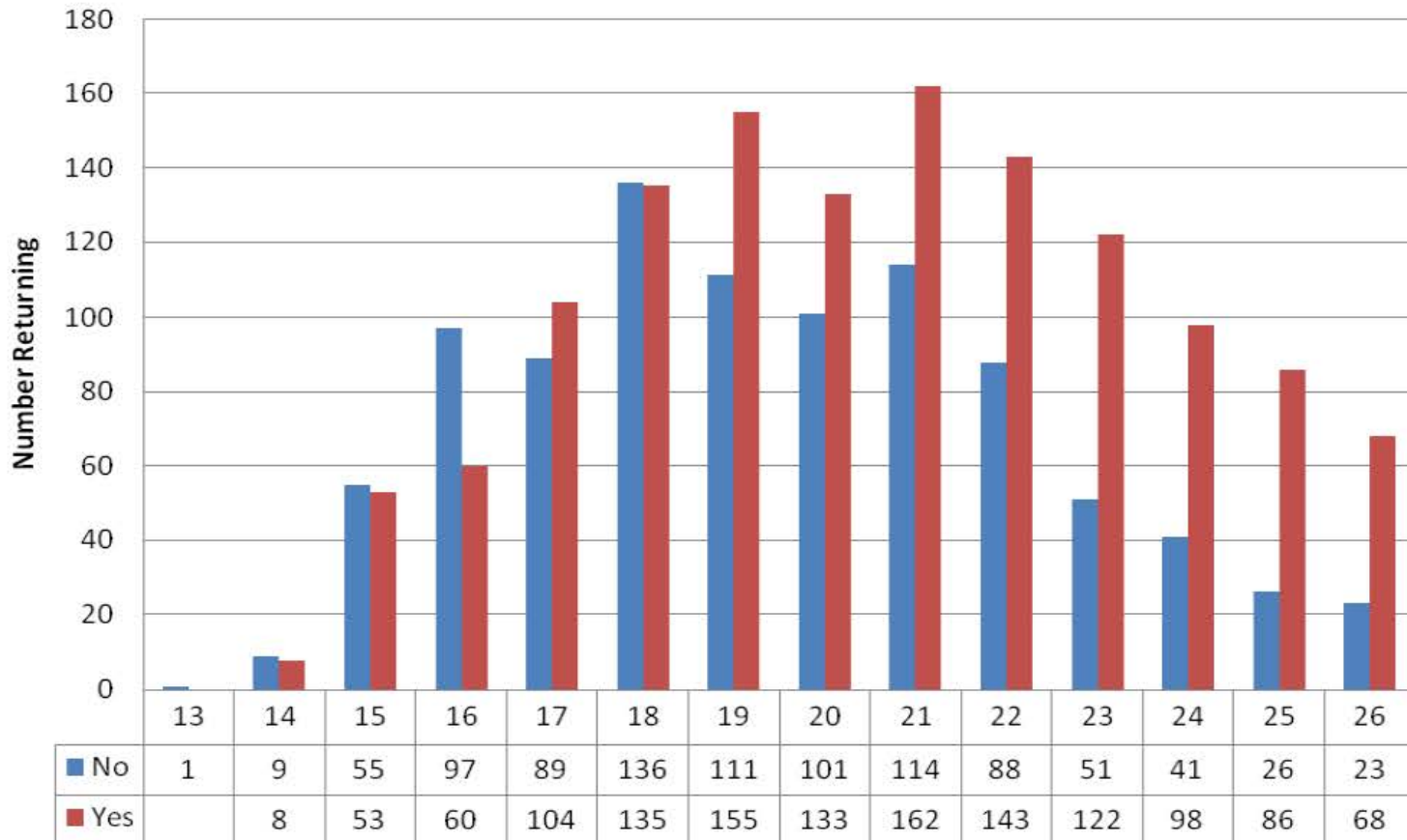
By NOT admitting students with an ACT of 16 and below:

- The retention rate would increase on average by 2.2%
- The 6 year graduation rate would increase on average by 3.2%
- The new freshmen headcount would decrease on average by 275 students.

