

2-18-2010

Council on Academic Affairs Minutes, Feb 18, 2010

Eastern Kentucky University

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COUNCIL ON ACADEMIC AFFAIRS MINUTES February 18, 2010

Members Present: Onda Bennett, Ed Davis, Tina Davis, Linda Fossen, Michael Foster, Verna Freer, Linda Frost, Claire Good, DaJuane Harris, Luke Morgan, Jaleh Rezaie, Claire Schmelzer, Benton Shirey, Sherwood Thompson, Janna Vice, Deborah Whitehouse

Members Absent: Allen Ault*, Rich Boyle, Bob Brubaker*, Steve Byrn, E.J. Keeley, Sandra Moore, Kim Naugle*
*indicates prior notification

Non-Members Present: Carolyn Harvey, Vic Kappeler, Derrick Morton, Julie Patterson, Jerry Pogatschnick, Sherry Robinson, Bill St. Pierre, Linda Turner

Dr. Janna Vice called the Council on Academic Affairs to order at 1:02 p.m. on February 18, 2010.

Approval of the Minutes – January 21, 2010

The minutes were approved as distributed.

CURRICULUM ITEMS

Health Sciences

Environmental Health Science

New Program

Discussion

MPH-EHS Graduate Certificate in Occupational Health

Dr. Carolyn Harvey presented the New Program proposal. The proposal will return to the March CAA meeting for action.

Honors Program

Hybrid Course

Approved

HON 306W Honors Humanities II

Fall 2010

Course Dropped

Approved

HON 306 Honors Humanities II

Fall 2010

Edits: The General Education Committee approval dates were removed from the curriculum forms.

Justice and Safety

Criminal Justice & Police Studies

Information Item

Department Name Revision

Change name of the Department of Criminal Justice and Police Studies to Department of Criminal Justice

Course Revision

Approved

CRJ 345 Diversity and Criminal Justice – revise course description to more accurately reflect the content of the course.

Fall 2010

Business and Technology

Agriculture

Course Revisions

- Approved AGR 301 Directed Work Experience - Allow AGR 301 (a variable credit course) to be retaken up to a maximum of 4 credit hours. Remove cross listing with OHO 301. Fall 2010
- Approved AGR 410 Special Problems Seminar - Allow AGR 410 (an Independent Studies Course) to be retaken up to a maximum of 6 credit hours provided topics are different. Fall 2010
- Approved OHO 301 Directed Work Experience - Allow OHO 301 (a variable credit course) to be retaken up to a maximum of 4 credit hours. Remove cross listing with AGR 301. Fall 2010
- Approved OHO 410 Special Problems Seminar - Allow OHO 410 (an Independent Studies Course) to be retaken up to a maximum of 6 credit hours provided topics are different. Fall 2010

Program Revisions

- Approved Agriculture B.S. - Change the number of credit hours required for a B.S. in Agriculture from 128 to 120 hours by reducing Free Electives 7 credit hours. Reduce the practicum requirement (AGR 301/302/349) from 4 credit hours to 3. Also, designate all courses < or > 3 credit hours, etc. to clean up. Fall 2010
- Approved Horticulture B.S. - Change the number of credit hours required for a B.S. in Horticulture from 128 to 120 hours by reducing Free Electives 8 credit hours. Correct the Major Requirement hours from 60 to 59. Also, designate all courses < or > 3 credit hours, etc. to clean up. Fall 2010

Communication

Program Revision

- Approved Journalism B.A. - To change the number of hours required from 128 to 120 in the JOU BA Degree by excluding Block VII SBS in the General Education Requirements and reducing Free Electives by 6 credit hours. The department has moved most of the NON-JOU prefix classes to supporting course requirements as suggested by the Gen Ed committee. COM 201/301 remain in Major courses as they are core classes in the JOU curriculum. Fall 2010

Arts and Sciences

Computer Science

New Courses

- Approved CSC 555 Topics in Multimedia: _____ Summer 2010
- Approved CSC 755 Topics in Multimedia: _____ Summer 2010

English and Theatre

Course Revisions

- Approved ENG 804 Seminar in Creative Writing: _____ - Remove the pre-requisite and raise the number of repeatable hours for ENG 804. Fall 2010
- Approved ENG 870 Seminar in Medieval Literature - Allow students to repeat ENG 870 up to six hours Fall 2010
- Approved ENG 873 Seminar in Renaissance Literature - Allow students to repeat ENG 873 up to six hours Fall 2010
- Approved ENG 876 Seminar in Restoration and Eighteenth-Century Literature - Allow students to repeat ENG 873 up to six hours Fall 2010
- Approved ENG 878 Seminar in Nineteenth-Century British Literature - Allow students to repeat ENG 878 up to six hours Fall 2010

Program Revision

- Approved Master of Arts in English - Eliminate "emphases" and all references to "emphases" from the Master of Arts in English program Fall 2010

Foreign Languages & Humanities

Program Revision

- Approved Certificate in French Conversation and Culture - Add FRE 310 to course options for French certificate Fall 2010

Psychology

Course Dropped

- Approved PSY 411 Psychology in Legal System Fall 2010

New Course

- Approved PSY 466 Forensic Psychology Fall 2010

Graduate Program and Research

New Courses

Approved

- GRD 857a-z A&S Written Comp Exam: ____ - Add a listing for the written comprehensive exam for programs in the college of Arts and Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.
- GRD 867a-z B&T Written Comp Exam: ____ - Add a listing for the written comprehensive exam for programs in the college of Business and Technology so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.
- GRD 877a-z Ed Written Comp Exam: ____ - Add a listing for the written comprehensive exam for programs in the college of Education so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.
- GRD 887a-z HS Written Comp Exam: ____ - Add a listing for the written comprehensive exam for programs in the college of Health Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.
- GRD 897a-z J&S Written Comp Exam: ____ - Add a listing for the written comprehensive exam for programs in the college of Justice and Safety so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.
- GRD 858a-z A&S Exit Competency Exam: ____ - Add a listing for an Exit Competency exam for programs in the college of Arts and Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.
- GRD 868a-z B&T Exit Competency Exam: ____ - Add a listing for an Exit Competency exam for programs in the college of Business and Technology so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.
- GRD 878a-z Ed Exit Competency Exam: ____ - Add a listing for an Exit Competency exam for programs in the college of Education so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.
- GRD 888a-z HS Exit Competency Exam: ____ - Add a listing for the written comprehensive exam for programs in the college of Health Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.
- GRD 898a-z J&S Exit Competency Exam: ____ - Add a listing for an Exit Competency exam for programs in the college of Justice and Safety so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.

Spring 2010

Approved

- GRD 899 – Continuing Enrollment - Add a course to permit continuous enrollment for graduate students. The Registrar and Graduate School will discuss further details and edits to the GRD 899 course curriculum form and will report on these edits in the March CAA meeting.

Fall 2010

Health Sciences

Environmental Health Science

New Courses

- Withdrawn EHS 510 Radiological Health – 510/710 replacing EHS 410 for new Certificate
- Withdrawn EHS 710 Radiological Health
- Withdrawn EHS 875 Principles of Ventilation
- Withdrawn EHS 885 Crisis Management, Risk Communication/Assessment
- These items will return for action in the March CAA meeting.

Occupational Therapy

Course Revision

- Approved OTS 822 OBP II: Health Care Practice 2A – revise course title to designate sequence
Approved with edits to course title: revised title to Health Care Practice 2A.

Fall 2010

New Course

- Approved OTS 824 OBP II: Health Care Practice 2B
Approved with edits to course title: revised title to Health Care Practice 2B.

Fall 2010

Course Revisions		
Approved	OTS 830 OBP III: Education Communities – <i>revise corequisites and add prerequisite</i>	Fall 2010
Approved	OTS 831 Practice Seminar II - <i>revise corequisites and add prerequisite</i>	Fall 2010
Approved	OTS 832 OBP IV: Community-Based Practice – <i>revise contact hours</i>	Fall 2010
Approved	OTS 836 OBP VI: Optimizing Occupation – <i>delete a prerequisite course</i>	Fall 2010
Approved	OTS 871 Practice Seminar II – <i>revise name, decrease credit hours, revise description and add Corequisite</i>	Fall 2010
	Program Revision	
Approved	Occupational Therapy M.S. – <i>eliminate one core course and add new core course</i>	Fall 2010

Education

Curriculum and Instruction

	Course Revisions	
Approved	ESE 850 Trends in Secondary Math Education – <i>cross list with MAE 850</i>	Fall 2010
Approved	EME 843 Teaching Math to Low Achievers – <i>cross list with MAE 843</i>	Fall 2010
	Course Dropped	
Approved	EGC 845 Teaching in the Secondary/P-12 School	Fall 2010
Approved	EGC 839 Capstone Seminar in Middle Grade Education	Fall 2010
	Course Revision	
Approved	EMS 889 Literary Consulting Capstone Seminar – <i>revise course title, description, and prerequisites</i>	Fall 2010
	Program Revisions	
Approved	MAED – Elementary Education – <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	Fall 2010
Approved	MAED – Middle Grade Education - <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	Fall 2010
Approved	MAED – Reading/Writing - <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	Fall 2010
Approved	MAED – Library Science - <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	Fall 2010
Approved	MAED – Secondary Education - <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	Fall 2010
	New Courses	
Approved	EMS 853 Creativity in the Classroom	Fall 2010
Approved	EMS 854 Social & Emotional Development of Gifted & Talented	Fall 2010
	Program Revisions	
Approved	MAED – Gifted Education - <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	Fall 2010
Approved	MAED – Elementary Education Teaching B.S. – <i>revise the program to allow appropriate exceptions for elementary education students who are also in the Honor's Program.</i>	Fall 2010

Educational Leadership

	New Courses	
Approved	EDL 830 College Teaching	Fall 2010
Approved	ETL 800 Leadership Skills for Teachers	Fall 2010
Approved	ETL 801 Education Policy Studies	Fall 2010
Approved	ETL 802 Research for Teacher Leaders	Fall 2010

ACTION ITEMS

Approved	1. Concurrent Degrees <i>Catalog</i> Revision	Office of the Registrar
Approved	2. Subsequent Degrees <i>Catalog</i> Revision	Office of the Registrar
Approved	3. Interim Policy on Policies	Office of the Provost
Approved	4. Policy on Authorization for Regulations	Office of the Provost

The action items will be forwarded to the Faculty Senate for the meeting on March 1, 2010.

DISCUSSION ITEMS

1. First Day of Class Attendance: Use It or Lose It
2. Admission Requirements for Associate of General Studies, *Catalog* Revision
3. Academic Dismissal, *Catalog* Revision
4. Clarification of Credit/Non-Credit Coursework, *Catalog* Revision

Office of the Registrar

Office of the Registrar

Office of the Registrar

The discussion items will be forwarded to the Faculty Senate as information items for the March 1, 2010, meeting.
The items will return to the March CAA meeting for action.

The Council on Academic Affairs was adjourned at 3:12 p.m.



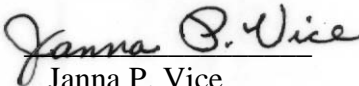
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Provost's Office
Associate Provost
Academic and Faculty Affairs

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

TO: Members of the Council on Academic Affairs

FROM: 
Janna P. Vice
Interim University Provost

DATE: February 11, 2010

RE: Meeting—Council on Academic Affairs

The Council on Academic Affairs will meet on Thursday, February 18, 2010, at 1:00 p.m. in the Martin Room of the Coates Building.

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

COUNCIL ON ACADEMIC AFFAIRS AGENDA

February 18, 2010

1. Call to Order
 2. Approval of the Minutes – January 21, 2010
-

Curriculum Items

Health Sciences

Environmental Health Science

New Program

MPH – EHS Graduate Certificate in Occupational/Environmental Health

CHS 1-5

Honors Program

Hybrid Course

HON 306W Honors Humanities II

Course Dropped

HON 306 Honors Humanities II

Justice and Safety

Criminal Justice & Police Studies

Department Name Revision

Change name of the Department of Criminal Justice and Police Studies to Department of Criminal Justice

Course Revision

CRJ 345 Diversity and Criminal Justice – *revise course description to more accurately reflect the content of the course*

Business and Technology

Agriculture

Course Revisions

AGR 301 Directed Work Experience - *Allow AGR 301 (a variable credit course) to be retaken up to a maximum of 4 credit hours. Remove cross listing with OHO 301.* **Page** AGRI 1-3

AGR 410 Special Problems Seminar - *Allow AGR 410 (an Independent Studies Course) to be retaken up to a maximum of 6 credit hours provided topics are different.* AGRI 4-6

OHO 301 Directed Work Experience - *Allow OHO 301 (a variable credit course) to be retaken up to a maximum of 4 credit hours. Remove cross listing with AGR 301.* AGRI 7-9

OHO 410 Special Problems Seminar - *Allow OHO 410 (an Independent Studies Course) to be retaken up to a maximum of 6 credit hours provided topics are different.* AGRI 10-12

Program Revisions

Agriculture B.S. - *Change the number of credit hours required for a B.S. in Agriculture from 128 to 120 hours by reducing Free Electives 7 credit hours. Reduce the practicum requirement (AGR 301/302/349) from 4 credit hours to 3. Also, designate all courses < or > 3 credit hours, etc. to clean up.* AGRI 13-14

Horticulture B.S. - *Change the number of credit hours required for a B.S. in Horticulture from 128 to 120 hours by reducing Free Electives 8 credit hours. Correct the Major Requirement* AGRI 15-16

hours from 60 to 59. Also, designate all courses < or > 3 credit hours, etc. to clean up.

Communication

Program Revision

Journalism B.A. - *To change the number of hours required from 128 to 120 in the JOU BA Degree by excluding Block VII SBS in the General Education Requirements and reducing Free Electives by 6 credit hours. The department has moved most of the NON-JOU prefix classes to supporting course requirements as suggested by the Gen Ed committee. COM 201/301 remain in Major courses as they are core classes in the JOU curriculum.* COMM 1-2

Arts and Sciences

Computer Science

New Courses

CSC 555 Topics in Multimedia: _____

Page

COSC 1

CSC 755 Topics in Multimedia: _____

COSC 4

English and Theatre

Course Revisions

ENG 804 Seminar in Creative Writing: _____ - *Remove the pre-requisite and raise the number of repeatable hours for ENG 804.* ENTH 1

ENG 870 Seminar in Medieval Literature - *Allow students to repeat ENG 870 up to six hours* ENTH 4

ENG 873 Seminar in Renaissance Literature - *Allow students to repeat ENG 873 up to six hours* ENTH 7

ENG 876 Seminar in Restoration and Eighteenth-Century Literature - *Allow students to repeat ENG 873 up to six hours* ENTH 10

ENG 878 Seminar in Nineteenth-Century British Literature - *Allow students to repeat ENG 878 up to six hours* ENTH 13

Program Revision

Master of Arts in English - *Eliminate "emphases" and all references to "emphases" from the Master of Arts in English program* ENTH 16

Foreign Languages & Humanities

Program Revision

Certificate in French Conversation and Culture - *Add FRE 310 to course options for French certificate* FRLH 1

Psychology

Course Dropped

PSY 411 Psychology in Legal System PSYC 1

New Course

PSY 466 Forensic Psychology PSYC 3

Graduate Program and Research

New Courses

GRD 857a-z A&S Written Comp Exam: _____ - *Add a listing for the written comprehensive exam for programs in the college of Arts and Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.*

GRD 867a-z B&T Written Comp Exam: _____ - *Add a listing for the written comprehensive exam for programs in the college of Business and Technology so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.*

GRD 877a-z Ed Written Comp Exam: _____ - *Add a listing for the written comprehensive exam for programs in the college of Education so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.*

GRD 887a-z HS Written Comp Exam: _____ - *Add a listing for the written comprehensive exam for programs*

- in the college of Health Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.*
- GRD 897a-z J&S Written Comp Exam: _____ - *Add a listing for the written comprehensive exam for programs in the college of Justice and Safety so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.*
- GRD 858a-z A&S Exit Competency Exam: _____ - *Add a listing for an Exit Competency exam for programs in the college of Arts and Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.*
- GRD 868a-z B&T Exit Competency Exam: _____ - *Add a listing for an Exit Competency exam for programs in the college of Business and Technology so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.*
- GRD 878a-z Ed Exit Competency Exam: _____ - *Add a listing for an Exit Competency exam for programs in the college of Education so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.*
- GRD 888a-z HS Exit Competency Exam: _____ - *Add a listing for the written comprehensive exam for programs in the college of Health Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.*
- GRD 898a-z J&S Exit Competency Exam: _____ - *Add a listing for an Exit Competency exam for programs in the college of Justice and Safety so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.*
- GRD 899 – Continuing Enrollment - *Add a course to permit continuous enrollment for graduate students*

Health Sciences
Environmental Health Science

New Courses

EHS 510 Radiological Health – 510/710 replacing EHS 410 for new Certificate	CHS 6-13
EHS 710 Radiological Health	CHS 14-21
EHS 875 Principles of Ventilation	CHS 22-26
EHS 885 Crisis Management, Risk Communication/Assessment	CHS 27-31

Occupational Therapy

Course Revision

OTS 822 OBP II: Health Care Practice – <i>revise course title to designate sequence</i>	CHS 32-33
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New Course

OTS 824 OBP II: Health Care Practice 2	CHS 34-40
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Course Revisions

OTS 830 OBP III: Education Communities – <i>revise corequisites and add prerequisite</i>	CHS 41-42
OTS 831 Practice Seminar II - <i>revise corequisites and add prerequisite</i>	CHS 43-44
OTS 832 OBP IV: Community-Based Practice – <i>revise contact hours</i>	CHS 45-46
OTS 836 OBP VI: Optimizing Occupation – <i>delete a prerequisite course</i>	CHS 47-48
OTS 871 Practice Seminar II – <i>revise name, decrease credit hours, revise description and add Corequisite</i>	CHS 49-54

Program Revision

Occupational Therapy M.S. – <i>eliminate one core course and add new core course</i>	CHS 55-56
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Education
Curriculum and Instruction

Course Revisions

ESE 850 Trends in Secondary Math Education – <i>cross list with MAE 850</i>	1
EME 843 Teaching Math to Low Achievers – <i>cross list with MAE 843</i>	4

Course Dropped

EGC 845 Teaching in the Secondary/P-12 School	7
EGC 839 Capstone Seminar in Middle Grade Education	7
Course Revision	
EMS 889 Literary Consulting Capstone Seminar – <i>revise course title, description, and prerequisites</i>	8
Program Revisions	
MAED – Elementary Education – <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	14
MAED – Middle Grade Education - <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	17
MAED – Reading/Writing - <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	20
MAED – Library Science - <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	23
MAED – Secondary Education - <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	26
New Courses	
EMS 853 Creativity in the Classroom	31
EMS 854 Social & Emotional Development of Gifted & Talented	38
Program Revisions	
MAED – Gifted Education - <i>revise the program to align with the Kentucky Teacher Leader Endorsement</i>	46
MAED – Elementary Education Teaching B.S. – <i>revise the program to allow appropriate exceptions for elementary education students who are also in the Honor’s Program.</i>	49

Educational Leadership

New Courses	
EDL 830 College Teaching	52
ETL 800 Leadership Skills for Teachers	58
ETL 801 Education Policy Studies	66
ETL 802 Research for Teacher Leaders	72

Action Items

- | | |
|---|-------------------------|
| 1. Concurrent Degrees <i>Catalog</i> Revision | Office of the Registrar |
| 2. Subsequent Degrees <i>Catalog</i> Revision | Office of the Registrar |
| 3. Interim Policy on Policies | Office of the Provost |
| 4. Policy on Authorization for Regulations | Office of the Provost |

Discussion Items

- | | |
|---|-------------------------|
| 1. First Day of Class Attendance: Use It or Lose It | Office of the Registrar |
| 2. Advising and Course Load, Admission to AGS, <i>Catalog</i> Revisions | Office of the Registrar |
| 3. Academic Dismissal, <i>Catalog</i> Revision | Office of the Registrar |

Information Items

Faculty Senate Update

The following items were approved by the Faculty Senate at the February 1, 2010, meeting:

New Programs

- Certificate in Financial Literacy (Undergraduate) – *Create a 12-hour, in-house certificate. This certificate will not require CPE approval.*

Program Revisions – Reducing Hours Required to Graduate

2. French/Teaching B.A. - *Add requirement of GPA 2.75 in courses for French teaching major, reduce required hours from 128 to 120, and delete recommendation for specific supporting courses. Delete reference to FRE 400 and replace with FRE 312.*
3. Spanish/Teaching B.A. - *Add requirement of GPA 2.75 in courses for Spanish teaching major, reduce required hours from 128 to 120, and delete recommendation for specific supporting courses.*
4. Earth Science/Teaching B.S. - *Revise Major and Supporting Course Requirements. Editorial corrections of General Education Requirements, Teacher Education Requirements and hours totals from 130-143 to 126-143.*

Program Revisions

5. English/Teaching B.A. - *Change ENG 499 from a required course to an elective.*

Board of Regents Update

The following items were approved by the Board of Regents at the January 25, 2010, meeting:

New Programs

1. B.S. Animal Studies
2. Endorsement: Safety and Facilities Management in Educational Settings
3. Post-Baccalaureate Health Information Management (HIM) Certificate
4. Certificate in Intelligence Studies (Undergraduate)

Program Suspensions

1. Master of Arts in Teaching – Elementary Option
2. Director of Special Education Alternate Certification
3. Special Education Learning and Behavior Disorders MAEd Alternative Certification
4. Medical Assisting Technology A.A.S.
5. Medical Coding Certificate
6. Medical Practice Management B.S.

Program Revisions- Lowering Hours Required to Graduate

1. Political Science B.A.
2. Social Work B.S.W.
3. Marketing B.B.A./ PGM Option
4. Computer Electronic Networking B.S.
5. Industrial Technology B.S.
6. Child and Family Studies B.S. Area Major

Program Revisions

1. Chemistry B.A.
2. Chemistry B.S.
3. Chemistry Minor
4. Chemistry M.S.
5. Forensic Science B.S.
6. Minor in Computer Science
7. Minor in Interactive Media
8. Computer Science: Computer Security B.S.
9. Computer Science: Interactive Multimedia B.S.
10. Economics B.A.
11. English B.A. Technical Writing Emphasis

12. Accounting B.B.A.
13. Computer Information Systems Minor
14. Finance B.B.A.
15. Insurance B.B.A.
16. Insurance B.S.
17. Insurance B.B.A. and B.S. Degree Requirements
18. Broadcasting/Electronic Media B.A.
19. Communication Studies B.A.
20. Journalism B.A.
21. Minor in Communication Studies
22. Minor in Dispute Resolution
23. Minor in Journalism
24. Minor in Public Relations

25. Public Relations B.A.
26. General Business B.B.A.
27. Management B.B.A.
28. Marketing B.B.A.
29. Minor in Business
30. Minor in Managerial Communication
31. Minor in Office Administration
32. M.B.A. with Accounting Option
33. Industrial Technology B.S.
34. Technology A.A.S.
35. Elementary Education (P-5) Teaching (B.S.)
36. Elementary Education Teaching B.S.
37. Special Education/Teaching B.S. Learning and Behavior Disorders
38. Deaf and Hard of Hearing (P-12) with Elementary Education (P-5) Teaching (B.S.)
39. Moderate to Severe Disabilities Graduate Certificate
40. Teacher Education Programs
41. Occupational Science B.S.
42. Honors Program
43. Criminal Justice B.S.
44. Fire and Safety Engineering Technology B.S.
45. African/African American Studies
46. Certificate in Women and Gender Studies
47. Minor in Women and Gender Studies



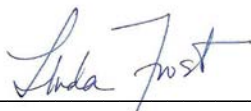
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Honors Program
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168 Case Annex
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
www.honors.eku.edu

TO: Council on Academic Affairs

FROM: 

Dr. Linda Frost, Director
EKU Honors Program

DATE: February 4, 2010

SUBJECT: Agenda items for 2-18-2010, Council on Academic Affairs Meeting

The Honors Program submits the following course proposal for consideration at the February 18, 2010 meeting of the Council on Academic Affairs.

Hybrid Courses

HON 306W Honors Humanities II

Course Dropped

HON 306 Honors Humanities II



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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>NA</u> College <u>NA</u> *Course Prefix & Number <u>HON 306W</u> *Course Title (<u>30 characters</u>) <u>Honors Humanities II W</u> *Program Title <u>Honors Program</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>NA</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>NA</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	<u>NA</u>	Faculty Senate** <u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <u>NA</u>
TCAC Committee	<u>1/30/2010</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.)
 Create a new course HON 306W that is writing intensive; this course will take the place of HON 306.

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: All EKU students are required to complete at least one writing intensive course prior to graduation. HON 306 is one of four honors courses, all general education-approved courses, that all newly enrolled, many currently enrolled, and many transfer students in honors will take to complete their requirements in honors. Converting these courses to writing intensive both clearly indicates the role writing plays in them and allows our students to complete their writing intensive requirement within honors.

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

Personnel Impact: Each section of HON 306 currently is capped at 20 students; given that these courses have always been run with a particular emphasis on writing in their instruction, there should be no demonstrable additional impact on personnel.

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

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

Library Resources:

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

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

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

New or Revised* Catalog Text

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HON	306W	Fall 2010	AS _____ JS _____ BT _____ EM <u>X</u> ED _____ PC _____ HS _____	NA
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3		FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit will not be awarded to students who have credit for <u>HON 306.</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)X	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

**HON 306W: HONORS HUMANITIES II (3 credits)
SYLLABUS**

Rich and Messerich
Fall 2010

TR 11:00 (13408) and 12:30 (13409), Case 262

Course Goals as They Relate to General Education Goals

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

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

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

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

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

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

General Education Goals and this Course

By the end of this course students will be able to:

Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal two)

Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works. (Goal six)

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

Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal eight)

Required Texts

Chinua Achebe, *Things Fall Apart*,

Kwame Anthony Appiah, *Cosmopolitanism: Ethics in a World of Strangers*, (Norton, 2007)

Charles Dickens, *Hard Times*, second edition, (Norton, 1900).

Henrik Ibsen, *Hedda Gabler*, Dover (1990) (play written-1890)

John Stuart Mill and Jeremy Bentham, *Utilitarianism and Other Essays*, (Penguin, 1987)

Jean-Jacques Rousseau, *The Basic Political Writings*, (Hackett, 1987)

Mary Wollstonecraft Shelley, *Frankenstein*, (Bantam, 1991)

These books are available in paperback at the university bookstore.

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 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.

Attendance

You are expected to attend all classes. If you miss any classes for whatever reason, you are still responsible for anything said or done in class during your absence. Make up work will be accepted for excused absences only.

Access to your Instructors

*Kristofik's office hours** are T/Th 2:00--3:15 and W 3:30-4:30.

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

*Messerich's office hours** are on **MWF:** 10:00 am. to 11:00 am. and 2:15 pm. to 3:15 pm. and on **TR:** 10:00 am to 10:50 am and 2:00 pm-3:00 pm.

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

*It is best to verify before coming in since faculty meetings and events can disrupt regularly scheduled office hours. Please feel free to ask for appointments at other times and to visit either instructor in their offices whenever they happen to be there.

Grading

This course is divided into four units. For each unit you will be asked to write a formal paper based on the readings and class discussion for that unit. You may also be asked to link in the papers ideas from the current unit to earlier units. **Each unit paper will be worth up to 100 points. In addition, you will be asked to write a term paper.** The term paper should be a 10-12 page (2500-3500 word) essay on a topic either selected from the list we provide or devised by yourself and approved by your instructors. **The whole term paper process will involve 300 points. You will earn 25 points for a well-articulated proposal. Next, 100 points will be awarded for a preliminary draft. Another 50 points will be awarded for the way your essay improves from the preliminary draft to the final copy in response to written feedback from and discussions with your classmates and instructors. You will receive 25 points for your oral class presentation. The other 100 points will reflect the overall quality of thought, organization, and fluency in the final version.** In addition, there will be daily assignments related to the readings. These will usually involve posting a comment on the day's reading to Blackboard: Discussion Board/Forum. Attendance in class and at conferences is mandatory. .
Note: Midterm grades will be in the EKUDirect system.

Thus your total points will be a sum of the following factors:

Assignment	Value for each item of this type	Total points from this type
Unit papers	100	400
Daily Assignments	5	50
Term Paper	25/100/25/50/100	300
Total:		750

The scale for final grades will be as follows: A = 750-675; B = 674-600; C = 599-525; D = 524-450; F = 449-0. This scale may be adjusted downward; it will not be raised.

Tentative Schedule of Assignments and Due Dates

Date	Assignment	What's Due
August 26	Introduction	
August 28	Rousseau, pp. 37-60	
September 2	Rousseau, pp. 60-81	
September 4	Rousseau	
September 9	Shelley	
September 11	Shelley	
September 16	Shelley	
September 18	Mill	First Unit Paper
September 23	Mill	
September 25	Conference on 1st unit paper	
September 30	Mill	
October 2	Dickens	
October 7	Dickens	Term Paper Proposal
October 9	Dickens	
October 14	Ibsen	Second Unit Paper; Proposals returned with comments
October 16	Ibsen	
October 21	Conference on 2nd unit paper & on term paper proposal	
October 23	Carol Gilligan--handout	
October 28	Carol Gilligan--handout	
October 30	Appiah	Third Unit Paper—student feedback on this paper generated in class
November 6	Appiah	
November 11	Appiah	Rough Draft of Term Paper
November 13	Appiah	
November 18	Term Paper Conference	
November 20	Achebe	
November 25	Achebe	
December 2	Achebe	
December 4	Achebe	
December 9	Paper Presentations	
December 11	Paper Presentations	
11:00 class: December 18 10:30 a.m. -12:30 p.m.		Fourth Unit paper and Final Draft of Term Paper
12:30 class: December 16 10:30 a.m. -12:30 p.m.		Fourth Unit paper and Final Draft of Term Paper

Connections to the Written Communication Assessment Rubric and to the Critical Thinking Assessment Rubric

The instructions for the unit papers provide the following grading rubric:

1. follows directions (format, on-time, etc.) = 10
2. standard mechanics of usage, punctuation = 10
3. clearly stated or expressed thesis is present (explicit or clearly implicit) = 10
4. clearly, precisely and accurately presented support for the thesis with concrete examples and ideas from either the texts or your brain = 35
5. coherent organization/connections established (the logic of your line of reasoning is clear in the paper's organization) = 35

This rubric closely parallels the assessment items in the written communication assessment rubric. This rubric features two standards for **organization**, two for **control of written language**, and one for **surface features** that focuses on grammar, spelling and the like. The organizational standards are emphasized in #5 above. The control of written language standards are stressed through the emphasis on clarity, precision and accuracy of expression in #3 and #4. And the surface features are highlighted in #3. It will also be explained to students that they are writing for an academic audience and so should set a tone relevant for that context. This instruction will deal with the assessment rubric item that focuses on **audience and tone**. In the unit assignments students work only with texts assigned for the class.

The term paper assignment will re-enforce these connections since it will use essentially the same grading rubric. However, it will be more thorough because outside sources are required for the term paper, so the **information literacy** aspect of the communication assessment rubric will be addressed.

Connection to the Critical Thinking Assessment Rubric

In the unit papers students are asked to do several things (1) understand and evaluate philosophic ideas and arguments, (2) understand and evaluate ideas and thinking expressed in literary sources, and (3) develop their own line of reasoning that brings both literary and philosophic ideas and thinking into critical and creative contact with each other and with the mind of the student. For a student to succeed in this complex enterprise many virtues associated with excellence in critical thinking must be in play. Hence these assignments serve to further EKU's critical thinking objectives.

Among the intellectual standards associated with the critical thinking rubric are (a) depth, (b) breadth, (c) logic, (d) significance, (e) relevance and (f) fairness.

(A) **Depth** is concerned with “complexities and multiple interrelationships.” With an array of both philosophical and literary ideas that must be addressed in the course of developing and defending the student’s own thesis, these unit papers assure that a fairly high degree of depth will be achieved.

(B) **Breadth** demands that the student’s work encompasses multiple viewpoints. Since the student must in each paper address two diverse source as well as two instructor’s ideas and in some cases feedback from peers, there is ample opportunity for the student to strengthen their ability to view issues from different perspectives.

(C) **Logic focuses** on consistency, validity and clear identification of the steps involved in one’s reasoning. Items #3 and #4 on this course’s scoring rubric clearly direct the student’s attention toward these issues.

(D) **Significance** indicates that good critical thinkers focus their attention on important and not trivial matters. For these papers students are directed to a range of ideas by the prompt. The student must then formulate a thesis that addresses issues in the prompt in some important way. This same requirement also serves the additional critical thinking standard of (E) **Relevance**.

(F) **Fairness** indicates that good critical thinkers are not self-serving and try always to sympathetically represent the viewpoints of others. In these unit assignments students must explain the ideas of at least two thinkers who usually do not agree with each other. So even if the students agree with one of the thinkers, they must try their best to explain the viewpoint of one other thinker with whom they disagree. Since the rubric already demands accuracy, they are hence required to try to explain this opposing viewpoint in a sympathetic way.

The other standards listed in the critical thinking rubric are clarity, accuracy, and precision. The wording of the grading rubric for this course (see previous page) makes clear that the writing assignments place a high premium on clarity, accuracy and precision.

Here again the term paper assignment will support the unit paper assignments since the same critical thinking activities will be involved. In fact, the critical thinking emphasis may be even deeper in two ways: (1) since more viewpoints, including those represented in some outside source, will be in the mix, students will to examine their topic from more angles and (2) with its substantial length (2500-3000 words) students will have to develop and examine an even longer line of argumentation..

Note: The requirements of these unit papers and term paper match the assessment standards for critical thinking. It should be stressed here that in individual conferences and in class the team-teachers of this course will take every opportunity to address critical thinking. This will enhance the critical thinking value of these courses, but it will also enhance the humanities content of the courses, for the kind of critical thinking required of students in the assignments is precisely the sort that is done on an everyday basis in the course. However, in this writing intensive version the teachers will take the time to relate their comments specifically to the task of producing written works that exhibit the virtues of good critical thinking in action.

Hon 306: Peer Evaluation of Unit Paper 3

(Please give your draft and your self-evaluation to your reviewers. As usual, turn in everything with your final draft.)

Writer's name _____ Reviewer's name _____

1. Does this writing follow the assignment(s) in the way that the writer claims? In what ways (if any) might it be stronger in this area?

2. Is this writing developed thoroughly, using *critical thought*? Does it use effectively-chosen quotations to support its arguments?

3. Does the writing make a clear claim (create a thesis)? Write what you see as the central idea; does it match what the writer saw?

4. Does this writing possess the usual attributes of effective writing? How could it be better?

5. What advice do you have for the writer on the particular issues with which s/he wanted help? What other advice do you have?

ENG 301: Self-Evaluation of Writing 3

(Please give your draft and your self-evaluation to your reviewers. As usual, turn in everything with your final draft.)

Writer's name _____

1. Does your writing follow out of one of the three assignment possibilities? If it creates a blend, explain how you did that.
2. Do you think that this writing is developed thoroughly, *using critical thought*? Does it use effectively-chosen quotations to support its arguments?
3. Does your writing make a clear claim (create a thesis)? Write what you see as your central idea here:
4. Does your writing possess the usual attributes of effective writing? (good beginning and end, strong body paragraphs, control of mechanics, smooth use of quotations, etc.)
5. What help or advice would you like from your peer reviewers? What particular issues are of concern to you, regarding this paper?

Guidelines for Term Paper

The term paper is worth a maximum of 300 points. (The maximum number of points possible in this course is 750.) The project is divided into three stages: proposal, rough draft, and final draft. At each stage feedback will be provided by your instructors. Dues dates for each stage of the project are listed in the syllabus.

1. Proposal guidelines

- (a) **Select a Topic:** In your proposal you should indicate what your topic is. A list of pre-approved topics is provided below. If you devise your own topic, consult us before you submit your proposal on the paper.
- (b) **Sources:** You should use one more of the assigned works for this class in your paper. You may, of course, use more. You should also plan on using additional outside sources. Your proposal should provide at least two outside sources that you plan to use. Note: as you work on your paper, it is permitted to use additional sources that were not listed in the proposal.
- (c) **First Thoughts:** The proposal should also include an effort to formulate a very tentative thesis about your topic. In other words, include your first impression of where you think your paper might be heading.

2. Rough Draft

- (a) **Length:** The rough draft should be at least 1500 words in length. The final paper's length is 2500-3000 words.
- (b) **Thesis:** The rough draft should contain a clearly stated thesis in the paper's introduction.
- (c) **Argument:** The body of the paper should contain a line of argument defending the thesis.
- (d) **Criticism and Reply:** There should also be at least one episode where you take on the viewpoint of a critic of your line of argument and then either refute the critic or adjust your view on light of what your imagined critic says.
- (e) **Expectations:** We do not expect this to be a polished, finished draft, but only a good faith effort to address your topic in a thoughtful and critical manner.
- (f) **Format and Documentation:** The draft need not contain all the requirements of the final draft (formally stated bibliography, notes stated according to the standards of some style sheet, etc.) But it is good to insert notes as you write the rough draft so that you won't have to hunt for them later.

3. Final Draft

(a) **Length:** The final draft should be 2500-3000 words in length.

(b) **Documentation:** This is an argumentative essay and not a research paper, but all material (quotations, paraphrases, arguments) from any source must be documented with an in-text citation. If you use any sources other than course texts, include them in a bibliography at the end of your paper.

(c) **Expectations:** This should be a well-edited, expanded, and polished version of the rough draft. Of course, in the final draft the thesis, line of argument, criticisms and replies, as presented in the rough draft, may be revised, supplemented or expanded.

4. Topic Areas (Note: This is a list of broad areas of focus. You will need to narrow your focus to some part of the topic area you select. This more limited topic should be what you present in your proposal.)

1. Can a person be too emotional? Can a person be too rational? How should reason and emotion be balanced in a good life?
2. Are there identifiable characteristics of a good human life that apply at any time and in any culture? If so, what are they? If not, why not?
3. In the light of various texts we have read, do you see any particular dangers in education as it is practiced today? What are they? How might these dangers be avoided?
4. Discuss the question of whether humans are naturally good or naturally evil in the context of trying to answer this question: What difference would answers to this question make in our lives?
5. We pride ourselves on our freedom, and we sometimes are willing to fight for our liberty. How important are either or both of these for our lives? What things affect our liberty or our ability to live freely? Should we try to eliminate all these inhibitors of liberty and freedom?
6. Should we try to make our moral thinking scientific? What good can come from doing so? What harm? Is there any reasonable alternative to a scientific approach to moral thinking?
7. Consider the effects that culture can have on people. On the whole is culture good for human life, or is it by and large a detriment to good human living?
8. Compare and contrast Dickens and Rousseau on the naturalness of various positive sentiments toward other people.
9. What does it take to be a hero or heroine? Do cultures set limits on who can be a hero or heroine? Are heroic people necessarily good people?

General Guidelines

Guidelines for all papers submitted throughout the semester include the following requirements:

1. thesis of your own devising
2. exploration or development of that thesis from two sources: course materials & your materials (these may be researched, scholarship from other courses, or personal experience and beliefs).
3. formatted presentation: 11-12 point font, 1.5-2 spacing, 1" margins, numbered pages
4. cover page: your name, instructors' names, course, date, assignment title, paper title, word count
5. acknowledgement page providing bibliography of sources and statement crediting assistance.

Requirements:

1. turn in all prior writing (with instructor comments) each time you turn in an assignment; use a light weight two-pocketed folder for this so papers will not be lost (put your name on the folder)
2. use two proofreaders for each writing and acknowledge them (classmates are good for this).
3. A specific thesis should be stated and defended in the paper.
4. Evidence from the texts and line of reasoning devised by you should be offered in support of your thesis.
5. Finally, in at least one instance a potential criticism or weakness in your argument should be identified and addressed.

Rubric for Grading:

1. follows directions (format, on-time, etc.) = 10
2. standard mechanics of usage, punctuation = 10
3. thesis present (explicit or clearly implicit) = 10
4. supports with concrete examples (quotes) = 35
5. coherent organization/connections established = 35

Topic for First Unit Paper

Both Shelley and Rousseau depict (negative) aspects of society that can be harmful to the quality of human life. Begin by describing both what these are and how they reveal harm. In addition, we can ask how an individual might be able to avoid or lessen the harm to his or her own life even if society itself is not improved. What do our authors suggest; what do you suggest? Do you think any of these suggestions will be very helpful? Using these questions and your answers as a foundation, construct a well-organized paper that addresses some of them.

Paper Length: 1000 words

Points 100

Professor Linda Frost
Honors Program
Case Annex 169

30 January 2010

Dear Linda:

I'm writing to let you know that the TCAC Advisory Board has approved the Honors Program's proposals for HON 306W. We're very happy to be adding these courses to writing-intensive roster. You are set to go in offering the courses as soon as they clear the appropriate levels of approval. As you know, you need to initiate that approval path.

Because these courses are part of the TCAC program, they 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 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.”

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 of sample papers from all writing-intensive classes. A stipend will be paid to anyone who participates in this event.

Please let the faculty know that, in addition to the Student Learning Outcomes that your area and instructors have chosen, the syllabus also needs to include the SLOs for the writing-intensive courses. There are two:

1. “Students will demonstrate 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 these courses a reality. If there's anything I can do to help, please let me know.

Best regards,

Deborah Core
Director, TCAC
Professor of English

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>NA</u> College <u>NA</u> *Course Prefix & Number <u>HON 306</u> *Course Title (<u>30 characters</u>) <u>Honors Humanities II</u> *Program Title <u>Honors Program</u> (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>NA</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 <u>2/18/10</u>
College Curriculum Committee	<u>NA</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	<u>NA</u>	Faculty Senate** <u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <u>NA</u>
TCAC Committee		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.) Drop future sections of HON 306 as all HON 306 sections will henceforward be offered as HON 306W.</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: Avoid course credit for W and non-W versions of the same course.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: None.</p> <p>Library Resources: None.</p>	

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

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

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

New or Revised* Catalog Text

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

~~**HON 306 Honors Humanities II. (3) II.** This course (together with HON 205) provides a survey of great works in the humanities from ancient times to the twentieth century. Gen. Ed. IIIA.~~



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

College of Justice & Safety
A Program of Distinction
Office of the Dean
Phone: (859) 622-3565

354 Stratton Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Fax: (859) 622-6561

TO: Council on Academic Affairs

From:

A handwritten signature in cursive script, appearing to read "Allen Ault".

Dr. Allen Ault, Dean
College of Justice & Safety

DATE: February 4, 2010

RE: Agenda Item

Please include the enclosed curriculum proposal on the agenda for the next meeting of the Council on Academic Affairs scheduled for February 18 2010.

Department of Criminal Justice & Police Studies

Course Revision

CRJ 345, Diversity and Criminal Justice





EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Justice & Safety
A Program of Distinction
Department of Criminal Justice &
Police Studies

467-A Stratton Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1980
FAX: (859) 622-1549

MEMORANDUM

TO: _____
Dr. Norm Spain, Associate Dean
College of Justice & Safety

TO: Dr. Jaleh Rezaie, Associate Dean
Graduate Education & Research

CC: Janna Vice, Interim Provost
Academic Affairs

FROM: _____
Dr. Victor Kappeler
CJPS Department Chair

DATE: February 1, 2010

RE: Name change for the Department of Criminal Justice and Police Studies

Please process a name change to the Department of Criminal Justice and Police Studies to the Department of Criminal Justice. Current CJPS faculty voted to change the name of the department after the Corrections and Juvenile Justice Department was obtained by the existing CJPS Department.

Rationale and Justification:

Simply combining the old names of the departments would result in an unmanageable title. Additionally, Criminal Justice covers the depth of study that occurs in both departments and is a highly recognized and used name for a department with our focus.

~~Courses will still be offered under all three prefixes, CRJ, PLS and COR. We request the Banner designations be combined into one CRJ. If you have any questions, please contact me.~~

Per Dr. Victor Kappeler, this request for a combined Banner designation was made in error and the department has requested a strike-through of this portion of the memo. -RM 11/29/10



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 checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Criminal Justice & Police Studies</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>CRJ 345</u> *Course Title (30 characters) <u>Diversity and Criminal Justice</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	1-21-2010	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	2-3-2010	Council on Academic Affairs _____
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____ 2/18/10
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: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Course Description Revision for CRJ 345</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: To more accurately reflect the content of the course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CRJ 345 Diversity and Criminal Justice. (3) A. Crosslisted as AFA346 and WGS 345. Prerequisites: sophomore standing or departmental approval. Contemporary race, gender, and other diversity issues that affect offenders, victims, society, and the criminal justice system. ~~and their relevance to criminal offenders, crime victims, and the criminal justice system.~~ Includes domestic and international human rights and social justice issues of protection and human development. ~~such issues as the civil rights and women's movements, and equal opportunity.~~ (This course provides credit in Women and Gender Studies & in the African/African American Program.) Credit will not be awarded to students who have credit for AFA 346 or WGS 345.

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)*
CRJ	345	Fall 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)



EASTERN KENTUCKY UNIVERSITY

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College of Business and Technology
Office of the Associate Dean

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Ed.Davis@eku.edu • www.cbt.eku.edu

TO: Council on Academic Affairs

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

DATE: January 29, 2010

SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College Business & Technology's Curriculum Committee at the next CAA meeting on February 18, 2010:

AGRI:

1. Course Revision(s)

Course	Proposal	Pages
AGR 301, Directed Work Experience	Allow AGR 301 (a variable credit course) to be retaken up to a maximum of 4 credit hours. Remove cross listing with OHO 301.	AGRI 1 -3
AGR 410, Special Problems Seminar	Allow AGR 410 (an Independent Studies Course) to be retaken up to a maximum of 6 credit hours provided topics are different.	AGRI 4-6
OHO 301, Directed Work Experience	Allow OHO 301 (a variable credit course) to be retaken up to a maximum of 4 credit hours. Remove cross listing with AGR 301.	AGRI 7-9
OHO 410, Special Problems Seminar	Allow OHO 410 (an Independent Studies Course) to be retaken up to a maximum of 6 credit hours provided topics are different.	AGRI 10-12

2. Program Revision(s)

Program	Revision	Pages
Agriculture B.S.	Change the number of credit hours required for a B.S. in Agriculture from 128 to 120 hours by reducing Free Electives 7 credit hours. Reduce the practicum requirement (AGR 301/302/349) from 4 credit hours to 3. Also, designate all courses < or > 3 credit hours, etc. to clean up.	AGRI 13-14



AGRI Program Revision(s) Continued:

Horticulture B.S.	Change the number of credit hours required for a B.S. in Horticulture from 128 to 120 hours by reducing Free Electives 8 credit hours. Correct the Major Requirement hours from 60 to 59. Also, designate all courses < or > 3 credit hours, etc. to clean up.	AGRI 15-16
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COMM:

1. Program Revision(s)

Program	Revision	Pages
Journalism B.A.	To change the number of hours required from 128 to 120 in the JOU BA Degree by excluding Block VII SBS in the General Education Requirements and reducing Free Electives by 6 credit hours. The department has moved most of the NON-JOU prefix classes to supporting course requirements as suggested by the Gen Ed committee. COM 201/301 remain in Major courses as they are core classes in the JOU curriculum.	COMM 1-2



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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name College	Department of Agriculture Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	AGR 301
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Directed Work Experience
<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	1/8/2010	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	1/15/2010	Approved x Disapproved	2/18/10
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.)
 Allow AGR 301 (a variable credit course) to be retaken up to a maximum of 4 credit hours. Remove cross listing with OHO 301.

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:
 To allow students to take the variable credit practicum classes AGR & OHO 301 multiple times for up to 4 hours.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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.)

AGR 301 Directed Work Experience. (1-4) I, II. ~~Cross-listed as OHO 301.~~ A minimum of three hours per week per hour of credit using university or other approved facilities. May be retaken for a maximum of 4 credit hours. ~~Credit will not be awarded to students who have credit for OHO 301.~~

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)*
AGR	301	Fall 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	AGRI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>4</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	OHO 304
Course Prefix and No.	
Course Prefix and No.	

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

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

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.)

AGR 410 Special Problems Seminar in Agriculture. (1-3) I, II. Prerequisite: Departmental approval. Cross listed as OHO 410. Students choose a problem and work under the supervision of the instructor in the field of the problem. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken for a maximum of 6 credit hours provided topics are different. Credit will not be awarded to students who have credit for OHO 410.

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)*
AGR	410	Fall 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	AGRI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>Departmental approval.</u>
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

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

Part I

(Check one)	Department Name	Department of Agriculture
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	OHO 301
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Directed Work Experience
<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	1/8/2010	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	1/15/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	2/18/10
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.)
 Allow OHO 301 (a variable credit course) to be retaken up to a maximum of 4 credit hours. Remove cross listing with AGR 301.

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:
 To allow students to take the variable credit practicum classes AGR & OHO 301 multiple times for up to 4 hours.

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

Personnel Impact: None
 None

Operating Expenses Impact: None
 None

Equipment/Physical Facility Needs: None
 None

Library Resources: None
 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.)

OHO 301 Directed Work Experience. (1-4) I, II. ~~Cross-listed as AGR 301.~~ A minimum of three hours per week per hour of credit using university or other approved facilities. May be retaken for a maximum of 4 credit hours. ~~Credit will not be awarded to students who have credit for AGR 301.~~

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)*
OHO	301	Fall 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	AGRI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>4</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	AGR-301
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Department of Agriculture
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	OHO 410
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Special Problems Seminar
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/8/2010	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	1/15/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	2/18/10
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.)
 Change title from "Special Problems Seminar" to "Special Problems in Horticulture." Add prerequisite "Departmental approval." Allow OHO 410 (an Independent Studies Course) to be retaken up to a maximum of 6 credit hours provided topics are different.

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:
 To allow students to retake the independent study classes (AGR & OHO 410) for up to 6 hours.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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.)

OHO 410 Special Problems ~~Seminar in Horticulture.~~ (1-3) I, II. Prerequisite: Departmental approval. Cross listed as AGR 410. Students choose a problem and work under the supervision of the instructor in the field of the problem. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken for a maximum of 6 credit hours provided topics are different. Credit will not be awarded to students who have credit for AGR 410.

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)*
OHO	410	Fall 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	AGRI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Department Name</td> <td style="width: 70%;">Agriculture</td> </tr> <tr> <td>College</td> <td>Business & Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>_____</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>_____</td> </tr> <tr> <td>*Program Title</td> <td>Agriculture (B.S.) Area Major</td> </tr> <tr> <td></td> <td>(Major <u> X </u>, Option <u> </u>; Minor <u> </u>; or Certificate <u> </u>)</td> </tr> <tr> <td colspan="2">*Provide only the information relevant to the proposal.</td> </tr> </table>	Department Name	Agriculture	College	Business & Technology	*Course Prefix & Number	_____	*Course Title (30 characters)	_____	*Program Title	Agriculture (B.S.) Area Major		(Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)	*Provide only the information relevant to the proposal.	
Department Name	Agriculture														
College	Business & Technology														
*Course Prefix & Number	_____														
*Course Title (30 characters)	_____														
*Program Title	Agriculture (B.S.) Area Major														
	(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	1/8/2010	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	1/15/2010	Approved <u> x </u> Disapproved <u> </u>	2/18/10 w/edits
General Education Committee*	NA	Faculty Senate**	3/1/10
Teacher Education Committee*	NA	Board of Regents**	4/19/10
		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.)
 Change the number of credit hours required for a B.S. in Agriculture from 128 to 120 hours by reducing Free Electives 7 credit hours. Reduce the practicum requirement (AGR 301/302/349) from 4 credit hours to 3. Also, designate all courses < or > 3 credit hours, etc. to clean up.