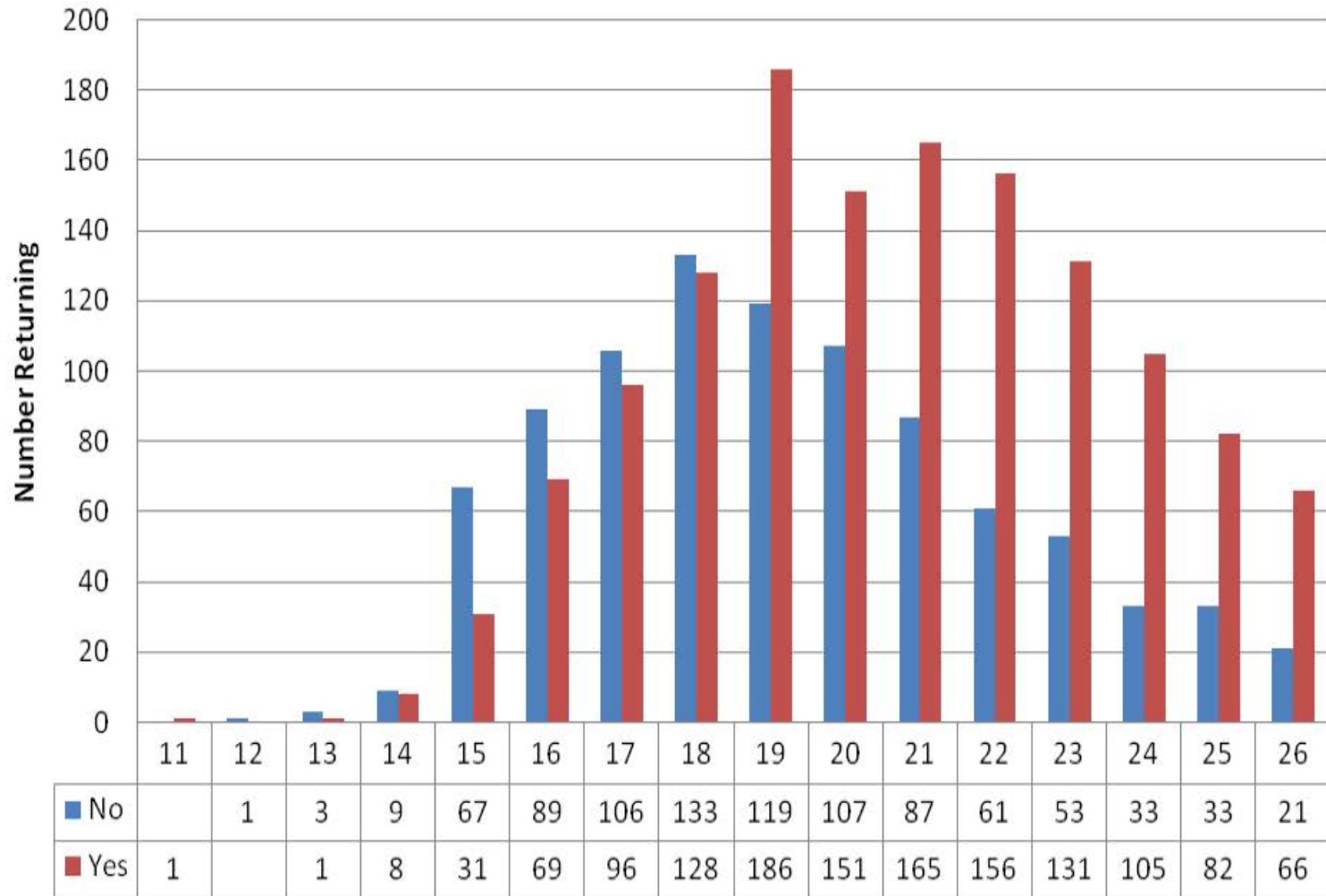
By NOT admitting students with an ACT of 17 and below:

- The retention rate would increase on average by 3.3%
- The 6 year graduation rate would increase on average by 5.0%
- The new freshmen headcount would decrease on average by 469 students.