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:
 Reducing the number of credit hours from 128 to 120 through free electives should improve student success/completion rate within the program.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

Baccalaureate Degrees
Agriculture (B.S.) Area Major
CIP Code: 01.0301

University Requirement.....1 hour
 BTO 100.

General Education Requirements.....36 hours
 Standard General Education program, excluding blocks IVA, IVB, VB, and VII (QS). Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

College Requirement: Professional Skills Seminar.....1 hour
 AGR 305 (1) and BTS 400 (CR).

Supporting Course Requirements.....17 hours
 A CC 201, BIO 121(4), CHE 101 and 107 (1), ECO 230; ~~CIS 212 or~~ CCT 201 or CIS 212 or CSC 104.

Free Electives.....~~11-15~~ 4-8 hours

Major Requirements.....~~59-63~~ 57-61 hours

Core.....44 43 hours
 AGR 125, 126 (1), 130, 131 (1), 210 (2), 213 (4), 215, 304 (4), 308, 310 or 350, 411 (1); ~~four~~ three hours from AGR 301, 302, or 349; 12 hours of upper division AGR and/or OHO electives; and one of the following options:

Agribusiness Management Option.....15 hours
 AGR 315 (2), 321 (4), 381, 409, and 440.

Agriculture Systems Management Option.....14 hours
 AGR 272, 318, 362 (2), 381, and 383.

Agronomy and Natural Resources Option.....15 hours
 AGR 312 or 345; 315 (2), 321 (4), 340, and 416.

Dairy Herd Management Option.....14 hours
 AGR 225, 321 (4), 375, and 380 (4).

Livestock Production Option.....18 hours
 AGR 225, 321 (4), 327 (4), 328 (4), and 409.

Soils Option.....16 hours
 AGR 312 or 345; 315 (2), 317 (2), 318, 340, and 416.

Business Minor Option*.....15 hours
 See Catalog for required courses for Minor in Business.

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

*Minor in other fields may be substituted if approved by department chair and Dean of the College of Business and Technology. Minors other than Business may require additional hours. ACC 201 and ECO 230 are either required courses or supporting courses in both Agriculture and Business minor. Students completing requirements in the Pre-Veterinary Medicine program with a minor in chemistry will be designated Agriculture/Pre-Veterinary majors.

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

Part I

(Check one)	Department Name	<u>Agriculture</u>
<input type="checkbox"/> New Course (Parts II, IV)	College	<u>Business & Technology</u>
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	_____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	<u>Horticulture (B.S.) Area Major</u>
<input type="checkbox"/> New Program (Part III)	(Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)	
<input checked="" type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>1/8/2010</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>1/15/2010</u>	Approved x Disapproved <u>2/18/10 w/edits</u>
General Education Committee*	<u>NA</u>	Faculty Senate** <u>3/1/10</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <u>4/19/10</u>
		Council on Postsecondary Edu.*** _____
<p>*If Applicable (Type NA if not applicable.)</p> <p>**Approval needed for new, revised, or suspended programs</p> <p>***Approval/Posting needed for new degree program or certificate program</p> <p>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change the number of credit hours required for a B.S. in Horticulture from 128 to 120 hours by reducing Free Electives 8 credit hours. Correct the Major Requirement hours from 60 to 59. Also, designate all courses < or > 3 credit hours, etc. to clean up.

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:
 Reducing the number of credit hours from 128 to 120 through free electives should improve student success/completion rate within the program.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

Horticulture (B.S.) Area Major
CIP Code: 01.0603

University Requirement	1 hour
BTO 100.	
General Education Requirements	36 hours
Standard General Education program, excluding blocks IVA, IVB, VB, and VII (QS). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
College Requirement: Professional Skills Seminar	1 hour
AGR 305 (1) and BTS 400 (CR).	
Supporting Course Requirements	21 hours
BIO 121 (<u>4</u>) and 131 (<u>4</u>), CHE 101 and 107 (1) ; ACC 201, ECO 230; CIS 212 or CCT 201 <u>or CIS 212</u> or CSC 104.	
Free Electives	10 2 hours
Major Requirements	60 59 hours
Core	41-44 hours
O HO 131, 132 (<u>1</u>), 351 (<u>4</u>), AGR 210 (<u>2</u>), 213 (<u>4</u>), 215, 304 (<u>4</u>), 308, 315 (<u>2</u>), 349 (4), 409, 411 (<u>1</u>); seven to ten hours of upper division electives from AGR and/or OHO electives, and one of the following options:	
Floriculture/Greenhouse Management Option	18 hours
O HO 352 (<u>2</u>), 362E (<u>2</u>), 364 (<u>2</u>), 384 or 385, 388, 389, and AGR 417.	
Landscape Horticulture Option	18 hours
O HO 365, 366, 370, 371 or 372, 391 and 392.	
Turfgrass Management Option	18 hours
O HO 301 (1), 352 (<u>2</u>), 354 (<u>2</u>), 362A (<u>1</u>), 362G (<u>1</u>), 370, 410 (2); AGR 362 (<u>2</u>) and 416, and (1) hour OHO and/or AGR upper division.	
Business Minor Option*	15 hours
See Catalog for required courses for Minor in Business.	
Total Curriculum Requirements	128 120 hours
*Minor in other fields may be substituted if approved by department chair and Dean of the College of Business and Technology. Minors other than Business may require additional hours. ACC 201 and ECO 230 are either required courses or supporting courses in both Horticulture and Business Minor.	

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Communication Business & Technology Journalism BA (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	11/20/09	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	12/16/2009	Approved <input checked="" type="checkbox"/> Disapproved	2/18/10 w/edits
General Education Committee*	1/19/2010	Faculty Senate**	3/1/10
Teacher Education Committee*	N/A	Board of Regents**	4/19/10
		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.)
 Change the number of hours required from 128 to 120 in the JOU BA Degree by excluding Block VII SBS in the General Education Requirements and reducing Free Electives by 6 credit hours. The department has moved most of the NON-JOU prefix classes to supporting course requirements as suggested by the Gen Ed committee and add "or 200W" to COM 200. COM 201/301 remain in Major courses as they are core classes in the JOU curriculum.

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:
 Widespread discussions have occurred across Eastern Kentucky University's campus regarding the need for students to be able to graduate with a basic undergraduate degree in 4 years by taking a full load (15 credits/semester). This action in the Journalism program would align us with many of our peers nationally who are seeking to achieve this outcome. We are able to make this change while maintaining the integrity of our program. By excluding Block VII SBS in the General Ed Requirements and by reducing Free Electives by 6 credit hours students will be able to achieve this goal.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

Part 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.)

Journalism (B.A.)

CIP code: 09.0401

University Requirement.....1 hour

BTO 100.

General Education Requirements.....45 48 hours

Standard General Education program excluding Block VII SBS. Refer to Section Four of this *Catalog* for details on General Education and University requirements.

College Requirement: Professional Skills Seminar

BTS 300 (CR) and BTS 400 (CR).

Free Electives.....15 24 hours

Minor Requirements.....18 hours

Journalism students must complete a minor in an area other than JOU, PUB, or BEM.

Major Requirements.....24 40 hours

COM 201 & 301, JOU 302 (1), 305, 310, 325, 401, 425(4), and 491(1); ~~8 hours selected from COM 330, 430, 471, JOU 302, 307, JOU 320 or PUB 320, 410, JOU 412 or PUB 412, 450, 480, or 491.~~

Supporting Course Requirements..... 17 hours

COM 200 or 200W, 405 and 415, and 8 hours selected from COM 330, 430, 471; JOU 302, 307, 320, 410, 412, 450 or 480, PUB 320 or 412.

Total Curriculum Requirements.....120 128 hours



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

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

TO: Council on Academic Affairs

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



Dr. John Wade, Dean
College of Arts and Sciences

DATE: February 4, 2010

SUBJECT: Agenda items for 2-18-2010 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the February 18, 2010 meeting of the Council on Academic Affairs.

AGENDA

Department of Computer Science

New Course

CSC 555 (Topics in Multimedia: _____) – Add new course to curriculum

CSC 755 (Topics in Multimedia: _____) – Add new course to curriculum

Department of English and Theatre

Course Revision

ENG 804 (Seminar in Creative Writing: _____) - To remove the pre-requisite and raise the number of repeatable hours for ENG 804.

ENG 870 (Seminar in Medieval Literature) - To allow students to repeat ENG 870 up to six hours

ENG 873 (Seminar in Renaissance Literature) - To allow students to repeat ENG 873 up to six hours

ENG 876 (Seminar in Restoration and Eighteenth-Century Literature)- To allow students to repeat ENG 873 up to six hours

ENG 878 (Seminar in Nineteenth-Century British Literature) - To allow students to repeat ENG 878 up to six hours

Program Revision

Master of Arts in English - To eliminate “emphases” and all references to “emphases” from the Master of Arts in English program

Department of Foreign Languages & Humanities

Program Revision

Certificate in French Conversation and Culture - Add FRE 310 to course options for French certificate.

Department of Psychology

Drop Course

PSY 411 (Psychology in Legal System) – Drop course from curriculum

New Course

PSY 466 (Forensic Psychology) – Add new course

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 555</u> *Course Title (30 characters) <u>Topics in Multimedia: _____</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/2/09</td> <td>Graduate Council*</td> <td style="text-align: center;">12/18/09</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">10/19/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">2/18/10</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;">n/a</td> <td>Board of Regents**</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">n/a</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	10/2/09	Graduate Council*	12/18/09	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	10/19/2009	Approved <input checked="" type="checkbox"/> Disapproved _____	2/18/10	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
	<u>Date</u>		<u>Date</u>																											
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Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Provide a new course CSC 555 A. 2. Effective date: (Example: Fall 2001) Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: A new course is required to handle various topics in the interactive multimedia program, specifically topics that cannot be offered on a regular enough basis to warrant their own courses.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: n/a Operating Expenses Impact: n/a Equipment/Physical Facility Needs: n/a Library Resources: n/a	

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

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

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

New or Revised* Catalog Text

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

CSC 555 Topics in Multimedia: _____ . (3) A. Prerequisite: departmental approval. For advanced students in computer science. Subject announced when offered. May be retaken to a maximum of six hours, provided that the topics are different.

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

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

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 755</u> *Course Title (30 characters) <u>Topics in Multimedia: _____</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/2/09</u> Graduate Council* <u>12/18/09</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>10/19/2009</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>2/18/10 w/edits</u> General Education Committee* <u>n/a</u> Faculty Senate** <u>n/a</u> Teacher Education Committee* <u>n/a</u> Board of Regents** <u>n/a</u> Council on Postsecondary Edu.*** <u>n/a</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Provide a new course CSC 755 A. 2. Effective date: (Example: Fall 2001) Summer 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: A new course is required to handle various topics in the interactive multimedia program. Specifically topics that cannot be offered on a regular enough basis to warrant their own courses.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: n/a Operating Expenses Impact: n/a Equipment/Physical Facility Needs: n/a Library Resources: n/a	

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

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

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

New or Revised* Catalog Text

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

CSC 755 Topics in Multimedia: . (3) A. Prerequisite: departmental approval. For advanced students in computer science. Subject announced when offered. May be retaken to a maximum of six hours, provided that the topics are different.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CSC	755	Summer 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
<u>3</u>	Lecture <u>3</u>	Laboratory <u> </u>	Other <u> </u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR <u> </u> JR <u> </u>	
<u>8</u>			SO <u> </u> SR <u> </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 <u> </u> Data entry person <u> </u>	
		Thesis <u> </u>		
		Internship <u> </u>		
		Independent Study <u> </u>		
		Practicum <u> </u>		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>departmental approval</u>
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

*Eastern Kentucky University
Department of Computer Science
CSC 555/755 Course Syllabus*

I. Course Number: CSC 555/755 (3 hours)

II. Course Title: Topics in Interactive Multimedia Computer Vision.

III. Course Description:

Advanced computer science topics in multimedia. Subject announced when offered. May be retaken to a maximum of six hours, provided that the topics are different.

IV. Prerequisite:

departmental approval.

V. Instructor:

George Landon

Office: Wallace 407

Phone: (859) 622 – 3184

Email: george.landon@eku.edu (preferred)

VI. Required Text

David A. Forsyth, Jean Ponce. *Computer Vision: A Modern Approach*. Prentice Hall 2002

VII. Student Learning Outcomes:

In this course, students will demonstrate the ability to:

1. Implement typical computer vision algorithms
2. Describe methods for extracting information from images and video
3. Describe implementation details of commercial computer vision applications
4. Communicate difference between various imaging devices and sensors

Additional Learning Outcomes (CSC755)

5. Evaluate performance between similar algorithms
6. Analyze detection accuracy to statistically compare algorithm error
7. Generalize common techniques discussed in separate research articles

VIII. Topics:

1. Image Formation and Image Models (3 weeks)
2. Multiple View Geometry (2 weeks)
3. Shape from Stereo (1 week)
4. Shape from Motion (1 week)
5. Shape from Shading (1 week)
6. Object Tracking (2 weeks)
7. Texture (1 weeks)
8. Recognition/Classification (2 weeks)
9. Appearance Acquisition (2 weeks)

IX. Grading and Evaluation Policies:

Course Requirements:

1. Written term exams (2)

2. Written and electronic in-class assignments (4-7)
3. Assignments (3-5)

Additional requirements (CSC 755):

1. Team project
Requires evaluation and analysis of currently available computer vision algorithms to produce a novel solution to a selected problem from a proposed set of problems
2. Independent research paper
Requires the following for a chosen topic:
 - Accurate generalizations of current methods
 - Performance evaluation of current methods
 - Recommendations for future algorithm improvements

Grade Components:

- Exams: 30%
 - Assignments: 70%
- CSC 755 assignment breakdown:**
- Team project 15%
 - Research paper 15%
 - Additional assignments 40%

Grading Scale for CSC 555: A(90-100), B(80-89), C(70-79), D(60-69), F(0-59).

Grading Scale for CSC 755: A(92-100), B(83-91), C(74-82), F(0-73).

X. Attendance Policy:

Attendance will be taken during lecture. Unexcused absences in excess of 10% of the scheduled meetings **will result in a one letter grade reduction for the course.** Unexcused absences in excess of 20% of the scheduled meetings **will result in a two letter grade reduction for the course.** Unexcused absences in excess of 30% of the scheduled meetings **will result in a three letter grade reduction for the course.** Students with unusual circumstances should advise the instructor of their situation immediately. Students will be held responsible for all announcements made in class.

XI. Important Dates:

See <http://www.registrar.eku.edu/schedule/EKUCompass.pdf> pages 14-19.

XII. Students with Disabilities:

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

XIII. 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.

XIV. Official E-mail:

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

Curriculum 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)	Department Name <u>English & Theatre</u>	
<input type="checkbox"/> Course Revision (Parts II, IV)	College <u>Arts and Sciences</u>	
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number <u>ENG 804</u>	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters) <u>Seminar in Creative Writing: _</u>	
<input type="checkbox"/> New Program (Part III)	*Program Title <u>(Major __, Option __; Minor __; or Certificate __)</u>	
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	
<input type="checkbox"/> Program Suspended (Part III)		

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>10/29/09</u>	Graduate Council* <u>12/18/09</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>11/16/09</u>	Approved <input checked="" type="checkbox"/> Disapproved <u>2/18/10</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.)	Remove the pre-requisite and raise the number of repeatable hours for ENG 804.
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 creative writing faculty no longer feel that the pre-requisite is justified and it has been waived several times; if the student can enroll in the course from the beginning of his/her program, then s/he should be able to take the course with different topics to a maximum of nine hours (the required number of hours in the creative writing emphasis in the MA Program).	
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact: none	
Operating Expenses Impact: none	
Equipment/Physical Facility Needs: none	
Library Resources: none	

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

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

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

New or Revised* Catalog Text

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

ENG 804 Seminar in Creative Writing: _ (3) A. ~~Prerequisite: ENG 700, 702, or 703.~~ Writing and study in depth of a particular genre (e.g., fiction, poetry, drama) resulting in a coordinated project. May be retaken with different topics to a maximum of ~~six~~ nine hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ENG	804	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u> <u>9</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 23	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Prerequisite: ENG 700, 702, or 703.
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) ____ New Course (Parts II, IV)	Department Name English & Theatre	
X Course Revision (Parts II, IV)	College Arts and Sciences	
____ Hybrid Course ("S," "W")	*Course Prefix & Number ENG 870	
____ Course Dropped (Part II)	*Course Title (30 characters) Seminar in Medieval Literature	
____ New Program (Part III)	*Program Title Master of Arts in English	
____ Program Revision (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
____ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	10/29/09	Graduate Council* 12/18/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	11/16/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/18/10
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.)	Allow students to repeat ENG 870 up to six hours.
A. 2. Effective date: (Example: Fall 2001)	Fall 2010
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	Students should be allowed to repeat a literature seminar if the topic varies and with advisor approval. Some of our graduate literature courses are repeatable, while others are not; we are proposing this change to make all graduate-level literature courses consistent.
C. The projected cost (or savings) of this proposal is as follows:	Personnel Impact: none Operating Expenses Impact: none Equipment/Physical Facility Needs: none Library Resources: none

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

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

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

New or Revised* Catalog Text

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

ENG 870 Seminar in Medieval Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in English literature of the Middle Ages. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ENG	870	Fall 2010	AS X JS BT EM ED PC HS	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6 with advisor approval</u>	
	Lecture Laboratory Other		Cip Code (first two digits only) 23	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			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.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>English & Theatre</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>ENG 873</u> *Course Title (30 characters) <u>Seminar in Renaissance Lit</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>10/29/09</u></td> <td>Graduate Council*</td> <td style="text-align: center;"><u>12/18/09</u></td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;"><u>11/16/09</u></td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td style="text-align: center;"><u>2/18/10</u></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Faculty Senate**</td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;"><u>NA</u></td> <td>Board of Regents**</td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;"><u>NA</u></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	<u>10/29/09</u>	Graduate Council*	<u>12/18/09</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>11/16/09</u>	Approved <input checked="" type="checkbox"/> Disapproved	<u>2/18/10</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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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.) Allow students to repeat ENG 873 up to six hours. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Students should be allowed to repeat a literature seminar if the topic varies and with advisor approval. Some of our graduate literature courses are repeatable, while others are not; we are proposing this change to make all graduate-level literature courses consistent.	
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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(For a **new required course**, complete a separate request for the appropriate program revisions.)

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

New or Revised* Catalog Text

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

ENG 873 Seminar in Renaissance Literature. (3) A. Study in depth of Shakespeare or of several major authors, or of a significant literary movement, in English literature from 1485 to 1660. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

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.
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New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ENG	873	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6 with advisor approval</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 23	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	English & Theatre Arts and Sciences ENG 876 Seminar in 18th-C British Lit _____ _____ _____ _____ _____ _____
---	---	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/29/09	Graduate Council*	12/18/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	11/16/09	Approved <input checked="" type="checkbox"/> Disapproved	2/18/10
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.) Allow students to repeat ENG 876 up to six hours. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Students should be allowed to repeat a literature seminar if the topic varies and with advisor approval. Some of our graduate literature courses are repeatable, while others are not; we are proposing this change to make all graduate-level literature courses consistent.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: none Operating Expenses Impact: none Equipment/Physical Facility Needs: none Library Resources: none	

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

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

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

New or Revised* Catalog Text

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

ENG 876 Seminar in Restoration and Eighteenth-Century Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in English literature from 1660 to 1800. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

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)*
ENG	876	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6 with advisor approval</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 23	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>English & Theatre</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>ENG 878</u> *Course Title (30 characters) <u>Seminar in 19th-C British Lit</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/29/09	Graduate Council* 12/18/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	11/16/2009	Council on Academic Affairs _____
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved 2/18/10
Teacher Education Committee*	NA	Faculty Senate** N/A
		Board of Regents** N/A
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Allow students to repeat ENG 878 up to six hours. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Students should be allowed to repeat a literature seminar if the topic varies and with advisor approval. Some of our graduate literature courses are repeatable, while others are not; we are proposing this change to make all graduate-level literature courses consistent.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: none Operating Expenses Impact: none Equipment/Physical Facility Needs: none Library Resources: none	

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

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

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

New or Revised* Catalog Text

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

ENG 878 Seminar in Nineteenth-Century British Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in British literature of the Romantic and Victorian periods. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ENG	878	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6 with advisor approval</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 23	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>English & Theatre</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Master of Arts in English</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																																				
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/29/09</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">12/18/09</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/16/09</td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td></td> <td style="text-align: center;">2/18/10</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Faculty Senate**</td> <td></td> <td style="text-align: center;">3/1/10</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td></td> <td style="text-align: center;">4/19/10</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">N/A</td> </tr> </table>				<u>Date</u>			<u>Date</u>	Departmental Committee	10/29/09	Graduate Council*		12/18/09	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs			College Curriculum Committee	11/16/09	Approved <input checked="" type="checkbox"/> Disapproved		2/18/10	General Education Committee*	N/A	Faculty Senate**		3/1/10	Teacher Education Committee*	N/A	Board of Regents**		4/19/10			Council on Postsecondary Edu.***		N/A
	<u>Date</u>			<u>Date</u>																																	
Departmental Committee	10/29/09	Graduate Council*		12/18/09																																	
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs																																			
College Curriculum Committee	11/16/09	Approved <input checked="" type="checkbox"/> Disapproved		2/18/10																																	
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		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.) Eliminate "emphases" and all references to "emphases" from the Master of Arts in English program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> <p>Currently, students choose one of five emphases (American literature, British literature, composition/rhetoric studies, creative writing, language studies/ESL); the students are unevenly distributed among these emphases, making it difficult to offer courses (especially advanced courses) in all areas; the idea of an "emphasis" gives students a false sense of specialization/expertise. M.A. programs in English generally do not offer emphases.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

MASTER OF ARTS

English

(page 48 of the 2009-10 *Graduate Catalog*)

III. PROGRAM REQUIREMENTS

Students must complete the 9 hours of the core curriculum as outlined below, ~~choose one area of emphasis, and earn 9 to 15 hours in the selected area. ENG 809 and 812 may be applied to either the core requirement or the Composition/Rhetorical Studies area; however, the credit earned cannot be simultaneously applied to both.~~ Additionally, all students must complete one literature course and one language studies/ESL course ~~from the Language Studies/ESL area of emphasis. Students in the American Literature emphasis must complete one non-American literature course, and students in the British Literature emphasis must complete one non-British literature course.~~ Conferences between students and the program coordinator will ensure that elective hours are used to meet the program needs of the individual. ~~Normally, students will not be permitted to count toward degree requirements more than 15 hours in any one area of emphasis. Also, at~~ At least half of the course work (i.e., 12 credit hours in the thesis options and 15 credit hours in the non-thesis option), excluding thesis, practicum, or internship credit, must be in courses open only to graduate students.

Core Courses9 hours

ENG 808; 809 or 812; and 833.

One literature course.....3 hours

Choose from: ENG 730, 750, 825, 830, 850, 853, 854, 870, 873, 876, 878, 880

One language studies/ESL course.....3 hours

Choose from: ENG 710, 715, 720, 825, EMS 775

Areas of Emphasis9-15 hours

British Literature

Choose from: ENG 730*, 750*, 825, 830*, 870, 873, 876, 878, 880.

American Literature

Choose from: ENG 730*, 750*, 830*, 850, 853, 854.

Composition/Rhetorical Studies

Choose from: ENG 700, 800, 805, 806, 809, 812, 827.

Language Studies/English as a Second Language

Choose from: ENG 710, 715, 720, 807, 810, 825, EMS 775.

Creative Writing

Choose from: ENG 700, 702, 703, 704, 803, 804.

Electives in English6-12 15 hours

Total Requirements30 hours

NOTE: ENG 839, 890, 898, and 899 may be counted as determined by specific subject matter and with the approval of the program coordinator, in any of the above categories.

***Because topics in ENG 730, 750, and 830 vary, the student should consult with the program coordinator to determine if a course will count toward either the British or the American literature emphasis.**

IV. EXIT REQUIREMENTS

Comprehensive Examinations — All students are required to pass a written comprehensive examination. Students seeking to complete a thesis are required to pass an oral defense of their thesis, during which they may be examined orally on related course work. Comprehensive and oral examinations will be scheduled approximately one month before the end of the student's final enrollment period in graduate work for the degree. Nonthesis students are required to complete a mentored scholarly paper which must be evaluated and approved by the departmental Graduate Studies Committee.

Thesis — The thesis is optional in this program ~~for all emphases except Creative Writing.~~ Students electing the thesis option will receive a maximum of six elective hours for ENG 898 and 899. A student wishing to write a thesis must prepare a prospectus and have it approved by the thesis committee before registering for thesis hours. The thesis must be prepared in conformity with the regulations approved by the Graduate Council and the Department of English and Theatre. Detailed information concerning the preparation and submission of the thesis may be obtained from the program coordinator.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Foreign Languages & Humanities Arts & Sciences Certificate in French Conversation and Culture (Major __, Option __; Minor __; or Certificate <u>X</u>)
---	---	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/18/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	2/1/09	Approved <input checked="" type="checkbox"/> Disapproved	2/18/10
General Education Committee*	NA	Faculty Senate**	3/1/10
Teacher Education Committee*	NA	Board of Regents**	4/19/10
		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 FRE 310 to course options for French certificate.

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 Certificate in French Conversation and Culture requires three 200-level FRE courses and one 300-level FRE course, either FRE 320 Business French or FRE 350 French Conversation. In order to maximize enrollment, we usually schedule FRE 320 and FRE 350 only every 3rd or 4th semester. Since conversation courses are often offered as a FRE 310 topics course, students frequently need to substitute it for FRE 320 or FRE 350, if neither is being offered that semester, in order to fulfill the certificate requirements. Adding FRE 310 to the list of courses that can count toward the certificate will simplify the process.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

Part 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.)

Certificate in French Conversation and Culture
(page 83 of the 2009-10 *Undergraduate Catalog*)

Prerequisites0-6 hours

FRE 101 and 102 (or equivalent).

Requirements.....15 hours

FCC 220; nine hours from FRE 201, 202, 204, 210; 310, 320, or 350. A grade of "C" or higher is required in each course for credit toward the certificate.

Total Curriculum Requirements.....15-21 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>PSY 411</u> *Course Title (<u>30 characters</u>) <u>Psychology in the Legal System</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	11/25/09	Graduate Council* n/a
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i>		
College Curriculum Committee		Council on Academic Affairs 2/18/10
General Education Committee*	n/a	Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*	n/a	Faculty Senate** n/a
		Board of Regents** n/a
		Council on Postsecondary Edu.*** n/a
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Drop PSY 411 from the Psychology 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: The course content overlaps significantly with PSY 466.	
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.)

~~PSY 411 Psychology in the Legal Process (3) A. Prerequisites: PSY 200 and PSY 300 or departmental approval. Course covers the area of research that applies psychological theory and research to the legal arena. Course touches on juries' perception of trial events, the role of psychologists in the legal arena, and the psychology of eyewitness testimony.~~

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

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

New or Revised* Program Text

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

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

Part I

(Check one) <input 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>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>PSY 466</u> *Course Title (<u>30 characters</u>) <u>Forensic Psychology</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: Add a new course on forensic psychology.	
A. 2. Effective date: Fall, 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: Forensic psychology is a core content area. Many students express interest in the topic every year. In addition to our undergraduates planning to attend graduate school, the course would also be of great interest to those students with Majors or Minors in Criminal Justice or those planning to pursue Law School.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None; course can be taught by Dr. Dustin Wygant or Dr. Don Beal. Operating Expenses Impact: None. Equipment/Physical Facility Needs: None. Library Resources: The current library holdings are adequate.	

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

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

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

New or Revised* Catalog Text

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

PSY 466 Forensic Psychology (3) A. Prerequisites: PSY 200, 250, 308, and 6 additional hours in psychology. Survey of the major areas of forensic psychology including mental health law, experimental psychology and the legal system, forensic assessment, theories of criminal behavior, and correctional psychology. Credit will not be awarded to students who have credit for PSY 411.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PSY	466	Fall 2010	AS x JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 Laboratory _____ Other _____		Cip Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR x _____
W	3		SO x _____	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. _____ PSY 200, PSY 250, PSY 308 plus 6 additional hours in psychology

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____ credit not allowed with PSY 411

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 Psychology***

PSY 466 Forensic Psychology

3 Credit Hours

Fall 2010

CRN xxxxx

T/TR 3:30 – 4:45

229 Cammack Building

INSTRUCTOR: Dustin B. Wygant, Ph.D.

111 Cammack Hall

622-3067

Dustin.wygant@eku.edu

Office Hours: *will be added prior to semester start*

CATALOGUE DESCRIPTION: PSY 466 Forensic Psychology (3) A. Prerequisites: PSY 200, 250, 308, and 6 additional hours in psychology. Survey of the major areas of forensic psychology including mental health law, experimental psychology and the legal system, forensic assessment, theories of criminal behavior, and correctional psychology. Credit will not be awarded to students who have credit for PSY 411.

COURSE DESCRIPTION: This course will survey the major areas of forensic psychology, including (but not limited to) mental health law, interactions between experimental psychology and the legal system, forensic assessment, criminal behavior and theories thereof, and law enforcement psychology. After completion of the course, a student should be able to answer the following question successfully: *What is Forensic Psychology and Who constitutes a Forensic Psychologist?*

STUDENT LEARNING OUTCOMES:

1. Students will understand the principles of forensic psychology.
2. Students will identify and analyze the various roles that psychologists can play in the legal system.
3. Students will analyze, evaluate, and integrate theories and information from various areas of psychology (Social, Cognitive, Developmental, Abnormal, Personality, Clinical) with the legal system. For example, how does Social Psychology inform our understanding of jury decision making? What are the developmental pathways that lead someone to develop a psychopathic personality?
4. Students will understand the purposes and basic procedures of forensic psychological

assessment.

5. Students will analyze and evaluate the psychological underpinnings of aggressive and violent behavior.
6. Students will apply aspects of the course during several exercises. For example, students will apply the techniques of forensic interviewing during a mock forensic psychological evaluation.

COURSE FORMAT: This course will involve a series of lectures and discussions based on the foundational aspects of the field of forensic psychology. For these class meetings, it will be important for you to read the assigned material prior to class, as we will have discussions on several salient topics (e.g., impact of race in jury decisions, theories of crime and deviancy). The instructor will also use numerous examples from his previous cases to illustrate points discussed in the lectures/readings (e.g., actual sanity evaluations, interviews with psychopathic sexual offenders).

In addition to these lectures/discussions, there will be a series of activities that we will do as a class. These will include:

- A presentation by a panel of legal professionals, including a judge, prosecutor, and defense attorney on particular forensic topics from a legal perspective.
- A tour of the Federal Medical Center in Lexington to meet with a correctional psychologist.
- A presentation by a panel of local and Federal law enforcement and a forensic psychologist who specialize in threat/risk assessment.
- We will conduct a mock forensic psychological evaluation together during class.
- We will also have a demonstration of expert testimony, where the instructor will provide direct and cross-examination by attorney's regarding a forensic psychological evaluation.
- We will watch the film *Twelve Angry Men* together as a class and discuss it in the context of jury decision making and group processes.

Due to scheduling of these events, you might be required to attend these activities outside of the class's scheduled meeting times.

REQUIRED TEXT:

Bartol, C. R., & Bartol, A. M. (2008). *Introduction to Forensic Psychology: Research and Application* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 978-1-4129-5830-1].

A number of additional journal articles will also be assigned.

STUDENT EVALUATION: Grades will be posted on Blackboard throughout the semester so that students will be kept apprised of their progress in the course.

Student performance will be measured through the following:

1. Exams covering the lectures and readings
2. Reaction Paper from *Twelve Angry Men*
3. Class activity reaction paper
4. *Psychopathy in Film* paper
5. Forensic Assessment Report
6. Class participation, attendance, and quizzes

REACTION PAPER FOR *TWELVE ANGRY MEN*: We will watch the film *Twelve Angry Men* together as a class. Following the viewing of the film, you will write a 2 page reaction paper. I will give more instructions regarding the format of the paper during the semester. The paper will be due in class on September 23, 2010.

CLASS ACTIVITY REACTION PAPER: We will do a number of group activities together during the semester. You will write a 2 page reaction paper based on one of the following class activities:

- Mock expert witness testimony
- Tour of Federal Prison and meeting with correctional psychologist
- Presentation on Threat Assessment with FBI Agent and Forensic Psychologist
- Panel presentation with legal professionals (Judge, Prosecutor, Defense Attorney)

I will give more details about the assignment during the semester. You should consider choosing the class activity that you found most interesting and informative. The paper is due on the last day of the class, November 30, 2010.

PSYCHOPATHY IN FILM PAPER: You will be choose one of the following movies and discuss how the listed character displays characteristics associated with psychopathy, the psychopathic personality. The movies and characters include:

- *The Thomas Crown Affair* (1999). Thomas Crown (P. Brosnan).
- *Collateral* (2004). Vincent (T. Cruise).
- *The Girl Next Door* (2004). Kelly (T. Olyphant).
- *Wall Street* (1987). Gordon Gekko (M. Douglas).
- *Casino Royale* (2006). James Bond (D. Craig).
- *Hannibal* (2001). Hannibal Lecter. (A. Hopkins).

- If you have another suggestion, I would be happy to entertain it. Please see me individually outside of class to discuss other options.

Please note that most of these films are Rated R due to violence, language, and sexuality.

Your paper should be 5 – 6 pages in length and should begin with a discussion and analysis of

psychopathy based on the conceptualizations highlighted in class and in the readings. You should then discuss, analyze, and evaluate the character from the movie, highlighting how they display psychopathic characteristics. Papers should be formatted to APA standards and you should cite any empirical sources that support your observations of the movie characters. The papers will be due in class October 21, 2010.

FORENSIC ASSESSMENT REPORT: You will be writing a structured clinical forensic evaluation report based on a mock evaluation that we will complete as a class. I will give more instructions and a format for the report during the semester. The report will be due November 30, 2010.

IN-CLASS PARTICIPATION: I will expect that students will come to class prepared to discuss the material. In many ways, given that this is a 400-level course, what you get out of the course will depend on what you put into it. Therefore, I will make ample time available during class to discuss the material. In addition, in order to ensure that you read the material prior to the class meeting, I will give unannounced “pop” quizzes throughout the semester.

ATTENDANCE: In order to do well in this class, attendance is mandatory and will be taken daily. There will be numerous in-class activities, group presenters, and discussions, for which you will need to be present. Attendance will constitute 7.5% of your final grade. You will be granted two unexcused absences during the semester. Any further absence will result in a loss of 5 of the 15 points allotted to attendance. An excused absence will be granted only in the case of extreme circumstances (e.g., hospitalization, personal or familial illnesses verified by a professional service provider, or equivalent extremes). In the event that an emergency or other extreme circumstance prevents you from attending class, it is your responsibility to make me aware of your absence and to discuss options for making up any missed work. This must be done at the end of the class period on the day that you return from being absent.

GRADES:

A. Specifics of Grade Determination

1. 3 Exams covering the lectures and readings (40%)
2. *Twelve Angry Men* reaction paper (10%)
3. Class Activity reaction paper (10%)
4. *Psychopathy in Film* Paper (20%)
5. Forensic Assessment Report (10%)
6. Class participation, attendance, and quizzes (10%)

B. Grade Cutoffs:

For the purposes of this course, the specific grading cutoffs will be as follows:

A	89.51 to 100.0
---	----------------

B	79.51 to 89.50
C	69.51 to 79.50
D	59.51 to 69.50
F	Below 59.51

OFFICE HOURS: I encourage all students to take advantage of this opportunity and I will be happy to assist you in making this educational experience a rewarding one. There is no such thing as a trivial concern. If you wish to discuss any matter, it will be given my full attention.

My scheduled hours are:

- *To be determined at start of semester.*

LAST DATE TO DROP THE COURSE:

- August 29, 2010: Last day to register for or add/drop full semester classes (dropped classes do not appear on transcript).
- October 29, 2010: Last day to "withdraw" with a "W" from a full-semester class or from the University.

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

ACADEMIC INTEGRITY STATEMENT: Students are advised that EKU's Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

GRAMMAR 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).

OFFICIAL EMAIL: 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 email address.

COURSE OUTLINE: This outline can only be viewed as a rough guide, as the exact amount of time for each topic can never be fully estimated. Therefore, minor changes may occur throughout the semester, so be alert for announcements.

COURSE SCHEDULE & ASSIGNED READINGS

<i>Section 1: Introduction & Foundations</i>		
8/24/10	Introduction to Course/Syllabus	Ch. 1
8/26/10	Overview of Forensic Psychology	Ch. 1
8/31/10	Foundations of psychological evidence	Ch. 4
9/2/10	Experimental Psychology & the Law Eye witness/memory	Ch. 4
9/7/10	Jury research/social psychology	Ch. 4
9/9/10	Panel: Legal Perspectives on the Jury	
9/14/10	Jury research/social psychology Viewing of <i>Twelve Angry Men</i> in the evening	Ch. 4
9/16/10	Mental Health Law/Policy	Articles
9/21/10	Field Trip: Correctional Psychology	Ch. 12
9/23/10	Exam 1 (Reaction Paper for <i>Twelve Angry Men</i> due)	
<i>Section 2: Violence/Aggression & the Psychopathic Personality</i>		
9/28/10	Theories of Crime/Deviance	Ch. 8
9/30/10	Violence/Aggression	Ch. 8
10/5/10	Psychopathy	Ch. 9
10/7/10	Psychopathy	Ch. 9
10/12/10	No class- Holiday	
10/14/10	Threat Assessment/Profiling	Ch. 3
10/19/10	Panel: Threat Assessment/Police Psychology	Ch. 3
10/21/10	Sexual Offenses/Arson	Ch. 9
	(Psychopathy in Film Papers Due)	
10/26/10	Sexual Offenses/Arson	Ch. 9
10/28/10	Exam 2	
<i>Section 3: Forensic Psychological Assessment</i>		
11/2/10	Overview of Psychological Assessment	Articles
11/4/10	Forensic Assessment	Articles
11/9/10	Competency/Sanity Evaluations	Ch. 5
11/11/10	Criminal/Civil Forensic Evaluations	Ch. 5, 6
11/16/10	Civil Forensic Evaluations	Ch. 6
11/18/10	Preparation for Mock Evaluation	Example Evaluations
11/23/10	Mock Evaluation during class	
11/25/10	No Class- Holiday	
11/30/10	Activity: Expert Testimony Demonstrations (Forensic Evaluation Report due) (Class Activity Paper due)	
12/2/10	Expert Testimony	Articles
12/7/10	Activity: Expert Testimony Demonstration	Articles
12/9/10	Review for Final Exam	



EASTERN KENTUCKY UNIVERSITY

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Office of Associate Dean
Graduate Program and Research

414 Jones Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1742 • fax: (859) 622-2975
jaleh.rezaie@eku.edu • www.eku.edu

TO: CAA Committee Members

FROM: _____
Jaleh Rezaie, Associate Dean
Graduate Program and Research

RE: Agenda items for 2-18-10 Council to Academic Affairs meeting

DATE: February 8, 2010

Attached please find the following course proposals from the office of Graduate Education and Research:

GRD 857a-z A&S Written Comp Exam: _____

GRD 867a-z B&T Written Comp Exam: _____

GRD 877a-z Ed Written Comp Exam: _____

GRD 887a-z HS Written Comp Exam: _____

GRD 897a-z J&S Written Comp Exam: _____

GRD 858a-z A&S Exit Competency Exam: _____

GRD 868a-z B&T Exit Competency Exam: _____

GRD 878a-z Ed Exit Competency Exam: _____

GRD 888a-z HS Exit Competency Exam: _____

GRD 898a-z J&S Exit Competency Exam: _____

GRD 899 – Continuing Enrollment



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

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

Part I

(Check one) <input 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>None</u> College: <u>Graduate School</u> *Course Prefix & Number: <u>GRD 857a-z</u> *Course Title (30 characters): <u>A&S Written Comp Exam: _____</u> *Program Title: <u>All Graduate Programs</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.															
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<p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>																

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Add a listing for the written comprehensive exam for programs in the college of Arts and Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Spring 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>N/A</p>	<p>B. The justification for this action: There are two primary reasons for this request. Establishment of a designated course tied to the comprehensive examination will provide a mechanism to capture the exam in DegreeWorks. Implementation will also bring about the conversion of our paper-based process for managing the comprehensive examination into an electronic process that is more transparent and will streamline the process for degree audit. The course will be offered for no academic credit with no associated fee. A grading scale of S/U/IP will be used for the course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

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

GRD 857a-z A&S Written Comp Exam: _____ Registration in GRD 857 is required of all graduate students in the _____ program for the term in which they wish to take their comprehensive examination. Prerequisite: Consent of Graduate Advisor

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

1. For a new program, provide the catalog description as being proposed.
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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)*
GRD	857a-z	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ GS X	GRAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
see Registrar		S	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>Consent of Graduate Advisor</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.)

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

Part I

(Check one)	Department Name	None
X New Course (Parts II, IV)	College	Graduate School
Course Revision (Parts II, IV)	*Course Prefix & Number	GRD 867a-z
Hybrid Course ("S," "W")	*Course Title (30 characters)	B&T Written Comp Exam: _____
Course Dropped (Part II)	*Program Title	All Graduate Programs
New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	N/A	Graduate Council* <u>Nov. 20, 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	N/A	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>2/18/10</u>
General Education Committee*	N/A	Faculty Senate** <u>N/A</u>
Teacher Education Committee*	N/A	Board of Regents** <u>N/A</u>
		Council on Postsecondary Edu.*** <u>N/A</u>

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Add a listing for the written comprehensive exam for programs in the college of Business and Technology so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.

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

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

B. The justification for this action: There are two primary reasons for this request. Establishment of a designated course tied to the comprehensive examination will provide a mechanism to capture the exam in DegreeWorks. Implementation will also bring about the conversion of our paper-based process for managing the comprehensive examination into an electronic process that is more transparent and will streamline the process for degree audit. The course will be offered for no academic credit with no associated fee. A grading scale of S/U/IP will be used for the course.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

GRD 867a-z B&T Written Comp Exam: _____ Registration in GRD 867 is required of all graduate students in the _____ program for the term in which they wish to take their comprehensive examination. Prerequisite: Consent of Graduate Advisor

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)*
GRD	867a-z	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ GS X	GRAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
see Registrar		S	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>Consent of Graduate Advisor</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.)

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

Part I

(Check one)	Department Name	None
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Graduate School
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GRD 877a-z
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Ed Written Comp Exam: _____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	All Graduate Programs
<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>	
Departmental Committee	N/A	Graduate Council* <u>Date</u> Nov. 20, 2009
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	N/A	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/18/10
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.)
 Add a listing for the written comprehensive exam for programs in the college of Education so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.

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

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

B. The justification for this action: There are two primary reasons for this request. Establishment of a designated course tied to the comprehensive examination will provide a mechanism to capture the exam in DegreeWorks. Implementation will also bring about the conversion of our paper-based process for managing the comprehensive examination into an electronic process that is more transparent and will streamline the process for degree audit. The course will be offered for no academic credit with no associated fee. A grading scale of S/U/IP will be used for the course.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

GRD 877a-z Ed Written Comp Exam: _____ Registration in GRD 877 is required of all graduate students in the _____ program for the term in which they wish to take their comprehensive examination. Prerequisite: Consent of Graduate Advisor

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)*
GRD	877a-z	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ GS X	GRAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
see Registrar		S	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>Consent of Graduate Advisor</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.)

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

Part I

(Check one)	Department Name	None
X New Course (Parts II, IV)	College	Graduate School
Course Revision (Parts II, IV)	*Course Prefix & Number	GRD 887a-z
Hybrid Course ("S," "W")	*Course Title (30 characters)	HS Written Comp Exam: _____
Course Dropped (Part II)	*Program Title	All Graduate Programs
New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	N/A	Graduate Council* <u>Nov. 20, 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	N/A	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>2/18/10</u>
General Education Committee*	N/A	Faculty Senate** <u>N/A</u>
Teacher Education Committee*	N/A	Board of Regents** <u>N/A</u>
		Council on Postsecondary Edu.*** <u>N/A</u>

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Add a listing for the written comprehensive exam for programs in the college of Health Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.

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

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

B. The justification for this action: There are two primary reasons for this request. Establishment of a designated course tied to the comprehensive examination will provide a mechanism to capture the exam in DegreeWorks. Implementation will also bring about the conversion of our paper-based process for managing the comprehensive examination into an electronic process that is more transparent and will streamline the process for degree audit. The course will be offered for no academic credit with no associated fee. A grading scale of S/U/IP will be used for the course.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

GRD 887a-z HS Written Comp Exam: _____ Registration in GRD 887 is required of all graduate students in the _____ program for the term in which they wish to take their comprehensive examination. Prerequisite: Consent of Graduate Advisor

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)*
GRD	887a-z	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ GS X	GRAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
see Registrar		S	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>Consent of Graduate Advisor</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.)

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

Part I

(Check one)	Department Name	None
X New Course (Parts II, IV)	College	Graduate School
Course Revision (Parts II, IV)	*Course Prefix & Number	GRD 897a-z
Hybrid Course ("S," "W")	*Course Title (30 characters)	J&S Written Comp Exam: _____
Course Dropped (Part II)	*Program Title	All Graduate Programs (Major ____, Option ____, Minor ____, or Certificate ____)
New Program (Part III)		
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	N/A	Graduate Council* <u>Nov. 20, 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	N/A	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>2/18/10</u>
General Education Committee*	N/A	Faculty Senate** <u>N/A</u>
Teacher Education Committee*	N/A	Board of Regents** <u>N/A</u>
		Council on Postsecondary Edu.*** <u>N/A</u>

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add a listing for the written comprehensive exam for programs in the college of Justice and Safety so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.

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

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

B. The justification for this action: There are two primary reasons for this request. Establishment of a designated course tied to the comprehensive examination will provide a mechanism to capture the exam in DegreeWorks. Implementation will also bring about the conversion of our paper-based process for managing the comprehensive examination into an electronic process that is more transparent and will streamline the process for degree audit. The course will be offered for no academic credit with no associated fee. A grading scale of S/U/IP will be used for the course.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

GRD 897a-z HS Written Comp Exam: _____ Registration in GRD 897 is required of all graduate students in the _____ program for the term in which they wish to take their comprehensive examination. Prerequisite: Consent of Graduate Advisor

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)*
GRD	897a-z	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ GS X	GRAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
see Registrar		S	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>Consent of Graduate Advisor</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.)

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>None</u> College: <u>Graduate School</u> *Course Prefix & Number: <u>GRD 858 a-z</u> *Course Title (30 characters): <u>A&S Exit Competency Exam: _____</u> *Program Title: <u>All Graduate Programs</u> (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ Date: _____ Departmental Committee: <u>N/A</u> Graduate Council*: <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: _____ Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>2/18/10</u> Faculty Senate**: _____ Board of Regents**: _____ Council on Postsecondary Edu.***: _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add a listing for an Exit Competency exam for programs in the college of Arts and Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.

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

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

B. The justification for this action: A few graduate programs require two-components of the comprehensive exams that they wish to record separately. The program of study for these students, as reflected in Degree Works, would include both GRD 857 and 858. The course is offered with no academic credit and no tuition.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

GRD 858a-z B&T Exit Competency Exam: _____:Used in programs that require an exit competency exam different from or in addition to the comprehensive exam. Registration in GRD 858 is required of all graduate students in _____ program for the term in which they wish to take their Exit Competency Exam. Prerequisite: Consent of Graduate Advisor

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)*
GRD	858 a-z	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ GS X	GRAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
see Registrar		S	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>Consent of Graduate Advisor</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.)

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>None</u> College: <u>Graduate School</u> *Course Prefix & Number: <u>GRD 868 a-z</u> *Course Title (30 characters): <u>B&T Exit Competency Exam: _____</u> *Program Title: <u>All Graduate Programs</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	N/A	Graduate Council* <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	N/A	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>2/18/10</u>
General Education Committee*	N/A	Faculty Senate** _____
Teacher Education Committee*	N/A	Board of Regents** _____
		Council on Postsecondary Edu.*** _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Add a listing for an Exit Competency exam for programs in the college of Business and Technology so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Spring 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>N/A</p>	<p>B. The justification for this action: A few graduate programs require two-components of the comprehensive exams that they wish to record separately. The program of study for these students, as reflected in Degree Works, would include both GRD 867 and 868. The course is offered with no academic credit and no tuition.</p> <hr/> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>None</p> <p>Operating Expenses Impact:</p> <p>None</p> <p>Equipment/Physical Facility Needs:</p> <p>None</p> <p>Library Resources: None</p>
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Part II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

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

GRD 868a-z B&T Exit Competency Exam: _____:Used in programs that require an exit competency exam different from or in addition to the comprehensive exam. Registration in GRD 868 is required of all graduate students in _____ program for the term in which they wish to take their Exit Competency Exam. Prerequisite: Consent of Graduate Advisor

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)*
GRD	868 a-z	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ GS X	GRAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
see Registrar		S	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>Consent of Graduate Advisor</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.)

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>None</u> College: <u>Graduate School</u> *Course Prefix & Number: <u>GRD 878 a-z</u> *Course Title (30 characters): <u>Ed Exit Competency Exam: _____</u> *Program Title: <u>All Graduate Programs</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	N/A	Graduate Council* <u>Dec. 18, 2009</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	N/A	Council on Academic Affairs <u>_____</u>
General Education Committee*	N/A	Approved <input checked="" type="checkbox"/> Disapproved <u>_____</u> 2/18/10
Teacher Education Committee*	N/A	Faculty Senate** <u>_____</u>
		Board of Regents** <u>_____</u>
		Council on Postsecondary Edu.*** <u>_____</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Add a listing for an Exit Competency exam for programs in the college of Education so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Spring 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>N/A</p>	<p>B. The justification for this action: A few graduate programs require two-components of the comprehensive exams that they wish to record separately. The program of study for these students, as reflected in Degree Works, would include both GRD 877 and 878. The course is offered with no academic credit and no tuition.</p> <hr/> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>None</p> <p>Operating Expenses Impact:</p> <p>None</p> <p>Equipment/Physical Facility Needs:</p> <p>None</p> <p>Library Resources: None</p>
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Part II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

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

GRD 878a-z Ed Exit Competency Exam: _____ :Used in programs that require an exit competency exam different from or in addition to the comprehensive exam. Registration in GRD 878 is required of all graduate students in _____ program for the term in which they wish to take their Exit Competency Exam. Prerequisite: Consent of Graduate Advisor

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)*
GRD	878 a-z	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ GS X	GRAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
see Registrar		S	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>Consent of Graduate Advisor</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.)