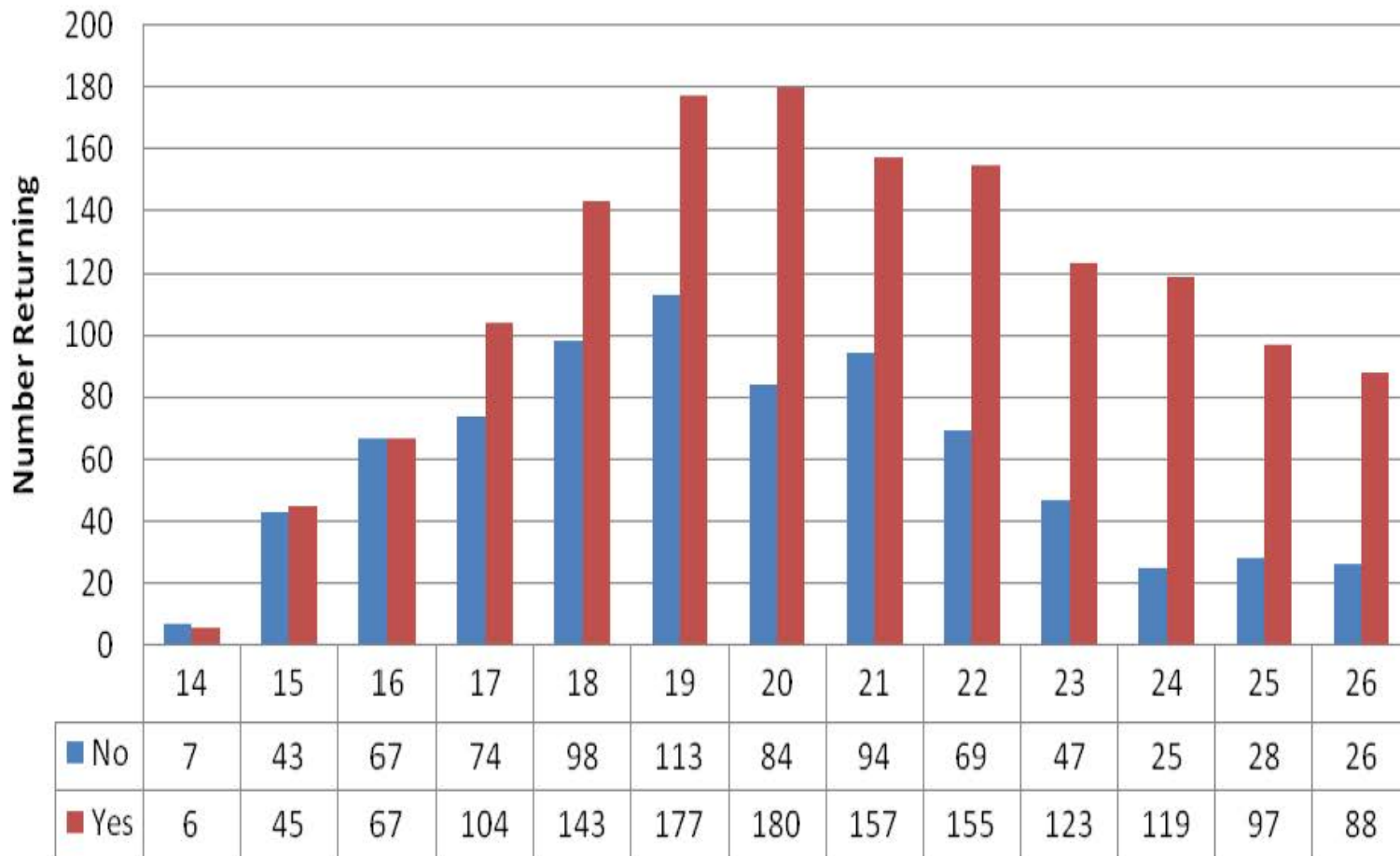
Number of New Freshmen Retained by ACT; Fall 2006-07