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>None</u> College: <u>Graduate School</u> *Course Prefix & Number: <u>GRD 888 a-z</u> *Course Title (30 characters): <u>HS Exit Competency Exam: _____</u> *Program Title: <u>All Graduate Programs</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	N/A	Graduate Council* <u>Dec. 18, 2009</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	N/A	Council on Academic Affairs <u>2/18/10</u>
General Education Committee*	N/A	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	N/A	Faculty Senate** _____
		Board of Regents** _____
		Council on Postsecondary Edu.*** _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add a listing for an Exit Competency exam for programs in the college of Health Sciences so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.

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

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

B. The justification for this action: A few graduate programs require two-components of the comprehensive exams that they wish to record separately. The program of study for these students, as reflected in Degree Works, would include both GRD 887 and 888. The course is offered with no academic credit and no tuition.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

GRD 888a-z Ed Exit Competency Exam: _____ :Used in programs that require an exit competency exam different from or in addition to the comprehensive exam. Registration in GRD 888 is required of all graduate students in _____ program for the term in which they wish to take their Exit Competency Exam. Prerequisite: Consent of Graduate Advisor

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)*
GRD	888 a-z	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ GS X	GRAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
see Registrar		S	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>Consent of Graduate Advisor</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.)

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>None</u> College: <u>Graduate School</u> *Course Prefix & Number: <u>GRD 898 a-z</u> *Course Title (30 characters): <u>J&S Exit Competency Exam: _____</u> *Program Title: <u>All Graduate Programs</u> (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ Date: _____		Departmental Committee: <u>N/A</u> Graduate Council*: <u>Dec. 18, 2009</u> Council on Academic Affairs: _____ College Curriculum Committee: <u>N/A</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>2/18/10</u> General Education Committee*: <u>N/A</u> Faculty Senate**: _____ Teacher Education Committee*: <u>N/A</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.)
 Add a listing for an Exit Competency exam for programs in the college of Justice and Safety so it can be captured as a program requirement in Degree Works. The a-z designation will uniquely identify each graduate program.

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

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

B. The justification for this action: A few graduate programs require two-components of the comprehensive exams that they wish to record separately. The program of study for these students, as reflected in Degree Works, would include both GRD 897 and 898. The course is offered with no academic credit and no tuition.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

GRD 898a-z Ed Exit Competency Exam: _____ :Used in programs that require an exit competency exam different from or in addition to the comprehensive exam. Registration in GRD 898 is required of all graduate students in _____ program for the term in which they wish to take their Exit Competency Exam. Prerequisite: Consent of Graduate Advisor

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)*
GRD	898 a-z	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ GS X	GRAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
see Registrar		S	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>Consent of Graduate Advisor</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.)

*Approved with edits. The Graduate School and Registrar will discuss the edits and bring a report on the revisions to the March CAA meeting.

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

Part I

(Check one)	Department Name	None
X New Course (Parts II, IV)	College	Graduate School
Course Revision (Parts II, IV)	*Course Prefix & Number	GRD 899
Hybrid Course ("S," "W")	*Course Title (30 characters)	Continuing Enrollment
Course Dropped (Part II)	*Program Title	All Graduate Programs
New Program (Part III)		(Major __, Option __; Minor __; or Certificate __)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	N/A	Graduate Council*	Nov. 20, 2009
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	N/A	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	2/18/10 w/edits
General Education Committee*	N/A	Faculty Senate**	
Teacher Education Committee*	N/A	Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Add a course to permit continuous enrollment for graduate students (rationale attached)

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

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

B. The justification for this action: See the attached rationale statement

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

Personnel Impact:
None

Operating Expenses Impact:
Implementation would provide a modest revenue stream that would be used to support graduate recruiting efforts.

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.)

GRD 899 Continuing Enrollment: Registration in GRD 899 is required of all graduate students who are not otherwise enrolled for fall or spring semester. Students registering for GRD 899 are assessed only continuous enrollment fee associated with the registration.

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)*
GRD	899	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____ GS X	GRAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
0	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

Request for New Course: GRD 899 – Continuing Enrollment

Rationale:

Because of thesis or other exit requirements typical for most graduate programs, graduate students often will have completed all of the course requirements for the program (including registration for thesis hours), but still have not met the requirements for graduation. Since these students no longer have courses for which to register, they often are difficult to track. There can be other difficulties if a student does not register for any courses within a two year period since they are then required to apply for re-entry and are then subject to any changes in requirements under the Catalog Applicability policy. In addition, these students often need access to library resources or laboratory facilities, even though they are not registered for any coursework at the University.

To address these issues, many graduate schools have adopted a continuous enrollment policy. Typically this is done by establishing a course (sometimes for credit, sometimes not) that graduate students are required to enroll in once they have completed all the coursework for their degree. Continuous enrollment maintains a student in active status and permits advisors and the graduate school to continue monitoring their progress toward the degree. It also provides a basis for students to maintain access to campus facilities that are needed to complete their thesis or other exit competencies.

Under this proposal, any student with an active record in a prior semester, but is not enrolled in any course for the current term, would be required to enroll in GRD 899 and pay a continuing enrollment fee (initially proposed at \$50/term) to maintain their status as an active graduate student. All students in a graduate program but not enrolled in GRD 899 by the Graduate School by the Monday of the first week of the fall or the spring semester will automatically be registered in and charged the continuing enrollment fee. This fee will be refunded if the student subsequently enrolls in a class that semester or is granted a leave of absence by his/her graduate program by the end of the drop/add period for the semester. Each program will determine its own policy of whether and when to grant leaves of absence. Students on leave are not required to enroll in GRD 899 for the period of leave but a leave of absence does not affect the time-to-degree requirements. The requirement of the GRD 899 enrollment ends when a student passes the seven years to complete a master's (10 years for graduate programs that exceed 40 required hours), or officially withdraws from a program or graduates. Students who are granted extensions to these time limits would be covered by this GRD 899 policy. Summer sessions are exempt from the continuous enrollment requirement. Revenue collected by the fee would be used by the Graduate School to support graduate recruiting activities.



EASTERN KENTUCKY UNIVERSITY

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TO: Council on Academic Affairs

FROM: *Deborah Whitehouse*
Dr. Deborah Whitehouse, Associate Dean

SUBJECT: Agenda Items

DATE: February 5, 2010

Please include the attached curriculum proposals onto the agenda for the meeting of the Council on Academic Affairs on February 18, 2010.

Environmental Health Science

New Program

MPH-EHS Graduate Certificate in Occupational/Environmental Health	Fall 2010	CHS 1 - 5
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New Courses

EHS510	Radiological Health 510/710 to replace EHS410 for new Cert.	Fall 2010	CHS 6-13
EHS710	Radiological Health 510/710 to replace EHS410 for new Cert.	Fall 2010	CHS 14-21
EHS875	Principles of Ventilation - for new Cert.	Fall 2010	CHS 22-26
EHS885	Crisis Mgmt, Risk Com/Asmt - for new Cert.	Fall 2010	CHS 27-31

Occupational Therapy

OTS822	Revise - Change crse title to designate sequence	Fall 2010	CHS 32-33
OTS824	NEW - Establish required course : OBP II	Fall 2010	CHS 34-40
OTS830	Revise – OBPIII: change co reqs. Add prereq.	Fall 2010	CHS 41-42
OTS831	Revise – Practice Seminar II - change co reqs. Add prereq.	Fall 2010	CHS 43-44
OTS832	Revise – Contact Hours	Fall 2010	CHS 45-46
OTS836	Revise – Delete a prerequisite course	Fall 2010	CHS 47-48
OTS871	Revise – Change name, decrease hrs. course description and co req.	Fall 2010	CHS 49–54
Occupational Therapy – MS – Revise program		Fall 2010	CHS 55-56

EKU MPH –EHS Program for Graduate Certificate in Occupational/Environmental Health

Students in the Graduate Certificate in Occupational/Environmental Health will interact in classes that include other professionals, teachers, researchers and others interested in occupational & environmental health. An interdisciplinary, applied focus on occupational & environmental health is enhanced by the diverse enrollment in the OEH Graduate Certificate. Students will come from many disciplines, careers, and interest. OEH is designed for both degree seeking and non-degree seeking students. Students will need to meet the GPA of 2.5 or 2.74 of their last 60 semester hours of the baccalaureate program. Degree seeking students must submit a Program Change application for admission and all supporting documents as listed in the *Catalog* under the section APPLICATION TO THE GRADUATE SCHOOL. Up to 12 hours of the courses taken may be applied toward their MPH/EHS degree.

Currently, there are no certificate programs at any of the state universities in Kentucky to address the need for additional education in this area. Eastern Kentucky University with its CEPH accredited Masters of Public Health/ Environmental Health Science program, and the only accredited environmental health science program in the state, has the faculty with the appropriate training, teaching and certification credentials to make the OEH Graduate Certificate Program a one of a kind program. The faculty in the program has over 75 years of work experience in this field. Our program is designed for students currently working with classes scheduled on-line, at night and on the weekend. Attached is a curriculum and schedule of classes.

The 18 hour graduate certificate program will enable hundreds of Kentuckians presently involved in working for local, state and federal agencies and private companies to enhance their knowledge and skills in occupational & environmental health(OEH). Kentucky is an OSHA state, therefore, the employees are state employees operating as Occupational Health & Safety officers. These employees perform the exact job duties as a federal OSHA employee in enforcing the Occupational Safety and Health Act and its regulations . Kentucky has thousands of manufacturing companies of varying sizes. A large percentage of these companies have environmental health and safety personnel to manage their OSHA and EPA mandated regulations. Many of these managers have degrees in chemistry, biology or other sciences. The OEH Graduate Certificate program will allow them to have more industrial hygiene/occupational safety courses than most graduate programs teach. It will increase the educational level beyond a bachelor's degree, encourage many to complete a master's degree, and enhance the opportunities for advancement in their careers.

Students completing the Graduate Certificate Program in OEH will have acquired the following CEPH competencies:

Domain #1 Analytical Skills

1. Determine appropriate uses and limitations of both quantitative and qualitative data.
2. Evaluate the integrity and comparability of data and identify gaps in data sources.
3. Obtain and interpret information regarding risks and benefits to their organization.

Domain #2 Policy Development & Program Planning Skills

4. State policy options and write clear and concise policy statements.
5. Decide on appropriate actions based on available data
6. Develop a plan to implement policy, including goals, objectives and implementation steps
7. Prepare and implement emergency response plans

Domain #3 Communication skills

8. Communicate effectively both in writing and orally

9. Lead and participate in groups to address specific issues
10. Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions

Domain #4 Cultural Competency Skills

11. Utilizes appropriate methods for interacting sensitivity, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional background, and persons of all ages and lifestyle preferences

Domain #5 Community Dimensions of Practice Skills

12. Establishes and maintains linkages with key stakeholders
13. Describes the role of government in the delivery of community health services

Domain #6 basic Public Health Science Skills

14. Identifies and retrieves current relevant scientific evidence
15. Identifies the limitation of research and the importance of observations and interrelationships
16. Identifies and applies basic research methods used in public health

Domain #7 Financial Planning & Management Skills

17. Manages programs with budget constraints
18. Applies budget processes
19. Monitors program performance
20. Develops and presents a budget
21. Conducts cost-effectiveness, cost-benefit, and cost utility analyses

Domain #8 Leadership & system thinking Skills

22. Creates a culture of ethical standards within organizations and communities
23. Helps create key values and shared vision and uses these principles to guide actions
24. Promotes team and organizational learning
25. Uses the legal and political system to effect change
26. Applies the theory of organizational structures to professional practice

18 HOUR GRADUATE CERTIFICATE PROGRAM in INDUSTRIAL HYGIENE

The program will be a University approved 18 graduate credit- hour certificate taught in the EHS-MPH program by graduate faculty. It will have a time frame of 3 semesters with 2 classes taught each semester. One of the 6 classes will be online. The students will be approved through the Graduate School via the Non-Degree Admissions- Certification Admission graduate application process including an acceptable GPA from an accredited college or university.

The following are the 6 courses required to complete the certificate:

EHS 840	Industrial Hygiene Principles	D. Gary Brown DrPH CIH	3 hrs
EHS 841	Essential of Industrial Hygiene	D. Gary Brown DrPH CIH	3 hrs
EHS 865	Environmental Toxicology	Carolyn Harvey PhD CIH	3 hrs
*EHS 875	Principles of Ventilation	Carolyn Harvey PhD CIH	3 hrs
*+EHS 885	Crisis Management, Risk Communication/Assessment	D. Gary Brown DrPH CIH	3 hrs
*EHS 710	Radiological Health	Doug Draper MS, CHP	3 hrs

Spring 2010

EHS 840	Industrial Hygiene Principles	D. Gary Brown DrPH CIH	3 hrs
EHS 875	Principles of Ventilation	Carolyn Harvey PhD CIH	3 hrs

Fall 2010

EHS 865	Environmental Toxicology	Carolyn Harvey PhD CIH	3 hrs
EHS 710	Radiological Health	Doug Draper MS, CHP	3 hrs

Spring 2011

EHS 885	Crisis Management, Risk Communication/Assessment	D. Gary Brown DrPH CIH	3 hrs
EHS 841	Essentials of Industrial Hygiene	D. Gary Brown DrPH CIH	3 hrs

*Course description attached

+Course on-line

EHS 885 is a new course to increase the knowledge of risk assessment and risk management for employees working in the field of environmental/occupational health.

Five of these courses are currently being taught by existing faculty. Current faculty will teach EHS 885.

Certificate Program Approval Process

1. **Proposing Institution:** Eastern Kentucky University

2. **College/Department:** Health Sciences/Environmental Health

3. **Program Title:** Certificate - Industrial Hygiene

4. **CIP Code:** 15.0701

5. **Part of Existing Program?** Yes No

6. **Program Description** (*Attach course sequence, new course identification, and competencies.*)
See Attached

7. **Statement of Need:** Regional Stewardship/Workforce Development

8. **Licensure/Certification:** Yes No *(If yes, please specify agency and level.)*

9. **Plans for collaboration with other institutions** (*if applicable*): N/A

10. **Anticipated enrollment/completions:** 10-15 per year

11. **Admission Requirements:**

a. **Are there specific admission requirements in addition to the general institutional requirements?** Yes No
(If yes, please indicate):

b. **Indicate the student placement level for the program.** Graduate Level - MPH Program

12. **Implementation Date:** Fall 2010

EKU Council on Academic Affairs Approval Date: _____

EKU Faculty Senate Approval Date: _____

EKU Board of Regents Approval Date: _____

KCTCS Approval Date: _____

CPE Approval Date: _____

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 checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Environmental Health Science & Clinical Lab Science College Health Sciences *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title Certificate in Occupational Health (Major ____, Option ____, Minor ____, or Certificate <u>X</u>) *Provide only the information relevant to the proposal.	
---	--	--

Proposal Approved by: Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Date 9/4/09	Graduate Council* Council on Academic Affairs Approved _____ Disapproved _____ Faculty Senate** _____ Board of Regents** _____ Council on Postsecondary Edu.*** _____	Date 1/29/10 DISCUSSION ITEM
--	----------------	--	------------------------------------

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be 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 new graduate certificate in Industrial Hygiene in the EHS - MPH program
A. 2. Effective date: Fall 2010
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
 The 18 hour graduate certificate program will enable hundreds of Kentuckians presently involved in working for local, state and federal agencies and private companies to enhance their knowledge and skills in occupational & environmental health (OEH). This is a regional stewardship/workforce development need.

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

Personnel Impact: NA
Operating Expenses Impact: NA
Equipment/Physical Facility Needs: NA
Library Resources: NA

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

Graduate Certificate Program in Industrial Hygiene
CIP 15.0701

The Graduate Certificate in Industrial Hygiene is designed for both degree-seeking and certificate-seeking students. The degree-seeking student may apply the certificate courses toward their degree and earn the official EKU Graduate Certificate in Industrial Hygiene.
 The students will be approved through the Graduate School via the Non-Degree Admissions – Certification Admission graduate application process including an acceptable GPA from an accredited college of university.

The following six courses are required to the complete the certificate:
 EHS710, 840, 841, 865, 875, and 88518 hours total

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Environmental Health Science & Clinical Lab Science</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>EHS 510</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Radiological Health</td> </tr> <tr> <td>*Program Title</td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table> *Provide only the information relevant to the proposal.	Department Name	Environmental Health Science & Clinical Lab Science	College	Health Sciences	*Course Prefix & Number	EHS 510	*Course Title (30 characters)	Radiological Health	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
Department Name	Environmental Health Science & Clinical Lab Science										
College	Health Sciences										
*Course Prefix & Number	EHS 510										
*Course Title (30 characters)	Radiological Health										
*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)										

Proposal Approved by:	Date		Date
Departmental Committee	9/4/09	Graduate Council*	NA
Is this a SACS Substantive Change?	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	WITHDRAWN
College Curriculum Committee	11/18/09	Approved Disapproved	WITHDRAWN
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

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

A. 1. Specific action requested: Create EHS 510/710 Radiological Health courses

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: Create EHS 510/710 Radiological Health courses which will contain graduate components to be used in the new certificate in Industrial Hygiene in EHS-MPH, these courses will also replace EHS410

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

New or Revised* Catalog Text

EHS 510 Radiological Health (3) A. Provides the student with the principles of health effects from ionizing radiation, including radiation sources, detection, measurement, control, and safety devices. Student will be able to identify, evaluate and control radiation in the work environment; implement a radiation monitoring program; establish emergency plans for actions to be taken in event of radiological accident; develop risk assessment and communication program. Credit will not be awarded to students who have received credit for EHS 410.

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)*
EHS	510	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	EHCL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3		FR _____	JR _____
8	3		SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	Credit not allowed with EHS 410
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 Environmental Health Science
EHS510 – Radiological Health (3 semester hours) Fall 2010

Instructor: Mr. Douglas G. Draper
Office: 513-569-7267 **Facs:** 513-487-2775 **Home:** 513-398-1610
Email: Doug.Draper@eku.edu
Meeting Time: Monday 6:00 – 8:45 PM Instructor arrives 5:00 pm on class day
Location: Dizney 218 and is available to answer questions

Course Description: Provides the student with the principles of health effects from ionizing radiation, including radiation sources, detection, measurement, control, and safety devices. Student will be able to identify, evaluate and control radiation in the work environment; implement a radiation monitoring program; establish emergency plans for actions to be taken in event of radiological accident; develop risk assessment and communication program.

Course Reference Material- Provided by the instructor on a CD.

Supplemental Text (not required, but useful): *Basic Radiation Protection Technology*, Gollnick, Daniel A., 5th edition, Pacific Radiation Corporation.

Internet Sites- will be provided during the course

Student Learning Outcomes

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

1. Identify the types of radiation, interactions of each type, and means to detect each
2. Develop control processes for radiation and radioactive sources
3. Operate radiological monitoring equipment
4. Understand basic biological effects of radiation exposures and dose management
5. Recognize requirements for transportation and waste management of radioactive materials
6. Perform calculations involving nuclear mass defect, shielding, decay and other basic radiation protection calculations
7. Gain familiarity with federal, state and local regulations
8. Know where and how to find information on various topics concerning health physics
9. Expand their knowledge of the surveys, audits, and radiological equipment and procedures

Course Content

- Identification of radiation- what is it? Ionizing radiation and interaction with matter
- Use of instrumentation and handling of small radioactive sources
- Common sources of radiation, radionuclide identification, spectral analysis
- Survey and field monitoring equipment, dosimeters
- Food and industrial irradiation
- Biological effects
- Federal and state regulations, standards and recommendations
- Radiological control programs, health and safety integration into engineering/ operations
- Exposure control and contamination control; dose optimization
- Waste management and transportation
- Planning and emergency response
- Problem solving and calculations
- Special topics

SAVE THIS SYLLABUS. YOU WILL REFER TO IT REGULARLY!

COURSE REQUIREMENTS:

Attendance:

The attendance policy will be a **total of 1 missed class period** which will include excused and unexcused absences. Classes missed after this will be addressed by the student and myself and may include additional work and/or a letter grade drop for each class missed. You are responsible for contacting the instructor **before** class if you are required to miss. You will be responsible for obtaining class handouts and notes for classes that you have missed. Recognize that although the CD and supplementary text are quite comprehensive, there will be numerous class discussions that are not covered in these. In the past, there has been a direct correlation: Students who attend all the classes get the best grades; those who miss the most classes get the worst grades. Plan on arriving at class on time and staying until class dismissal.

The course deliverables include the following:

Deliverable	Class	Date	Points	Total
Take home Final Exam	13	11/30	300	300
Tests (2)	7	10/19	200	400
	11	11/16	200	
Homework (4)	3	9/14	25	100
	5	9/28	25	
	9	11/02	25	
	12	11/23	25	
In class- Labs (5)	1	8/24	0	100
	2	8/31	25	
	4	9/21	25	
	8	10/26	25	
	14	12/05	25	
Written paper and presentation (2)	Group I topic	9/14- 10/26	100	200
	Group II topic	11/02-12/05	100	

The course deliverables total 1100 points. 100 of these points will be dropped leaving a possible 1000 points. The grade will be assigned according to school policy as follows:

Course Grading Scale:	A = 93.6 - 100	A- = 90.0 - 93.5
B+=86.6 –89.9	B = 83.6 - 86.5	B- = 79.6 - 83.5
C+=76.6 -79.5	C = 73.6 - 76.5	C- = 69.6 - 73.5
D+ =66.6 -69.5	D = 63.6 - 66.5	D- = 60.0 - 63.5
F=<60		

Instructor's expectation: A 60% B 30% C 10% D/F 0%

- Students typically receive an A or B if they attend all classes and do all their assignments
- Grades for assignments that are not turned in on time will be reduced by 1 letter grade (10%). Assignments that are not turned in within one week (next class) after the due date will not be accepted. Assignments can be emailed or faxed prior to class for full credit.

Final exam- covers all material for the duration of the course

Test 1 and Test 2- 90 minute duration each, covers material from classes, papers, homework.

Homework- Handouts provided the week before they are due.

Paper and presentation- see following discussion.

Labs- There are 5 labs. The first is Week 1 and includes instrument familiarization; this lab is not graded, but the lab sheet must be turned in for credit. The next 4 labs are graded.

Conduct of the Class- In most cases, each class will start off with homework turn- in if it is due that class. Next, are the student presentations. Then, instructor lectures and demos. Questions should be asked at any time during instructor lectures. Finally, a lab if one is scheduled. The instructor arrives an hour early and is available to work with students. The instructor is also available after class as necessary.

Classroom activity sequence (each week)

Attendance, Student Q&A, Review homework, Student presentations,
Scheduled subjects/ topics

Note: Attendance is taken each week

Student Progress

The instructor will provide students with written information on BlackBoard at the midpoint of the course.

Last Day to Drop Course

Refer to Colonel's Compass for the last day to drop the course.

Class prerequisites

Math skills are necessary. We'll review any math needed to do coursework during class. A calculator is required. The calculator used in Math 107 or a standard scientific calculator is adequate. Graphing capability is not necessary.

Effective computer skills are an advantage, especially use of Word and Powerpoint. These will not be reviewed during the class.

Reading, written and verbal skills are necessary to satisfactorily complete the course. These will not be reviewed during the class.

Written Paper and Presentation

The purpose of the paper is to provide a broader coverage of pertinent topics than the instructor can cover during one course. When developing the written paper, focus on items of interest to the class, and be sure that they are relevant to Radiological Health. Please note that I like to ask at least one question from each paper/ presentation on a homework, quiz, test or exam.

Each person will choose two topics from a list; one each from Group I and Group II. The paper and presentation together for each topic in a group is worth 100 points. Spelling errors, grammatical errors, etc will be deducted; therefore it is important to proof- read the paper.

Only one person can choose a given topic. They do so by putting their name on the list next to the topic they choose. The list will be at the front of the room after the break on the first class meeting. Associated with a topic is a date due. On that date, the person will turn in a hard copy of the paper and put an electronic copy of the **paper** and **presentation** on the classroom computer in the folder: **EHS-510-ppt**. As an alternative, the paper and presentation can be provided by email PRIOR to class. Then the student will give a 5 minute presentation to the class on their paper, and be prepared to answer 5 minutes of questions from the class and instructor.

Each paper is 500 to approximately 1000 words, typed and double- spaced. At least three references are required. Internet references are acceptable. If an internet reference is used, include the URL. Personal references are acceptable if interviews are conducted. Annotate the date/ time of the interview. A letter grade will be deducted if less than 3 references are listed.

It may be that some of the topics may be difficult to research. See the instructor as soon as possible if this becomes the case.

This is the grading scheme for papers: Normally the paper starts out as an A if the topic is covered and the student is knowledgeable during the presentation.

A letter grade is deducted each week the electronic paper/ powerpoint is late.

A letter grade is deducted each week the presentation is late.

A letter grade is deducted if references are not provided.

Grammatical errors may be deducted.