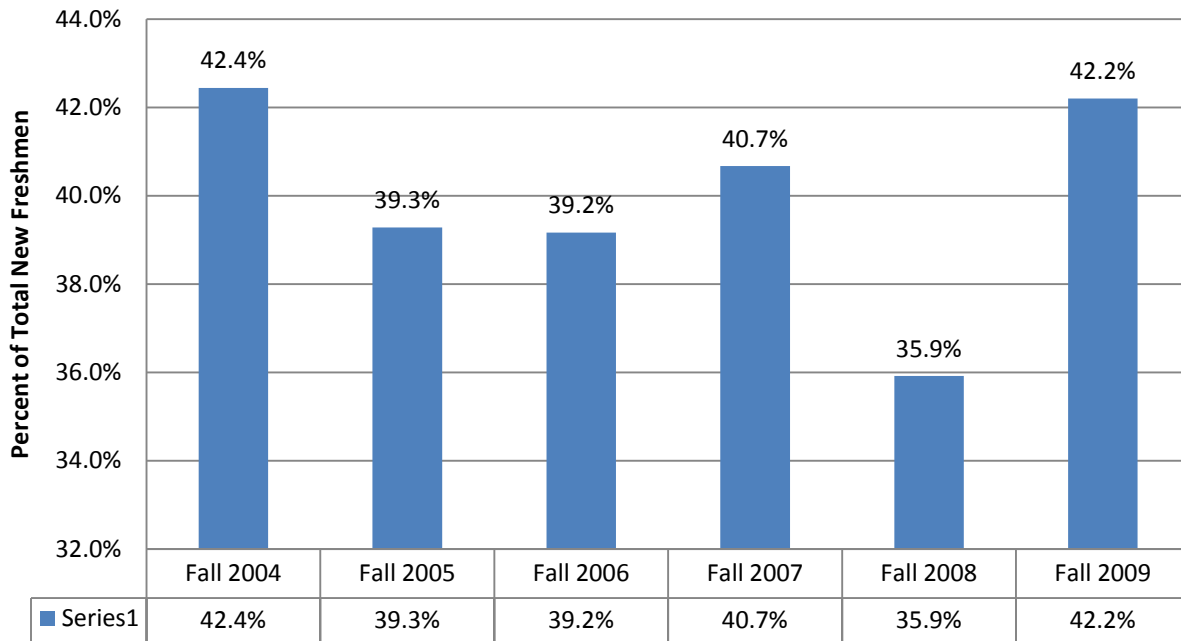
Number of New Freshmen Retained by ACT; Fall 2007-08



Number of New Freshmen Retained by ACT; Fall 08-09



Percentage of First-Time Freshmen with at Least One Developmental Need



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009*
Total	1,084	982	974	1,014	897	1,082

*Implementation of College Readiness standards.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of the Registrar

Academic Affairs and Research
Office of the Registrar
Registrar@eku.edu

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

TO: Council on Academic Affairs

FROM: M. Tina Davis, University Registrar

SUBJECT: Academic Dismissal, *Catalog* Revision

DATE: 4/5/10

The Office of the Registrar submits the following items for your consideration, effective Fall 2010.

1. General Studies B.A. *Catalog* revision
2. Associate Degree General Studies (A.G.S.) *Catalog* Revision
3. Baccalaureate Degree Requirements *Catalog* Revision -*Clarify application of credits over eight years old*



Baccalaureate Degrees

General Studies (B.A.)

CIP Code: 24.0102

(Pages 62-63 of the 2009-10 *Undergraduate Catalog*)

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

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

- 1 Students must have 18 hours within an individual college outside of and in addition to General Education requirements to receive their General Studies degree.
- 2 Any courses ordinarily accepted for credit by Eastern Kentucky University may be chosen as hours to apply to the 120 hours required for graduation.
- 3 Students seeking a General Studies degree must have 60 credits from a regionally accredited institution which may include completion of an AA, AS, or AAS degree.
- 4 Students pursuing a General Studies degree are not permitted to declare a double major, minor, or concentration.
- 5 Students pursuing a General Studies degree may simultaneously pursue a departmental or University-level certificate.
(Note from Registrar: CAA Approved 5/21/09).
- 6 Students will be considered a member of the College in which they have their 18 hour major requirement.
- 7 The B.A. General Studies degree is intended to be a first degree and is not appropriate for a concurrent or secondary degree.

Major Requirements18 hours

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

General Education Requirements48 hours

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

University Requirement1 hour

GSO 100.

Free Electives53 hours

Total Curriculum Requirements.....120 hours

Associate Degree General Studies (A.G.S.)

CIP Code: 24.0102

(Currently listed in the online 2009-10 *Catalog Addendum*;
Will be listed in the 2010-11 *Undergraduate Catalog*, pg. 63)

The Associate of General Studies degree provides students, especially adult learners, the opportunity to pursue a flexible degree program to meet their unique interests, career goals, and academic needs. Reflecting ECU's commitment to a liberal arts education, the degree allows students to concentrate in an area of interest while selecting from a wide variety of courses to meet personal, educational, or career goals. This degree is designed for students who want to advance in their careers, change careers, pursue a lifelong interest beyond their careers, or use the degree as a pathway to a baccalaureate degree.

OPPORTUNITIES

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

Serving students from a varied background of college readiness, this degree provides students a defined path to success in earning one or more degrees. Upon successful completion of ECU's Associate of General Studies degree, the student will have met all General Education requirements, which will apply toward a four-year program at ECU or any other regional Kentucky institution.

PROGRAM REQUIREMENTS

The program requirements for the Associate of General Studies are:

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

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

Major Requirements12 hours

Courses must be within an individual College and exclusive of general education requirements. *The optional departmental concentration (see below) may be substituted for this area.*

General Education Requirements48 hours

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

Optional Departmental Concentration.....12 hours

All courses are within one academic department and specified and approved through the University Council on Academic Affairs. Students with a declared departmental concentration will be advised by faculty of that department and will be officially affiliated with that department. The Concentration will be reflected on the student's transcript.

University Requirement

GSO 100 (or GSD 101). *May be waived for students with 24 or more transfer hours.*

Total Curriculum Requirements.....60 hours

DEGREE information**Comprehensive Baccalaureate Degree Requirements**

(Page 48 of the 2009-10 *Undergraduate Catalog*)

To qualify for a baccalaureate degree, students must satisfy the following requirements:

1. Complete all requirements in the degree program as established by appropriate University committees.
2. Complete University academic requirements, including basic skills proficiencies in English, reading, and mathematics; and general education; as established by appropriate University committees for each degree program.
3. Complete a minimum of 120 semester credit hours, with at least 42 hours at the 300 level or above.
4. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at Eastern Kentucky University. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and Eastern Kentucky University work.
5. Earn a minimum of 32 semester hours through EKU.*
6. Earn the credits applicable to the degree within eight years prior to the date the degree is awarded. Credits toward the major that are more than eight years old may be validated by the college dean. Credits over eight years old may apply to General Education requirements and free electives.
7. Students enrolled in MAT 090 are not permitted to enroll in any course with the following prefix: AST, BIO, CHE, CIS, CNM, CSC, FOR, GLY, NAT, PHY, SCI or STA.
8. According to AACSB International business accreditation standards, students enrolled in University baccalaureate degree programs, other than those within EKUBusiness, will not receive credit toward their degrees for more than 25 percent of their undergraduate programs in credit hours in courses offered through EKUBusiness and/or business courses (courses commonly taught in school of business) transferred from other colleges and universities or taken from other units within Eastern Kentucky University. Students who desire to take business courses are encouraged to enroll in the Business minor.

*Degree programs offered by the College of Business and Technology have more stringent residency requirements. Please refer to degree requirements in the College of Business and Technology section of this *Catalog*.

General Education Requirements

The General Education Program consists of 48 hours of course work in eight blocks (identified with Roman numerals): communication (I), mathematics (II), arts and humanities (III), natural sciences, (IV), social and behavioral sciences (V), wellness (VI), breadth of knowledge (VII), and depth of knowledge (VIII). These blocks are subdivided into 16 course categories. Students must earn the specified number of hours in each of these course categories. See the end of Section Four in this *Catalog* for more detailed information about general education requirements.