Class	Date	Notes	Assignments	Topics	Labs
1	08/24	At masses Periodic Tbl		General background Basic Radiation Physics I- Nature of Radn Isotopes, binding energy, mass decrement	Lab: Use of 2241-2
2	08/31			Basic Radiation Physics II- Interactions Alpha, beta, gamma, neutron LET, Balancing nuclear equations	Lab: Properties α , β , γ
3	09/14	Tbl $T_{1/2}$	Homework #1	Basic Radn Physics III- Activity & Decay $A = A_0 e^{-\lambda x}$ $T_{1/2}$ SpAct $A = \lambda N$ T_{eff} Equilibrium	
4	09/21			Radiation Quantities & Units Basic Radiation Physics IV- TDS ALARA $I = I_0 e^{-\mu x}$ $I_1 d_1^2 = I_2 d_2^2$ Γ	Lab: TDS
5	09/28		Homework #2	Biological Effects, Risk	
6	10/05	TLD demo Dosimeter demo		External dosimetry Internal dosimetry	
Break					
7	10/19		Test #1 (90 min- open book)	Radiation sources; important radionuclides Background, Xrays, Medical, Radn Sources Rctrs- Production, power, research, zero pwr	
8	10/26			Radiation instrumentation Portable instruments	Lab: Demo Sources
9	11/02	Gamma spec demo	Homework #3	Nuclide identification Gamma spec, alpha spec, beta LS Envir Monit Prgs- PreOpnl & PostOpnl	
10	11/09			Radiation Protection Programs ISMS, LL, ALARA, RPP, RWP, PPE PAAA, NRC Fines	
11	11/16		Test #2 (90 min- open book)	Regulations and standards Regulators: NRC, DOE, EPA, OSHA, DOT Organizations: UN, IAEA, NCRP, CRCPD	
12	11/23		Homework #4	Transportation WM, Waste Min	
13	11/30		Final Exam (Take home)	Radiological emergencies Emergency Plans, DAC, DAC-hr RDD, RED, IND, Criticality Source Control, Nuclear weapons	
14	12/07		Collect Exam	Decommissioning, counting statistics MARSSIMS, wipes/ smear counting	Lab: Statistics
15	12/14		Return Exam Final Grade	Special Topics: Human Experiments, Food irradiation, Fertile female, Acceptable dose, Radiological training programs Review final grade, Internet links Job opportunities, Course critique	Optional Lab: Survey Plan

Topics for Papers/ Presentations

Group 1 Topics			Group 2 Topics		
Class	Topic	Student	Class	Topic	Student
3	GNEP		9	Fluoroscopic procedures	
3	ERDA		9	Neutron activation analysis	
3	LANL		9	Dr Leo Szilard	
3	Cosmic cataclysms		9	X-ray fluorescence	
3	Fiestaware		9	Santa Susana- Rocketdyne	
3	Harry Daghljan		10	Rongerik and Rongelap	
4	Argonne National Lab		10	Maralinga	
4	K-25		10	NARM	
4	Human experiments		10	Herbert M. Parker	
4	HEU		10	Dr Charles Allen Thomas	
5	LNT		10	NIST	
5	Advanced Test Reactor		12	Vitrification	
5	Clinch River Breeder		12	Project Rulison	
5	Prussian Blue		12	Fuel reprocessing	
5	Thorium		12	Project Prometheus	
5	Plutonium		12	GPHS	
6	Litvinenko		12	Yucca Mountain	
6	Fricke dosimeter		13	Goiania	
6	Chromosome abberation dosimetry		13	SNAP	
6	RERF		13	WIPP	
7	Dr Helen Caldicott		13	LOCA	
7	Dr Margaret Maxey		13	Vinca	
8	WLM Monitors		13	Piqua Demonstration Project	
8	Radioactivity in coal		14	Pelindaba	
8	TRIGA		14	Grand Junction Project	
8	Purex		14	Fernald	
8	Potassium-40		14	Tomsk-7	

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

Labs- The labs are conducted with monitoring instrumentation typical of use in the USA. Each lab has an objective related to a classroom discussion. A lab data sheet is completed by each individual. The data is obtained as a group effort. The calculations, questions and answers, and lab conclusions are to be performed by each individual, not as the group.

Team assignments have been developed. There are five sets of instruments. Each instrument set has a color marking. The color markings are depicted using colored adhesive circles. Note that each set is calibrated only for those components. The probe from one set, for example the red set, is not to be used with the ratemeter from another set, for example the blue set. The five sets of instruments are designated by the following colors:

Red
Blue

Yellow
Green
Magenta

The Team assignments are noted in the following table:

Lab Team Assignments			
Student	Team		Student
	Blue		Blue
	Green		Yellow
	Blue		Red
	Red		Yellow
	Yellow		Blue
	Magenta		Red
	Red		Green
	Red		Blue
	Green		Magenta
	Yellow		Magenta
	Blue		Green
	Magenta		Yellow
	Green		Red
	Magenta		Green

Each student is required to turn in a lab report that typically consists of a sheet with questions, calculations, and other pertinent information from the lab exercise. In some cases, the team may be able to submit a common data sheet for the lab.

Academic Dishonesty

Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Eastern Kentucky University are expected to adhere to the highest standards of academic integrity. These standards are embodied in the Eastern Kentucky University Academic Integrity Policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. By honoring and enforcing this Academic Integrity Policy, the University community affirms that it will not tolerate academic dishonesty.

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.

ACADEMIC INTEGRITY STATEMENT

Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

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

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)*
EHS	710	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	EHCL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3		FR _____ JR _____	
8	3		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 allowed with EHS 410
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 Environmental Health Science
EHS710 – Radiological Health (3 semester hours) Fall 2010

Instructor: Mr. Douglas G. Draper
Office: 513-569-7267 **Facs:** 513-487-2775 **Home:** 513-398-1610
Email: Doug.Draper@eku.edu
Meeting Time: Monday 6:00 – 8:45 PM Instructor arrives 5:00 pm on class day
Location: Dizney 218 and is available to answer questions

Course Description: Provides the student with the principles of health effects from ionizing radiation, including radiation sources, detection, measurement, control, and safety devices. Student will be able to identify, evaluate and control radiation in the work environment; implement a radiation monitoring program; establish emergency plans for actions to be taken in event of radiological accident; develop risk assessment and communication program.

Course Reference Material- Provided by the instructor on a CD.

Supplemental Text (not required, but useful): *Basic Radiation Protection Technology*, Gollnick, Daniel A., 5th edition, Pacific Radiation Corporation.

Internet Sites- will be provided during the course

Student Learning Outcomes

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

1. Analyze and evaluate control processes for radiation and radioactive sources
2. Develop, coordinate, and implement a radiological plan
3. Evaluate, assess, and critique a program for a radiological incident
4. Articulate the importance of surveys, audits, and standard operating procedure

Course Content

- Identification of radiation- what is it? Ionizing radiation and interaction with matter
- Use of instrumentation and handling of small radioactive sources
- Common sources of radiation, radionuclide identification, spectral analysis
- Survey and field monitoring equipment, dosimeters
- Food and industrial irradiation
- Biological effects
- Federal and state regulations, standards and recommendations
- Radiological control programs, health and safety integration into engineering/ operations
- Exposure control and contamination control; dose optimization
- Waste management and transportation
- Planning and emergency response
- Problem solving and calculations
- Special topics

Course Relationship to MPH Program

The MPH educational program objectives addressed in the course are:

1. Contribute to the public health profession through sound professional public health attitudes, values, concepts and ethical practices.
2. Integrate and apply the crosscutting knowledge and skills (competencies) within five core public health areas of knowledge (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration).
3. Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to community health, environmental health science, or public administration.

Course content, assignments, and assessment instruments have been designed to facilitate the attainment and demonstration of appropriate knowledge and skills, and facilitate application in the field of public health.

COURSE RELATIONSHIP TO THE MASTERS IN PUBLIC HEALTH (MPH) PROGRAM

To achieve its mission, the ECU MPH Program “prepares professionals for broad-based practice in public health, through the integration of core competencies in the five areas of knowledge basic to public health (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration) with specialized knowledge, competencies, and expertise in a selected public health discipline area.” This course relates directly to accomplishment of the MPH Program educational objectives, and the core competencies and option-specific competencies. (See the MPH Student Handbook

http://www.mph.ecu.edu/Student_Resources/MPH_Handbook_Summer07_vs_082207.pdf#page=23&zoom=100).

SAVE THIS SYLLABUS. YOU WILL REFER TO IT REGULARLY!

COURSE REQUIREMENTS:

Attendance:

The attendance policy will be a **total of 1 missed class period** which will include excused and unexcused absences. Classes missed after this will be addressed by the student and myself and may include additional work and/or a letter grade drop for each class missed. You are responsible for contacting the instructor **before** class if you are required to miss. You will be responsible for obtaining class handouts and notes for classes that you have missed. Recognize that although the CD and supplementary text are quite comprehensive, there will be numerous class discussions that are not covered in these. In the past, there has been a direct correlation: Students who attend all the classes get the best grades; those who miss the most classes get the worst grades. Plan on arriving at class on time and staying until class dismissal.

The course deliverables include the following:

Deliverable	Class	Date	Points	Total
Take home Final Exam	13	11/30	300	300
Tests (2)	7	10/19	200	400
	11	11/16	200	
Homework (4)	3	9/14	25	100
	5	9/28	25	
	9	11/02	25	
	12	11/23	25	
In class- Labs (5)	1	8/24	0	100
	2	8/31	25	
	4	9/21	25	
	8	10/26	25	
	14	12/05	25	
Written paper and presentation (2)	Group I topic	9/14- 10/26	100	200
	Group II topic	11/02- 12/05	100	
Graduate Students additional course work				
1. Instrument Qualification-determine the scan MDC and static MDC of ECU portable rate meter/scalers and probes for various radionuclides. 2. Instrument quality program- develop control charts from instrument/probe combinations used in integrate mode 3. Special program analysis- evaluate potential impact on regulatory guidelines and the medical community from the recent release of NCRP-160.	Group I topic	11/10-	200	400
	Group II Topic	12/07	200	
		11/15- 12/10		

The course deliverables total 1100 points. 100 of these points will be dropped leaving a possible 1000 points. The grade will be assigned according to school policy as follows:

Course Grading Scale: A = 93.6 - 100 B = 83.5-93.5 C ≤ 83.4

Instructor's expectation: A 60% B 30% C 10%

- Students typically receive an A or B if they attend all classes and do all their assignments
- Grades for assignments that are not turned in on time will be reduced by 1 letter grade (10%). Assignments that are not turned in within one week (next class) after the due date will not be accepted. Assignments can be emailed or faxed prior to class for full credit.

Final exam- covers all material for the duration of the course

Test 1 and Test 2- 90 minute duration each, covers material from classes, papers, homework.

Homework- Handouts provided the week before they are due.

Paper and presentation- see following discussion.

Labs- There are 5 labs. The first is Week 1 and includes instrument familiarization; this lab is not graded, but the lab sheet must be turned in for credit. The next 4 labs are graded.

Conduct of the Class- In most cases, each class will start off with homework turn- in if it is due that class. Next, are the student presentations. Then, instructor lectures and demos. Questions should be asked at any time during instructor lectures. Finally, a lab if one is scheduled. The instructor arrives an hour early and is available to work with students. The instructor is also available after class as necessary.

Classroom activity sequence (each week)

Attendance, Student Q&A, Review homework, Student presentations,
Scheduled subjects/ topics

Note: Attendance is taken each week

Student Progress

The instructor will provide students with written information on BlackBoard at the midpoint of the course.

Last Day to Drop Course

Refer to Colonel's Compass for the last day to drop the course.

Class prerequisites

Math skills are necessary. We'll review any math needed to do coursework during class. A calculator is required. The calculator used in Math 107 or a standard scientific calculator is adequate. Graphing capability is not necessary.

Effective computer skills are an advantage, especially use of Word and Powerpoint. These will not be reviewed during the class.

Reading, written and verbal skills are necessary to satisfactorily complete the course. These will not be reviewed during the class.

Written Paper and Presentation

The purpose of the paper is to provide a broader coverage of pertinent topics than the instructor can cover during one course. When developing the written paper, focus on items of interest to the class, and be sure that they are relevant to Radiological Health. Please note that I like to ask at least one question from each paper/ presentation on a homework, quiz, test or exam.

Each person will choose two topics from a list; one each from Group I and Group II. The paper and presentation together for each topic in a group is worth 100 points. Spelling errors, grammatical errors, etc will be deducted; therefore it is important to proof- read the paper.

Only one person can choose a given topic. They do so by putting their name on the list next to the topic they choose. The list will be at the front of the room after the break on the first class meeting. Associated with a topic is a date due. On that date, the person will turn in a hard copy of the paper and put an electronic copy of the **paper** and **presentation** on the classroom computer in the folder: **EHS-510-ppt**. As an alternative, the paper and presentation can be provided by email PRIOR to class. Then the student will give a 5 minute presentation to the class on their paper, and be prepared to answer 5 minutes of questions from the class and instructor.

Each paper is 500 to approximately 1000 words, typed and double- spaced. At least three references are required. Internet references are acceptable. If an internet reference is used, include the URL. Personal references are acceptable if interviews are conducted. Annotate the date/ time of the interview. A letter grade will be deducted if less than 3 references are listed.

It may be that some of the topics may be difficult to research. See the instructor as soon as possible if this becomes the case.

This is the grading scheme for papers: Normally the paper starts out as an A if the topic is covered and the student is knowledgeable during the presentation.

A letter grade is deducted each week the electronic paper/ powerpoint is late.

A letter grade is deducted each week the presentation is late.

A letter grade is deducted if references are not provided.

Grammatical errors may be deducted.

Class	Date	Notes	Assignments	Topics	Labs
1	08/24	At masses Periodic Tbl		General background Basic Radiation Physics I- Nature of Radn Isotopes, binding energy, mass decrement	Lab: Use of 2241-2
2	08/31			Basic Radiation Physics II- Interactions Alpha, beta, gamma, neutron LET, Balancing nuclear equations	Lab: Properties α, β, γ
3	09/14	Tbl $T_{1/2}$	Homework #1	Basic Radn Physics III- Activity & Decay $A = A_0 e^{-\lambda x}$ $T_{1/2}$ SpAct $A = \lambda N$ T_{eff} Equilibrium	
4	09/21			Radiation Quantities & Units Basic Radiation Physics IV- TDS ALARA $I = I_0 e^{-\mu x}$ $I_1 d_1^2 = I_2 d_2^2$ Γ	Lab: TDS
5	09/28		Homework #2	Biological Effects, Risk	
6	10/05	TLD demo Dosimeter demo		External dosimetry Internal dosimetry	
Break					
7	10/19		Test #1 (90 min- open book)	Radiation sources; important radionuclides Background, Xrays, Medical, Radn Sources Rctrs- Production, power, research, zero pwr	
8	10/26			Radiation instrumentation Portable instruments	Lab: Demo Sources
9	11/02	Gamma spec demo	Homework #3	Nuclide identification Gamma spec, alpha spec, beta LS Envir Monit Prgs- PreOpnl & PostOpnl	
10	11/09			Radiation Protection Programs ISMS, LL, ALARA, RPP, RWP, PPE PAAA, NRC Fines	
11	11/16		Test #2 (90 min- open book)	Regulations and standards Regulators: NRC, DOE, EPA, OSHA, DOT Organizations: UN, IAEA, NCRP, CRCPD	
12	11/23		Homework #4	Transportation WM, Waste Min	
13	11/30		Final Exam (Take home)	Radiological emergencies Emergency Plans, DAC, DAC-hr RDD, RED, IND, Criticality Source Control, Nuclear weapons	
14	12/07		Collect Exam	Decommissioning, counting statistics MARSSIMS, wipes/ smear counting	Lab: Statistics
15	12/14		Return Exam	Special Topics: Human Experiments, Food irradiation, Fertile female, Acceptable dose, Radiological training programs	Optional Lab: Survey Plan
			Final Grade	Review final grade, Internet links Job opportunities, Course critique	

Topics for Papers/ Presentations

Group 1 Topics			Group 2 Topics		
Class	Topic	Student	Class	Topic	Student
3	GNEP		9	Fluoroscopic procedures	
3	ERDA		9	Neutron activation analysis	
3	LANL		9	Dr Leo Szilard	
3	Cosmic cataclysms		9	X-ray fluorescence	
3	Fiestaware		9	Santa Susana-Rocketdyne	
3	Harry Daghlian		10	Rongerik and Rongelap	
4	Argonne National Lab		10	Maralinga	
4	K-25		10	NARM	
4	Human experiments		10	Herbert M. Parker	
4	HEU		10	Dr Charles Allen Thomas	
5	LNT		10	NIST	
5	Advanced Test Reactor		12	Vitrification	
5	Clinch River Breeder		12	Project Rulison	
5	Prussian Blue		12	Fuel reprocessing	
5	Thorium		12	Project Prometheus	
5	Plutonium		12	GPHS	
6	Litvinenko		12	Yucca Mountain	
6	Fricke dosimeter		13	Goiania	
6	Chromosome aberration dosimetry		13	SNAP	
6	RERF		13	WIPP	
7	Dr Helen Caldicott		13	LOCA	
7	Dr Margaret Maxey		13	Vinca	
8	WLM Monitors		13	Piqua Demonstration Project	
8	Radioactivity in coal		14	Pelindaba	
8	TRIGA		14	Grand Junction Project	
8	Purex		14	Fernald	
8	Potassium-40		14	Tomsk-7	

Topics for Projects/ Presentations

Group 1 Topics			Group 2 Topics		
Class	Topic	Student	Class	Topic	Student
12			13		
12			13		
12			13		
12			13		

Labs- The labs are conducted with monitoring instrumentation typical of use in the USA. Each lab has an objective related to a classroom discussion. A lab data sheet is completed by each individual. The data is obtained as a group effort. The calculations, questions and answers, and lab conclusions are to be performed by each individual, not as the group.

Team assignments have been developed. There are five sets of instruments. Each instrument set has a color marking. The color markings are depicted using colored adhesive circles. Note that each set is calibrated only for those components. The probe from one set, for example the red set, is not to be used with the ratemeter from another set, for example the blue set. The five sets of instruments are designated by the following colors:

Red

Blue

Yellow

Green

Magenta

The Team assignments are noted in the following table:

Lab Team Assignments			
Student	Team	Student	Team
	Blue		Blue
	Green		Yellow
	Blue		Red
	Red		Yellow
	Yellow		Blue
	Magenta		Red
	Red		Green
	Red		Blue
	Green		Magenta
	Yellow		Magenta
	Blue		Green
	Magenta		Yellow
	Green		Red
	Magenta		Green

Each student is required to turn in a lab report that typically consists of a sheet with questions, calculations, and other pertinent information from the lab exercise. In some cases, the team may be able to submit a common data sheet for the lab.

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

Academic Dishonesty

Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Eastern Kentucky University are expected to adhere to the highest standards of academic integrity. These standards are embodied in the Eastern Kentucky University Academic Integrity Policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. By honoring and enforcing this Academic Integrity Policy, the University community affirms that it will not tolerate academic dishonesty.

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.

ACADEMIC INTEGRITY STATEMENT

Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing this policy, the University affirms that it will not tolerate academic dishonesty.

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

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Environmental Health Science & Clinical Lab Science <hr/> College Health Sciences <hr/> *Course Prefix & Number EHS 875 <hr/> *Course Title (30 characters) Principles of Ventilation <hr/> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		Date
Departmental Committee	9/4/09	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Date 1/29/10
College Curriculum Committee	11/18/09	Council on Academic Affairs
General Education Committee*	NA	Approved ___ Disapproved ___ WITHDRAWN
Teacher Education Committee*	NA	Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
		NA NA NA

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

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

A. 1. Specific action requested: Create EHS 875 Principles of Ventilation for the new certificate program A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This course was created and will become part of the new 18-hour certificate program in industrial hygiene in EHS MPH	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

	New or Revised* Catalog Text
(*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)	
<p><u>EHS 875 Principles of Ventilation (3) A.</u> Provides the student with the principles of ventilation including: design of fans, cleaners duct sizing; calculations, inspections, balancing the system, and overall maintenance. This course deals with use of ventilation to reduce or eliminate occupational exposures in the workplace.</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)*
EHS	875	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	EHCL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3		FR _____	JR _____
8	3		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)			

Course - EHS 875 **Principles of Ventilation**, 3 credit hours –
Syllabus - Fall 2010, Dizney Rm 208, 6 PM – 8:45: PM; Monday
Instructor - Dr. Carolyn Harvey CIH, Professor

Course Description: Provides the student with the principles of ventilation including: design of fans, cleaners duct sizing; calculations, inspections, balancing the system, and overall maintenance. This course deals with use of ventilation to reduce or eliminate occupational exposures in the workplace.

This course will include all aspects of ventilation including but not limited to: designing and balancing a system; inspection of current system; choosing fans; choosing appropriate hoods; determining appropriate flow rates, duct sizes; determining location of branch lines; and calculations of the flow rates, static pressures, velocity, hood entry and branch losses; and other aspects of the ventilation system including health effects of poor or inadequate ventilation. Web assisted course with 2/3rd in class and 1/3rd Lab/online. There will be some practical exercises as well as web exercises.

The purpose of the course is to increase the level of knowledge of the student in the areas of ventilation. Ventilation is one of the major if not the major cause of occupational exposures in office buildings, college buildings, homes, industrial facilities, and other confined areas in which we work, play or recreate.

Required Text:

Industrial Ventilation: A Manual of Recommended Practice for Design, 25th Edition
Industrial Ventilation Workbook, 6th Ed.

Publisher: ACGIH
Number of Pages: 689pages
Date Published: 2004
ISBN: 1-882417-52-6

Publisher: ACGIH
Number of Pages: 320 pages
Date Published: 2003
Publication # 0428
ISBN: 1-883992-04-4

Student Learning Outcomes

1. Demonstrate the knowledge, skills and understanding of the importance of ventilation.
2. Identify the adverse impacts caused by a variety of ventilation problems.
3. Develop an effective inspection program for a ventilation system.
4. Analyze and evaluate the design of a ventilation system based on the material(s) to be removed.
5. Plan, coordinate, and monitor installation of a ventilation system.
8. Evaluate, assess, and identify improvements to a current ventilation system.
9. Articulate and formulate a strategy for implementation of a ventilation monitoring system.

Course Content:

The assigned textbook and work in the assigned ventilation workbook. Online work may be assigned as the course progresses.

Course Requirements:

Student Evaluation:

Examinations – three in class	300 pt
Two take home	300 pt
Seven Class exercises/Ventilation workbook	350 pt
Lab work -instrumentation use	<u>50 pt</u>
Total points	1000pts

Examinations will cover material included in class, in the handouts, in homework assignments, and from web sites. Several exercises will be done in the lab and in class and each of these will have a grade assigned.

The grading scale is as follows:

(A = 90 - 100) (B = 80 - 89.9)

Attendance Policy: ONE MISSED CLASS. Students will be required to do extra work including problems to make up for additional missed classes.

Student Progress The instructor will provide students with written information before midterm. The students' progress will also be noted on Blackboard at the midpoint of the course.

Last Day to Drop Course Refer to Colonel's Compass for the last day to drop the course.

Course Relationship to MPH Program:

The MPH educational program objectives addressed in the course are:

1. Contribute to the public health profession through sound professional public health attitudes, values, concepts and ethical practices.
2. Integrate and apply the crosscutting knowledge and skills (competencies) within five core public health areas of knowledge (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration).
3. Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to community health, environmental health science, or public administration.

Course content, assignments, and assessment instruments have been designed to facilitate the attainment and demonstration of appropriate knowledge and skills, and facilitate application in the field of public health.

COURSE RELATIONSHIP TO THE MASTERS IN PUBLIC HEALTH (MPH) PROGRAM

To achieve its mission, the ECU MPH Program "prepares professionals for broad-based practice in public health, through the integration of core competencies in the five areas of knowledge basic to public health (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration) with specialized knowledge, competencies, and expertise in a selected public health discipline area." This course relates directly to accomplishment of the MPH Program educational objectives, and the core competencies and option-specific competencies. (See the MPH Student Handbook

http://www.mph.ecu.edu/Student_Resources/MPH_Handbook_Summer07_vs_082207.pdf#page=23&zoom=100).

Domain #1 Analytical Skills

1. Determine appropriate uses and limitations of both quantitative and qualitative data.
2. Evaluate the integrity and comparability of data and identify gaps in data sources.
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Domain #2 Policy Development & Program Planning Skills

4. State policy options and write clear and concise policy statements.
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10. Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions

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Domain #5 Community Dimensions of Practice Skills

12. Establishes and maintains linkages with key stakeholders
13. Describes the role of government in the delivery of community health services

Domain #6 Basic Public Health Science Skills

14. Identifies and retrieves current relevant scientific evidence

15. Identifies the limitation of research and the importance of observations and interrelationships
16. Identifies and applies basic research methods used in public health

Domain #7 Financial Planning & Management Skills

17. Manages programs with budget constraints
18. Applies budget processes
19. Monitors program performance
20. Develops and presents a budget
21. Conducts cost-effectiveness, cost-benefit, and cost utility analyses

Domain #8 Leadership & system thinking Skills

22. Creates a culture of ethical standards within organizations and communities
23. Helps create key values and shared vision and uses these principles to guide actions
24. Promotes team and organizational learning
25. Uses the legal and political system to effect change
26. Applies the theory of organizational structures to professional practice

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References:

Internet Sites: OSHA.gov EPA.gov CDC.gov/NIOSHACGIH.org
NEHA.org [ashrae.org/](http://www.ashrae.org/)
National Environmental Health Association
www.neha.org
National Institutes of Health, National Institute of Environmental Health Sciences
www.niehs.nih.gov
World Health Organization, Environmental Health
www.who.int/topics/environmental_health/en
American Society of Heating, Refrigerating and Air Conditioning Engineers
<http://www.ashrae.org/>

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Environmental Health Science & Clinical Lab Science</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>EHS 885</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Crisis Mgmt, Risk Com/Asmt</td> </tr> <tr> <td>*Program Title</td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table>	Department Name	Environmental Health Science & Clinical Lab Science	College	Health Sciences	*Course Prefix & Number	EHS 885	*Course Title (30 characters)	Crisis Mgmt, Risk Com/Asmt	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
Department Name	Environmental Health Science & Clinical Lab Science										
College	Health Sciences										
*Course Prefix & Number	EHS 885										
*Course Title (30 characters)	Crisis Mgmt, Risk Com/Asmt										
*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)										

Proposal Approved by:	Date		Date
Departmental Committee	9/4/09	Graduate Council*	1/29/10
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	WITHDRAWN
College Curriculum Committee	11/18/09	Approved	Disapproved
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: Create EHS 885 for the certificate program in Industrial Hygiene
A. 2. Effective date: Fall 2010
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: This course will become part of the new 18-hour certificate program in industrial hygiene in EHS MPH

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

Personnel Impact: NA
Operating Expenses Impact: NA
Equipment/Physical Facility Needs: NA
Library Resources: NA

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

New or Revised* Catalog Text
(*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<u>EHS 885 Crisis Management, Risk Communication/Assessment (3) A.</u> Provides the student with the principles of Crisis Management and Risk Communication/Assessment by becoming familiar with laws that mandate risk communication, types and approaches to risk communication, effective risk communication, importance of crisis management/communication, process of hazard risk assessment, and benefits of development and implementation of an emergency response program.

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)*
EHS	885	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	EHCL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3		FR _____ JR _____	
8	3		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)			

Course - EHS 885 **Risk Assessment, Crisis Management**, 3 credit hours –
Syllabus - Fall 2010, Dizney Room 239, 5 PM – 7:45: PM; Monday
Instructor - Dr. D. Gary Brown, CIH, Associate Professor

Course Description Provides the student with the principles of Crisis Management and Risk Communication/Assessment by becoming familiar with laws that mandate risk communication, types and approaches to risk communication, effective risk communication, importance of crisis management/communication, process of hazard risk assessment, and benefits of development and implementation of an emergency response program.

Required Text

The Occupational Environment: Its Evaluation, Control, and Management, 2nd edition

Edited by Salvatore R. DiNardi

Publisher:	AIHA
Number of Pages:	1360 pages
Date Published:	2003
ISBN-13:	978-1-931504-43-1

Student Learning Outcomes

1. Demonstrate the knowledge, skills and understanding of Emergency Planning and Crisis Management in the Workplace.
2. Identify and Evaluate Trends Influencing Occupational Health.
3. Outline how to effectively Communicate Risks in the Workplace.
4. Analyze, design and conduct Surveys and Audits for the Workplace.
5. Discuss practices and procedures for Hazard Communication delivery to Workers.
6. Enable the student to articulate key components of Control Banding System.
7. Plan, develop, coordinate, and implement an Occupational Health Program.
8. Evaluates, assesses, and improves a current Quality Control Sampling and Monitoring Plan.
9. Articulate a strategy for implementation a Behavior Based Safety Program.

Course Content

The assigned textbook. Online work may be assigned as the course progresses.

Course Requirements

Student Evaluation:

Examinations
Presentaion
Paper

Tests 50%; Paper 25%; Presentation 25%

Examinations will cover material included in class, in the handouts, in homework assignments, and from web sites.

The grading scale is as follows
(A = 90 - 100) (B = 80 - 89.9)

Attendance Policy: ONE MISSED CLASS. Students will be required to do extra work to make up for additional missed classes.

Student Progress

The instructor will provide students with written information on BlackBoard at the midpoint of the course.

Last Day to Drop Course

Refer to Colonel's Compass for the last day to drop the course.

Course Relationship to MPH Program

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1. Contribute to the public health profession through sound professional public health attitudes, values, concepts and ethical practices.
2. Integrate and apply the crosscutting knowledge and skills (competencies) within five core public health areas of knowledge (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration).
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Domain #1 Analytical Skills

1. Determine appropriate uses and limitations of both quantitative and qualitative data.
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3. Obtain and interpret information regarding risks and benefits to their organization.

Domain #2 Policy Development & Program Planning Skills

4. State policy options and write clear and concise policy statements.
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8. Communicate effectively both in writing and orally
9. Lead and participate in groups to address specific issues
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11. Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional background, and persons of all ages and lifestyle preferences

Domain #5 Community Dimensions of Practice Skills

12. Establishes and maintains linkages with key stakeholders
13. Describes the role of government in the delivery of community health services

Domain #6 Basic Public Health Science Skills

14. Identifies and retrieves current relevant scientific evidence
15. Identifies the limitation of research and the importance of observations and interrelationships
16. Identifies and applies basic research methods used in public health

Domain #7 Financial Planning & Management Skills

17. Manages programs with budget constraints
18. Applies budget processes
19. Monitors program performance
20. Develops and presents a budget
21. Conducts cost-effectiveness, cost-benefit, and cost utility analyses

Domain #8 Leadership & system thinking Skills

22. Creates a culture of ethical standards within organizations and communities
23. Helps create key values and shared vision and uses these principles to guide actions
24. Promotes team and organizational learning
25. Uses the legal and political system to effect change
26. Applies the theory of organizational structures to professional practice

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

Academic Dishonesty

Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Eastern Kentucky University are expected to adhere to the highest standards of academic integrity. These standards are embodied in the Eastern Kentucky University Academic Integrity Policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. By honoring and enforcing this Academic Integrity Policy, the University community affirms that it will not tolerate academic dishonesty.

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.

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

References

OSHA.gov
EPA.gov
CDC.gov/NIOSH
ACGIH.org
NEHA.org
National Environmental Health Association
www.neha.org
National Institutes of Health, National Institute of Environmental Health Sciences
www.niehs.nih.gov
World Health Organization, Environmental Health
www.who.int/topics/environmental_health/en

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 __) *Provide only the information relevant to the proposal.	Occupational Therapy Health Sciences OTS 822 OBP II: Health Care Practice _____ _____ _____ _____
Proposal Approved by:		
	Date October 27, 2009	Date 1/29/10
Departmental Committee		
Graduate Council*		
Council on Academic Affairs		
Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>		
College Curriculum Committee		
Faculty Senate**		
General Education Committee*		
Board of Regents**		
Teacher Education Committee*		
Council on Postsecondary Edu.***		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested:

Change course title to designate it as the first of a two-course sequence.

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:

Health care practice content is being expanded from one to two semesters and the title change would designate this course as first in the two-part course sequence.

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

OTS 822 OBP II: Health Care Practice 2A. (4) A. Corequisite: OTS 821. Lecture and lab to include theories, principles and methods of evaluation, intervention and outcome processes for individuals accessing health systems. Course will focus on engagement in occupation to support participation in life roles across the lifespan.

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	822	Fall 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	
		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)			

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Occupational Therapy College Health Sciences *Course Prefix & Number OTS 824 *Course Title (30 characters) OBP II: Health Care Practice 2 *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		Date
Departmental Committee	October 27, 2009	Graduate Council*
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Date
College Curriculum Committee	11/18/09	Council on Academic Affairs
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*	NA	Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
		1/29/10
		2/14/10 w/edits
		NA
		NA
		NA

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

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

A. 1. Specific action requested:
 Establish a new required course in the OT curriculum.

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: Based on evaluative input from occupational therapy students and fieldwork educators, additional coursework in health care practice is warranted.

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

Personnel Impact: Faculty will be assigned by the Department Chair to teach this course. Expertise among faculty currently exists.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: Journals and other library resources needed to support this course already exist on campus.

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

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

New or Revised* Catalog Text (*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>OTS 824 OBP II: Health Care Practice 2B. (4) A. Prerequisites OTS 821 and OTS 822. Continued study of theories, principles and methods of evaluation, intervention and outcome processes for individuals accessing health systems. Course will focus on engagement in occupation to support participation in life roles across the lifespan.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
<u>OTS</u>	<u>824</u>	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>4</u>	Lecture <u>2</u> _____	Laboratory <u>2</u> _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>L</u>	<u>4</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>OTS 821</u>
Course Prefix and No.	<u>OTS 822</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

OTS 824 OBP II: Health Care Practice II
Course Outline Spring 2011 4 credit hours

Lecture- 2 credit hours (2 contact hours)/Lab- 2 credit hour (4 contact hours)

Week/Date	Section/Room	Topic	Readings/Assignments
UNIT 1: Occupation-Based Evaluation			
Week 1			
LECTURE	All Sections/D-100	OBP with Children, Adolescents, & Families -Family-Centered Care -Influence of Context -Psychosocial Issues	Case-Smith Ch. 20 (pp. 688-705), 24, 25
LAB	D-142	OBP and Family-Centered Services- Case Studies	Case-Smith- TBA Articles- TBA
LAB	D-142	Occupation-Based Evaluation of Children -Gross Motor Development -Clinical Observations	
Week 2			
LECTURE	All Sections/D-100	Occupation-Based Evaluation of Children -Fine Motor Development -Clinical Observations	Case-Smith Ch. 9 (pp. 278-292), 10 (pp. 304-329)
LAB	D-142	Gross Motor Function Lab	
LAB	D-142	Fine Motor Function Lab	
Week 3			
LECTURE	All Sections/D-100	Occupation-Based Evaluation of Children -Scoring and Interpretation of Standardized Assessments -Calculating Chronological and Corrected Ages -PDMS-II	Ch. 8 PDMS-2 Manual (available in Room 100; reading to be completed by 10/2)
LAB	D-142	Assessment Lab -Practice PDMS-II	
LAB	D-142	Assessment Lab, cont. -The Infanib -PEDI	
UNIT II: Occupation-Based Intervention			
Week 4			
LECTURE	All Sections/D-100	Introduction to Feeding and Eating *Overview of Typical Oral-Motor Development	AOTA (2007) Case-Smith Ch. 14 (pp. 481-490)
LAB	D-142	Feeding and Eating Lab *Typical vs. Atypical Development *Influence of Positioning	Case-Smith Ch. 14 (pp. 481-490)
LAB	D-142	Feeding and Eating -Assessment of Infants and Young Children	
Week 5			
LECTURE	All Sections/D-100	Feeding and Eating -Intervention for Infants and Young Children	Case-Smith Ch. 14 (pp. 503-520) Eckman, Williams, Riegel, & Paul (2008)
LAB	D-142	Feeding and Eating Lab -Assessment of Infants and Young Children Lab	
LAB	D-142	Feeding and Eating Lab -Intervention for Infants and Young Children Lab	
Week 6			
LECTURE	All Sections/D-100	EXAM #1	
LAB	D-142	Feeding and Eating -Developing an Intervention Plan	
LAB	D-142	Feeding and Eating -Case Studies for Assessment and Intervention Planning: <i>sensory processing issues, failure to thrive, neuromotor disorders</i>	
Week 7			
LECTURE	All Sections/ D-100	Dressing and Self-Care with Children and Youth	Case-Smith TBA Articles TBA

			Last day to complete PDMS-2 competency check
LAB	D-142	Dressing and Self-Care Lab -Adaptive Equipment -Case Study -Intervention Plan	
LAB	D-142	OBP for Children and Youth with Complex Medical Needs -Transition between health care settings and home	Pediatric Intervention Plan #1 Due
Week 8			
LECTURE	All Sections/ D-100	Addressing Play and Leisure with Children and Youth -Overview of the Development of Play Skills -Leisure and Social Participation	Case-Smith TBA Articles TBA
LAB	D-142	Play and Leisure Lab -Case Study -Intervention Plan	
LAB	D-142	OBP for Children and Youth with Complex Medical Needs -Case Presentations: <i>children on ventilators, children with multiple sensory impairments, children with severe spastic cerebral palsy, children with degenerative disorders</i>	Presentations Due
Week 9			
SPRING BREAK			
Week 10			
LECTURE	All Sections/ D-100	Preparatory Methods and OB Interventions for Infants and Young Children with Neuromotor Disorders to Optimize Function -Positioning -PROM to Support Postural Alignment/ Prevent Deformity -CIMT/forced use	Case-Smith Ch. 20 (pp. 718-727) Martin, Burtner, Poole, & Philips (2008) Additional Readings TBA
LAB	D-142	Basic Handling Skills -Teaching Caregivers -Handling to Support Function in ADL's	
LAB	D-142	Intervention for Children and Youth with Upper Extremity Conditions -Brachial Plexus Injuries -Congenital Amputations -Arthrogryposis	Readings TBA
Week 11			
LECTURE	All Sections/ D-100	EXAM #2	
LAB	D-142	Orthotics -Issues Specific to Splinting Children -Fabricate Thumb Loop Splint	
LAB	D-142	Ayres' Sensory Integration -Non-standardized Assessment -Clinical Observations	Case-Smith Ch. 11 Clinical Observations Video
Week 12			
LECTURE	All Sections/ D-100	Ayres' Sensory Integration -Intervention	Miller, Coll, & Schoen (2007) Intervention Plan #2 Due
LAB	D-142	Sensory Integration Lab	
LAB	D-142	Sensory Integration Lab -Occupation-Based Intervention Plan	
UNIT III: Synthesis of Occupation-Based Practice Across the Lifespan and Across Conditions			
Week 13			

LECTURE	All Sections/D-100	Occupation-Based Practice for Conditions Impacting Physical and Psychosocial Function: -OBP for Autism Spectrum Disorders Across the Lifespan
LAB	D-142	SYNTHESIS PRESENTATIONS/PRACTICAL EXAMS*
LAB	D-142	SYNTHESIS PRESENTATIONS/PRACTICAL EXAMS*

Week 14

LECTURE	All Sections/D-100	Occupation-Based Practice for Conditions Impacting Physical and Psychosocial Function: -OBP for Older Adults with Dementia/Alzheimer's Disease
LAB	D-142	SYNTHESIS PRESENTATIONS/PRACTICAL EXAMS*
LAB	D-142	SYNTHESIS PRESENTATIONS/PRACTICAL EXAMS*

Week 15

LECTURE	All Sections/D-100	Occupation-Based Practice for Mental Health Conditions in Health Care Settings: - <i>Guest Speaker:</i> Shaula Collier, OTR/L, Eastern State Hospital
LAB	D-142	SYNTHESIS PRESENTATIONS/PRACTICAL EXAMS*
LAB	D-142	SYNTHESIS PRESENTATIONS/PRACTICAL EXAMS*

Week 16

LECTURE	All Sections/ D-100	Occupation-Based Practice for Conditions Impacting Physical and Psychosocial Function: -Physical Disabilities and Psychiatric Conditions as Co-morbidities- Case Studies -Course summary and evaluations
LAB	D-142	SYNTHESIS PRESENTATIONS/PRACTICAL EXAMS*
LAB	D-142	SYNTHESIS PRESENTATIONS/PRACTICAL EXAMS*

Finals Week

Comprehensive Final Exam

Intervention Plan #2		10%
Mid-term Exam	20%	
Final Exam		25%
Lab Case Presentations	10%	
Synthesis Presentations/Practical Exams	25%	
PDMS-2 Competency Check		<u>P/F</u>
		100%

Student Progress: The written method of informing the student of their status in the course will be the scores recorded on tests and assignments. The student is to analyze these results according to the grading criteria and grade values described above and in the course outline.

Attendance Policy: Regular class attendance is expected as a part of this course and graduate education in general. Students are expected to be prepared for class participation with questions, discussion of issues, and demonstrate familiarity with the readings for the course. Participation in class by **all** students is essential for a successful course. **More than two (2) absences from class put you at-risk for failure in this class.**

Policy on LATE Assignments: Assignments must be submitted **on the date due to receive full credit**. Assignments turned in late will be penalized by a **deduction of 10%** each day up to 3 days (30%). Assignments will not be accepted after 3 days unless an adequate reason for the late assignment is presented.

Last Date to Drop the Class: The last day to withdraw from this class is October 30, 2009.

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in 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.

Student Responsibility: All assignments and tests are listed in the course outline/schedule, and students are expected to read material and be prepared to generate meaningful discussions in class. Students are responsible for all material as set forth in the course outline. Academic dishonesty is defined and handled according to policies on academic dishonesty in the EKU Handbook for students. This course will be taught with web-enhanced technology, using Blackboard. It is the student's responsibility to sign on to Blackboard prior to the first class, and participate in on-line activities when applicable.

This course will follow the University policy regarding time spent outside of class. As per this policy, it is expected that graduate students will spend 4 hours of preparation each week for each hour of lecture. For this course, that translates to approximately 12 hours per week for graduate students.

*Synthesis Presentations/Practical Exams will serve as the capstone for the OBP II: Health Care Practice classes (OTS 822 and OTS 824). Cases for this assignment will represent a variety of conditions across the lifespan (infancy through older adulthood).

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 College Health Sciences *Course Prefix & Number OTS 830 *Course Title (30 characters) OBP III: Education Communities *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;">October 27, 2009</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">1/29/10</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> <td style="text-align: center;">2/14/10</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/18/09</td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>			<u>Date</u>	Departmental Committee	October 27, 2009	Graduate Council*		1/29/10	<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		2/14/10	College Curriculum Committee	11/18/09	Approved <input checked="" type="checkbox"/> Disapproved		NA	General Education Committee*	NA	Faculty Senate**		NA	Teacher Education Committee*	NA	Board of Regents**		NA			Council on Postsecondary Edu.***		NA
	<u>Date</u>			<u>Date</u>																																	
Departmental Committee	October 27, 2009	Graduate Council*		1/29/10																																	
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		2/14/10																																	
College Curriculum Committee	11/18/09	Approved <input checked="" type="checkbox"/> Disapproved		NA																																	
General Education Committee*	NA	Faculty Senate**		NA																																	
Teacher Education Committee*	NA	Board of Regents**		NA																																	
		Council on Postsecondary Edu.***		NA																																	
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																																					

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

A. 1. Specific action requested: Change course corequisites and add course prerequisites. 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: OTS 830 will be offered at a different point in the sequence of Occupation-Based Practice (OBP) courses which necessitates a change of corequisite and prerequisite courses.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Operating Expenses Impact: None. Equipment/Physical Facility Needs: None. Library Resources: None.	

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

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

(*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)	New or Revised* Catalog Text
OTS 830 OBP III: Education Communities. (4) A. Prerequisites: OTS 820 <u>824</u> and OTS 822 <u>832</u> . Corequisite: OTS 834 <u>871</u> . Occupation-based assessment and intervention for children and young adults in educational contexts. Course addresses models of practice, service delivery, federal/state legislation and philosophy of administration. Active learning experiences in the community.	

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	830	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
		Cip Code (first two digits only) 51		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	OTS 834 871
Course Prefix and No.	

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

Course Prefix and No.	OTS 820 824
Course Prefix and No.	OTS 822 832
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"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (<u>30 characters</u>) *Program Title *Provide only the information relevant to the proposal.	Occupational Therapy Health Sciences OTS 831 Practice Seminar II (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
	Date	
Departmental Committee	10/27/2009	Graduate Council* 1/29/10
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	11/18/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/14/10
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 course description, change course corequisite. 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: OTS 831 will be in a different semester with a different population of clients and integrated with a different core course. This does not change the total number of program credits for degree completion.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
OTS 831 Practice Seminar II. (2) A. Prerequisite: OTS 821 or Corequisites: OTS 830 <u>824</u> and OTS 832. Integration of occupation-based practice through reflection on curriculum themes, participation in community-based learning in educational and social settings, preparation for Level II Fieldwork and ongoing development of a professional portfolio.

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	831	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____ Seminar _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____	Date of data entry _____	
		Internship _____	Data entry person _____	
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
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.	Prerequisite: OTS 821 or Corequisites: OTS 830 824 and OTS 832.
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy	
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 832	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	OBP IV: Community-Based Practice	
<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)	*Provide only the information relevant to the proposal.		
<input type="checkbox"/> Program Suspended (Part III)			
Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	October 27, 2009	Graduate Council*	1/29/10
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	11/18/09	Approved <input checked="" type="checkbox"/> Disapproved	2/14/10
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 ECU's Office of Institutional Effectiveness.

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

- A. 1. Specific action requested:** Change weekly contact hours.
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 bring core OBP courses into alignment.

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>OTS 832 OBP IV: Community-Based Practice. (4) A. Corequisite: OTS 831. Theories, principles and methods of evaluation, intervention and outcome processes for individuals and groups assessing social systems through the lifespan. Course will focus on engagement in occupation for community participation.</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	832	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture <u>3</u> <u>2</u>	Laboratory <u>2</u> <u>4</u>	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 51	
			Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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 Occupational Therapy College Health Sciences *Course Prefix & Number OTS 836 *Course Title (30 characters) OBP VI: Optimizing Occupation *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.																												
Proposal Approved by:		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;">Date</th> <th style="width: 25%; text-align: center;">Date</th> </tr> </thead> <tbody> <tr> <td>Departmental Committee</td> <td style="text-align: center;">October 27, 2009</td> <td style="text-align: center;">1/29/10</td> </tr> <tr> <td>Graduate Council*</td> <td></td> <td></td> </tr> <tr> <td>Council on Academic Affairs</td> <td style="text-align: center;">Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">2/18/10</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/18/09</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Board of Regents**</td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>		Date	Date	Departmental Committee	October 27, 2009	1/29/10	Graduate Council*			Council on Academic Affairs	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	2/18/10	College Curriculum Committee	11/18/09		General Education Committee*	NA	NA	Teacher Education Committee*	NA	NA	Board of Regents**		NA	Council on Postsecondary Edu.***		NA
	Date	Date																											
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Council on Postsecondary Edu.***		NA																											
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>																													
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																													

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

A. 1. Specific action requested: Delete a prerequisite course. 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: A change in course sequence necessitates a revision in prerequisites.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Operating Expenses Impact: None. Equipment/Physical Facility Needs: None. Library Resources: None.	

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

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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)	
OTS 836 OBP VI: Optimizing Occupation. (3) A. Prerequisites: graduate standing in the occupational therapy program; OTS 822, 830 and 832. Specialized evaluation and intervention in occupational therapy practice with emphasis on emerging practice areas. Students will synthesize and apply skills of best practice for optimizing occupations.	

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	836	Fall 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.	graduate standing in the occupational therapy program; OTS 822, 830 and 832.
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"/> 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.	Occupational Therapy Health Sciences OTS 871 Professional Seminar II (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
	Date	Date
Departmental Committee	10/27/2009	Graduate Council* 1/29/10
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	11/18/09	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/18/10
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 name from Professional Seminar II to Practice Seminar III, decrease credit hours from 3 to 2, change course description, change course corequisite.

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:

OTS 871 will be in a different semester with a different population of clients and integrated with a different core course. Credit hours are decreased from 3 to 2 to be in alignment with the other two practice seminar courses. This does not change the total number of program credits for degree completion.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>OTS 871 Professional Practice Seminar II III (3 2) A. Corequisite: OTS 830. <u>Integration of occupation-based practice through reflection on curriculum themes, participation in community-based learning in education, preparation for Level II Fieldwork and completion of a professional portfolio. Students assume leadership in learning communities, complete professional portfolios and participate in professional learning experiences.</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	871	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3 2	Lecture _____	Laboratory _____	Other _____	Cip Code (first two digits only) 51
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	OTS 830
Course Prefix and No.	

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

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

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

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

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

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

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

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

Eastern Kentucky University - Department of Occupational Therapy
Syllabus for OTS 871: Practice Seminar III, CRN XXXXX 2.0 credit hours - Fall 2010

Professor's name:

Office # :

Phone:

Email:

Office Hours: As posted on instructor's office doors. Schedule appointments with section instructor.

Catalogue Course Description: Co-requisite: OTS 830. Integration of occupation-based practice through reflection on curriculum themes, participation in community-based learning in education, preparation for Level II Fieldwork and completion of a professional portfolio.

Required Texts/ Resources

AOTA Student Membership. May be purchased online at <http://www.aota.org/JoinAOTA.aspx>. Cost is \$53 for the standard membership and \$75 for the Student Plus membership (both are for one year).

Sames, K. M. (2004). *Documenting occupational therapy practice*. Upper Saddle River, NJ: Prentice Hall.

Jacobs, K., & Jacobs, L. (2009). *Quick reference dictionary for occupational therapists*. (5th ed.). Thorofare, NJ: SLACK Inc.

American Occupational Therapy Association. (2008). Occupational therapy practice framework: Domain and process (2nd ed.). *American Journal of Occupational therapy*, 62, 625-683.

Recommended Text

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: Author.

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

Learning Outcome	Curriculum Themes *	ACOTE Standards
1. Apply knowledge and skills of occupation-based practice by engaging in selected aspects of the occupational therapy process in an education setting.	O, C, D, PI, R	B.10.11 B.4.1 to B.4.8 B.5.1 to B.5.4 B.5.22 B.5.28
2. Demonstrate ongoing development of professional behaviors with clients, fieldwork educators, academic instructors, support personnel and peers.	O, C, D, PI, R	B.5.18
3. Prepare for Level II Fieldwork by researching and practicing knowledge and skills relevant to the student's selected setting.	O, C, PI, R	B.10.14 B.10.15
4. Create a professional portfolio to demonstrate ongoing professional development as a future occupational therapist.	O, C, D, PI, R	B.9.4 B.9.6
5. Synthesize knowledge of occupation-based practice through reflection on curriculum themes.	O, C,D, PI, R	

Course Requirements:

Seminar Participation (5%) and Professional Behavior (10%).....	15%
Professional Development Plan.....	10%
Student Evaluation Report.....	20%
Intervention Plan and Implementation.....	20%
Documentation: Narrative and Medicaid notes (a total of seven).....	35%
Level I Fieldwork Evaluation & SEFWE.....	S/U
Assignments for OTS 830 to be carried out in fieldwork. (Note: These will only be graded by your OTS 830 instructors)	
Review student's IEP goals.....	Scored in OTS 830
Administration of the Student Function Assessment.....	Scored in OTS 830
Administration of the PrintTool.....	Scored in OTS 830
Professional Portfolio.....	S/U
Total.....	100%

Assignment Descriptions:

Seminar Participation (5%) and Professional Behavior (10%). It is important that you prepare for, attend and participate in all in-class seminar sessions.

Professional Development Plan * (10%). You will create a two-year plan for your development in the areas of your education, level II fieldwork, professional development, and personal.

Intervention Plan and Implementation * (20%). You will design and implement two activities. You will develop a plan, including activity goals and write a documentation note and reflection on each experience.

Documentation: Narrative & Medicaid Notes * (35%). You will write seven progress notes using the provided assignment criteria documenting an observed intervention session while in the Educational Practice placement.

Student Evaluation Report * (20%). You will conduct and write up an Occupational Profile and Analysis of Occupational Performance of a chosen child at your school fieldwork site.

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

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

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

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

Grading Practices:

Assignments will be graded as follows:

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

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

Attendance: Attendance and participation are essential to learning in a course combining seminar and fieldwork experiences. Seminar attendance is 15% of the course grade. Two or more absences from seminar sessions will lower your course grade by a full letter grade. Students are required to complete all seven days of the fieldwork experience. If you are unable to attend one of your scheduled fieldwork sessions, you must call both your course instructor and the setting supervisor prior to your scheduled time at the setting. A student must be at each fieldwork site for a minimum of 40 hours over seven days (see topical outline for scheduled days.) Students are responsible for arranging any make-up days with the fieldwork supervisor and for notifying the course instructor via email of the arranged makeup schedule prior to the makeup day.

Student Progress: Students can monitor their academic progress by checking grades in Blackboard.

Office Hours: Office hours may be arranged via an email request to the course instructor. Each individual instructor sets her own scheduled office hours.

Important Dates: The last day to withdraw from the course is _____

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 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.

Day	Topics	Assignments
	Class Meeting: On Campus 9 a.m. to 12 p.m. <ul style="list-style-type: none"> • Introduction to the course <ul style="list-style-type: none"> ○ Syllabus and topical outline ○ Expected behavior on Level I fieldwork • Introduction to school-based OT practice • Madison County Public Schools confidentiality training • Meeting with individual course sections 	Stop by fieldwork office (Dizney 106) if file incomplete. Read over syllabus and topical outline. Bring questions for next session.
	Class Meeting: On Campus 9 a.m. to 12 p.m. <ul style="list-style-type: none"> • Professional Portfolio • Professional Development Plan • Documentation review • Meeting with individual course sections 	Standard precautions quiz on Blackboard Site completed by 4 p.m. on. Update portfolio and share with course instructor.
	Class Meeting: On Campus 9 a.m. to 12 p.m. <ul style="list-style-type: none"> • Go over fieldwork site placements • Go over Course Assignments • Goal Attainment Scaling • <i>OT Practice Framework, 2nd Edition</i> • Meeting with individual course sections 	Professional Development Plan worksheets DUE IN CLASS.
	Fieldwork Session 1 Get oriented to the school; choose a child to follow	Documentation Note 1 due to Safe Assignments by 4 p.m. on
	Fieldwork Session 2 Gather information for Occupational Profile Review student's IEP for OTS 830	Documentation Note 2 due to Safe Assignments by 4 p.m. on
	Fieldwork session 3 Implement Intervention Plan 1	Documentation Note 3 due to Safe Assignments by 4 p.m. on Intervention Plan and Implementation write-up 1 due to Safe Assignments by 4 p.m. on
	Class meeting on campus	Evaluation Report due to Safe Assignments by 4 p.m. on
	Fieldwork session 4	Documentation Note 4 due to Safe Assignments by 4 p.m. on
	Fieldwork session 5	Documentation Note 5 due to Safe Assignments by 4 p.m. on
	TBA (On campus)	
	Class meeting for processing (On campus)	
	Fieldwork session 6 Conduct Intervention Plan 2	Documentation Note 6 due to Safe Assignments by 4 p.m. on Intervention Plan and Implementation write-up 2 due to Safe Assignments by 4 p.m. on.
	Fieldwork session 7	Documentation Note 7 due to Safe Assignments by 4 p.m. on
	Fieldwork make-up session or portfolio drop-in work day	Professional Portfolio due to My Portfolio on Blackboard by 4 p.m. on.
	Class meeting on campus: 9 a.m. to 12 p.m. Course wrap-up, presentation of fieldwork experiences, IDEA evaluations, SEFWEs	Level I Fieldwork Evaluation and SEFWE due in class
Final Exam Week		

**MS Curriculum Revision
Effective Fall 2010**

<p><u>Fall 1</u> OTS 820 OBP I: Fundamentals (4) <i>Coreq: 821</i> OTS 821 Practice Seminar I (2) <i>Coreq: 820 and 822</i> OTS 822 OBP II: Health Care Practice 1(4) <i>Coreq: 821</i> OTS 880 Research in OT (3) <i>Prereq: stats</i></p> <p>Total Credits 13</p>	<p><u>Spring 1</u> OTS 832 OBP IV: Community-Based Practice (4) <i>Coreq: 831</i> OTS 831 Practice Seminar II (2) <i>Prereq: 821 or Coreq: 824 and 832</i> OTS 824 OBP II: Health Care Practice 2 (4) <i>Prereq: 821 and 822</i> Elective / OTS 898 Thesis I (3)</p> <p>Total Credits 13</p>
<p><u>Summer Session [6 to 8 week]</u> OTS 836 OBP VI: Optimizing Occupation (3) <i>Prereq: grad standing; 822 and 832</i> OTS 850: Planning and Management in OT (3)</p> <p>Total Credits 6</p>	
<p><u>Fall 2</u> OTS 830 OBP III: Education Communities (4) <i>Prereq: 824 and 832, Coreq: 871</i> OTS 871 Practice Seminar III (2) <i>Coreq: 830</i> OTS 896/899 Non-Thesis or Thesis II (3) Elective (3)</p> <p>Total Credits 12</p>	<p><u>Spring 2</u> Level II FW (12)</p> <p>Total Credits 12</p>

Total credits 56

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.	Occupational Therapy Health Sciences _____ Occupational Therapy (Major <u>X</u> , Option ___; Minor ___; or Certificate ___)
Proposal Approved by:		
	Date October 27, 2009	Date 1/29/10
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved
		Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested:
 Eliminate one core course and add one core course to the required program of study for a degree in occupational therapy, revise courses within Electives, increase Fieldwork hours, revise courses within the Research section of Option 3. This does not change the total number of credits required for degree completion.

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: 1) Course revisions (adding OTS 824 and removing OTS 870) are done in response to review of curriculum outcomes. 2) Deletion of OTS 871 under thesis and addition of OTS 871 under fieldwork is an editorial change only as are the additions and deletions of other course electives.

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

DEPARTMENT OF OCCUPATIONAL THERAPY

Dr. Colleen Schneck, Chair
Dr. Sharon Shasby, Graduate Coordinator/Advisor
www.health.eku.edu/ots
(859) 622-3300
CIP 51.2306

III. Program Requirements

Program Option 1

Course Courses.....**28 29 hours**

OTS 820, 822, 824, 830, 832, 836, 850, ~~870~~, 880

Electives.....**3 hours**

OTS 720, ~~730~~, ~~734~~, 825, 835, 837, 851, ~~852b~~, 853, 855, 862, 863, 864, 865, 866, 870, 875, 882, 883, 884, 885, 890.

Research.....**6 hours**

Non-thesis

OTS 896, and an elective
Comprehensive examination required.

OR

Thesis

OTS 898, 899

Fieldwork..... **16 18 hours**

OTS 821, 831, 871, 845, 846, 847

A minimum of 56 semester hours of graduate credit is required.

Program Option 2

After completion of transition prerequisite course work and admission to the graduate program, Option 2 students complete program requirements for Option 1.

Program Option 3

Core Courses.....**15 hours**

OTS 834, 836, 853, 870, 880.

Electives/Cognates.....6 hours

OTS 720, ~~730~~, ~~734~~, 825, 835, 837, 851, ~~852b~~, 853, 855, 862, 863, 864, 865, 866, 875, 882, 883, 884, 885, 890.

Cognates may be selected from related areas such as Business, Special Education, Therapeutic Recreation, Education, Nutrition, Child Development, Psychology, Sociology, etc.

Research.....9 hours

Non-thesis

OTS 875, ~~874~~, 896 and an elective.

Comprehensive examination required.

OR

Thesis

OTS 875, ~~874~~, 898, 899

A minimum of 30 semester hours of graduate credit is required.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Dr. Sherwood Thompson, Ed.D.,
Assistant Dean
Office of the Dean
College of Education
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521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-6989
FAX: (859) 622-5061

M E M O R A N D U M

TO: Rick McGee
FROM: Dr. Sherwood Thompson
Assistant Dean
DATE: February 2, 2010
SUBJECT: COE Agenda Items for CAA

Please consider the following agenda items for the College of Education at the next Council on Academic Affairs meeting on February 18, 2010:

Dept: Curriculum & Instruction

Chair: Dr. Dorie Combs

Course Revision	ESE 850	Page 1
Course Revision	EME 843	Page 4
Course Dropped	EGC 845, EGC 839	Page 7
Course Revision	EMS 889	Page 9
Program Revision	MAED – Elementary Education	Page 15
Program Revision	MAED – Middle Grade Education	Page 18
Program Revision	MAED – Reading/Writing	Page 21
Program Revision	MAED – Library Science	Page 24
Program Revision	MAED – Secondary Education	Page 27
New Course	EMS 853	Page 32
New Course	EMS 854	Page 39
Program Revision	MAED – Gifted Education	Page 47
Program Revision	MAED – Elementary Education Teaching (B.S.)	Page 50

Dept: Educational Leadership

Chair: Dr. Jim Rinehart

New Course	EDL 830	Page 53
New Course	ETL 800	Page 59
New Course	ETL 801	Page 67
New Course	ETL 802	Page 73



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 ESE 850 <hr/> *Course Title (30 characters) Trends in Secondary Math Ed <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/12/09	Graduate Council* 1/29/10
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/01/09	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/18/10
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	12/08/09	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Cross list with MAE 850 (MAE 850 was approved as a new course at the 12/17/09 CAA meeting and is cross listed with ESE 850.)</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: Cross listing with MAE (math education) allows faculty in the math department to teach secondary math methods classes at the graduate and undergraduate level without losing FTE. The Department of Curriculum and Instruction values the collaboration with the Math Department. The content and requirements of the classes is identical.</p> <hr/> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. Allows math faculty to retain FTE load.</p> <p>Operating Expenses Impact: no additional expenses</p> <p>Equipment/Physical Facility Needs: no additional facility needs.</p> <p>Library Resources: No additional resources needed.</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.)

~~ESE 850 Trends and Materials in the Teaching of Secondary Math. (3) I. Crosslisted as MAE 850~~ An examination of curricular trends, modern programs, appropriate strategies, and innovative materials in secondary mathematics. Credit will not be awarded to students who have credit for MAE 850.

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)*
ESE	850	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.	
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 to students who have received credit for MAE 850</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 <hr/> College Education <hr/> *Course Prefix & Number EME 843 <hr/> *Course Title (30 characters) Teaching Math to Low Achievers <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/12/09	Graduate Council* 1/29/10
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/01/09	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/18/10
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	12/08/09	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Cross list with MAE 843 (MAE 843 was approved as a new course at the 12/17/09, CAA meeting, and cross listed with EME 843.)</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: Cross listing with MAE (math education) allows faculty in the math department to teach secondary math methods classes at the graduate and undergraduate level without losing FTE. The Department of Curriculum and Instruction values the collaboration with the Math Department. The content and requirements of the classes is identical.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. Allows math faculty to retain FTE load.</p> <p>Operating Expenses Impact: no additional expenses</p> <p>Equipment/Physical Facility Needs: no additional facility needs.</p> <p>Library Resources: No additional resources needed.</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.)

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

EME 843 Teaching Mathematics to Low Achievers. (3) A. Crosslisted as MAE 843 In-depth analysis of characteristics of low achievers, teaching resources, teaching strategies, and appropriate mathematics curriculum content. Credit will not be awarded to students who have credit for MAE 843.

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 ~~strike through~~ 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 ~~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)*
EME	843	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.	
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 to students who have credit for MAE 843.</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 <hr/> College Education <hr/> *Course Prefix & Number EMS 889 <hr/> *Course Title (30 characters) Literacy Consulting Capstone Seminar <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/12/09	Graduate Council* 1/29/10
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/01/09	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/18/10
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	12/08/09	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) This is a revision to an existing capstone seminar course that will be included as a final requirement in several of Masters of Arts in Education programs leading to the Kentucky Teacher Leader Endorsement. The class will involve the culmination, completion and presentation of action research projects. 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: Course is being revised to better align to KY's new Teacher Leader Endorsement and changes to Master of Arts in Education Degree programs that will include a capstone seminar.	
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: A list of books will be submitted to the Library for inclusion in Library holdings.	

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 ~~striethrough~~ for deletions and underlines for additions.
9. 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.)

EMS 889 ~~Literacy Consulting Capstone Seminar. 3 (A).~~ Teacher Leader Capstone (3) A. Prerequisites: ~~EMS 870 and 871.~~ ETL 800, 801, & 802 Multimedia presentation of an action research project related to ~~literacy consulting teacher leadership.~~ Reflections on individual professional development related to ~~IRA/NCTE Literacy Coaching standards~~ Advanced Kentucky Teacher Standards.

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 ~~striethrough~~ 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 ~~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)*
EMS	889	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.	EMS 870 and 871 ETL 800, 801 and 802
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.)

Department of Curriculum and Instruction

EMS 889

Course Title: Teacher Leader Capstone

Credit Hours: 3

CRN XXXXX

1. Course Description

Prerequisites: ETL 800, 801, & 802. Multimedia presentation of action research project related to teacher leadership. Reflections on individual professional development activities related to Advanced Kentucky Teacher Standards.

2. Texts

Teachers as Researchers in the Classroom. 2nd edition. (2009) by Craig A. Mertler. Sage Publications.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, 6th edition.

3. Student Learning Outcomes

Students completing this capstone seminar will:

- a. Assess progress as a Teacher Leader by examining evidence that is aligned with the Kentucky Teacher Standards – Advanced. (KTS 7, 9, 10) (SLO 1, 2)
- b. Discuss, evaluate, and reflect on participation in a professional learning community. (KTS 7, 9, 10) (SLO 1, 2)
- c. Complete a Professional Development Activity Plan and provide evidence of professional growth based on that plan. (KTS 7, 9, 10) (SLO 1, 2)
- d. Present the completed action research project through a multi-media approach and submit a written final report of the project. Presentation and / or article will be submitted to a state and or national conference / journal for publication / presentation. (KTS 1, 6, 7, 9, 10) (SLO 3, 4, 5, & 6)
- e. Explore action research as an effective means of professional development and research. (KTS 7, 9, 10) (SLO 1, 2)

4. Evaluation

Requirements:	Points:
Action Research Report Document	200
Action Research Presentation	100
Class Discussion/ Participation/Peer Reviews	80
School, department or team Profession Development Activity Plan	100

TOTAL	480

Grading System

A	=	92 - 100%	=	442-480 points
B	=	83 - 91%	=	398-441 points
C	=	74 - 82%	=	355-397 points
D	=	65 - 73%	=	312-354 points
F	=	< 65%	=	< 312 points

LATE PAPER POLICY:

5 points will be deducted for every day the paper is late.

Papers turned in more than 7 days late will result in a grade NO HIGHER THAN a B in the course.

There is NO GUARANTEE that make-up work for incomplete course grades will be graded by the end of the Summer II term.

5. Student Progress:

Student progress is regularly recorded and maintained in the Blackboard course site. Assignments will be assessed and returned to students in a timely manner.

6. Attendance Policy

Absences equating 20% of class meetings will result in automatic failure. *Failure to participate in the on-line class discussions within the required time limits posted in the class schedule constitutes a class absence.* Class sessions missed as a result of late entry will be counted as absences. The student is responsible for presenting adequate reason for absence to the instructor in order to be given opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.)

7. Last day to drop course or to withdraw from the University are included in the class schedule.

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

9. **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.

10. Course Requirements

Participate in class activities; regular attendance

Read and critique action research papers of classmates

Examine personal growth as teacher and as a leader based on the Kentucky Teaching Standards - Advanced
Complete a Professional Development Activity Plan
Complete Action Research Paper
Lead a multi-media presentation of research findings

11. **Course Outline**

Session 1	Overview of course and requirements
Session 2	Creating a Professional Development Activity Plan
Session 3	APA Review
Session 3	Critique of published Action Research
Sessions 4 - 5	Analyzing qualitative and quantitative data
Sessions 6 - 7	Writing an effective research report to practitioners
Sessions 8 - 9	Peer Review of Action Research Papers
Session 10	Creating a multi-media presentation
Sessions 11 – 14	Presenting and evaluating action research projects
Sessions 15	Reflecting upon completed action research

Attending presentations of colleagues

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

Curriculum 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 - Elementary Education (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: 50%;"></td> <td style="text-align: center;"><u>Date</u></td> <td style="width: 50%;"></td> <td style="text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">11/12/09</td> <td>Graduate Council*</td> <td style="text-align: center;">1/29/10</td> </tr> <tr> <td colspan="2"> Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/01/09</td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td style="text-align: center;">2/18/10</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">3/1/10</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">12/08/09</td> <td>Board of Regents**</td> <td style="text-align: center;">4/19/10</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	11/12/09	Graduate Council*	1/29/10	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	12/01/09	Approved <input checked="" type="checkbox"/> Disapproved	2/18/10	General Education Committee*	NA	Faculty Senate**	3/1/10	Teacher Education Committee*	12/08/09	Board of Regents**	4/19/10			Council on Postsecondary Edu.***	
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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.) Revise the Master of Arts in Education - Elementary Education program to align with the Kentucky Teacher Leader Endorsement. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Current students must complete the old program no later than January 31, 2013.	
B. The justification for this action: The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.	
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.)

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

I. GENERAL INFORMATION

The Department of Curriculum and Instruction is responsible for program advisement and development in elementary education, middle grade education, secondary education, and library science. Programs of study may lead to the Master of Arts in Education degree, Rank II, Rank I, and Master of Arts in Teaching degree (Initial Certification). The secondary education program, in cooperation with appropriate departments throughout the University, offers specific programs options in agriculture, art, biology, business and marketing, chemistry, earth science, English, environmental sciences, family and consumer science, mathematics: computer science, mathematics: mathematics and statistics, music, physical education, physics, school health, social studies: geography, social studies: history, and technology.

MASTER OF ARTS IN EDUCATION

Elementary Education

~~This program is currently in the process of revisions changing the options listed to separate degree programs. Check with the department for status before applying.~~

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 is required for clear admission to all options of the M.A.Ed. program in Elementary Education. As an alternative to the GRE, a raw score of 388 on the Miller’s Analogies test or ~~a~~ passing scores on a all required Kentucky PRAXIS II initial teaching exams will also meet the admission test requirement. Candidates must have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. Candidates must also meet the general requirements of the Graduate School.

III. PROGRAM REQUIREMENTS

Masters of Arts in Education

Elementary

This program is designed to help teachers certified to teach in elementary schools (P-5) improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and / or team leaders.

- Professional Education Core15 hours**
- ELE 810, 871, EPY 839, 86912 hours
- One of the following3 hours
- EMS 818, 830, 842, 855, 880, SED 800.
- Specialization12 hours**
- Subject matter: courses selected to strengthen candidate’s knowledge of subjects taught.
- Electives3 hours**
- Selected with advisor approval.
- Minimum Program Total30 hours**

- Teacher Leader Core12 hours**
- ETL 800, 801, 802, ELE 810.....12 hours
- Elementary Education Program.....12 hours**
- ELE 871, 874, EGC 8899 hours
- One of the following3 hours
- EMS 818, 830, 842, 855, 880, SED 800.
- Subject matter:..... 6 hours**
- Courses selected to strengthen candidate’s knowledge of subjects taught.
- Minimum Program Total30 hours**

IV. EXIT REQUIREMENTS

The following are the exit requirements for Elementary Education:

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

Research Requirement: 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.

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

Part I

(Check one)	Department Name	Curriculum and Instruction
<input type="checkbox"/> New Course (Parts II, IV)	College	Education
<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	Master of Arts in Education - Middle Grades Education
<input type="checkbox"/> New Program (Part III)		(Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input checked="" type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	11/12/09	Graduate Council* 1/29/10
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	12/01/09	Approved <input checked="" type="checkbox"/> Disapproved 2/18/10
General Education Committee*	NA	Faculty Senate** 3/1/10
Teacher Education Committee*	12/08/09	Board of Regents** 4/19/10
		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 Master of Arts in Education - Middle Grades Education program to align with the Kentucky Teacher Leader Endorsement.

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

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Current students must complete the old program no later than January 31, 2013.

B. The justification for this action:

The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.

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.)

- 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.)

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.)

Masters of Arts in Education

Middle Grades

The curriculum is designed to help teachers certified to teach in middle schools improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and / or team leaders.

Professional Education Core15 hours

EMG 806, 810, EPY 839, 86912 hours

One of the following3 hours

EMS 818, 830, 842, 855, 880, SED 800.

Specialization12 hours

Subject matter: courses selected to strengthen candidate's knowledge in areas of certification.

Electives3 hours

Selected with advisor approval.

Minimum Program Total30 hours

Teacher Leader Core.....15 hours

ETL 800, 801, 802, EMG 810,.....12 hours

EMS 889 Teacher Leader Capstone Seminar.....3 hours

Middle Grades Program Supporting Coursework....6 hours

EMG 806,.....3 hours

One of the following:

EMS 818, 830, 842, 855, 880, SED 800.3 hours

Subject Area Specialization 9 hours

Subject matter: courses selected to strengthen candidate's knowledge in one or two areas of certification.

Minimum Program Total30 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for Middle Grade Education:

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

Research Requirement: 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.

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 – Reading / Writing (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	11/12/09	Graduate Council* 1/29/10
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/01/09	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/18/10 w/edits
General Education Committee*	N/A	Faculty Senate** 3/1/10
Teacher Education Committee*	12/08/09	Board of Regents** 4/19/10
		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 Master of Arts in Education - Reading / Writing program to align with the Kentucky Teacher Leader Endorsement. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Current students must complete the old program no later than January 31, 2013.	
B. The justification for this action: The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.	
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.)

- 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.)

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.)

Masters of Arts in Education

Reading/Writing

This program offers individuals certified to teach at the elementary, middle grade, and secondary levels or variations thereof an additional certification option in Reading / Writing Endorsement (P-12) while improving their professional skills, extending their knowledge of the subjects they teach, and increasing their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as reading / writing specialists, instructional leaders, teacher mentors, literacy coaches, instructional facilitators, department chairs and / or team leaders.

Professional Education Core15 hours

One of the following3 hours
EME 873, ELE 871, EMG 806, ESE 774.

EPY 839, 8696 hours
One of the following3 hours
ELE 810, EMG 810, ESE 863.

One of the following3 hours
EMS 830, 855, SED 775, 777, 778, 779, 790, 800, 802.

Reading Component12 hours

EMS 868, 875, EME 8779 hours
One of the following3 hours

EME 751, 874, ENG 805, other options with advisor approval.

Electives6 hours

Selected with advisor approval.

Minimum Program Total30 hours

This program meets guidelines for certification as Reading/Writing Specialist (P-12).

Professional Education Core15 hours

☐

Teacher Leader Core.....12 hours

ETL 800, 801, 8029 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.

Program Specific Coursework.....15 hours

EME 865.....3 hours

One of the following: EME 751, 874,

or ENG 805 (~~half= 3 hrs.~~)3 hours

EMS 8753 hours

ENG 8633 hours

EME 8773 hours

Program Specific Supportive Coursework:

One of the following:

ELE 871, EME 873, EMG 806,

ENG 805 (~~half= 3 hrs.~~), ESE 774

or course approved by the advisor3 hours

Minimum Program Total30 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for Reading / Writing:

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

Research Requirement: 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.

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

Part I

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Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/12/09	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	1/29/10
College Curriculum Committee	12/01/09	Graduate Council*
General Education Committee*	N/A	Council on Academic Affairs
Teacher Education Committee*	12/08/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
		2/18/10
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		3/1/10
		Board of Regents**
		4/19/10
		Council on Postsecondary Edu.***
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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.) Revise the Master of Arts in Education - Library Science program to align with the Kentucky Teacher Leader Endorsement. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Current students must complete the old program no later than January 31, 2013.	
B. The justification for this action: The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.	
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.)

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

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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 ~~strickethrough~~ 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

Professional Education Core12 hours

EPY 839, 8696 hours

One of the following3 hours

ELE 810, EMG 810, ESE 863.

One of the following6 hours

ELE 871, EMG 806, ESE 774.

Specialization22-28 hours

LIB 701*, 769*, 800, 802, 805, 821, 831, 863, and 870.

Total Program Hours34-40 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 and/or LIB 569 for credit may not take LIB 701 and/or LIB 769.

Teacher Leader Core.....12 hours

ETL 800, 801, 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, 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 and/or LIB 569 for credit may not take LIB 701 and/or LIB 769.

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~~ **Research Requirement:** 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 Master of Arts in Education – Secondary Education (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: 50%;"></td> <td style="text-align: center;"><u>Date</u></td> <td style="width: 50%;"></td> <td style="text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">11/12/09</td> <td>Graduate Council*</td> <td style="text-align: center;">1/29/10</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/01/09</td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td style="text-align: center; color: red;">2/18/10</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; color: red;">3/1/10</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">12/08/09</td> <td>Board of Regents**</td> <td style="text-align: center; color: red;">4/19/10</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	11/12/09	Graduate Council*	1/29/10	<i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 2px;">Yes****</td> <td style="padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">No</td> <td style="padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>		Yes****	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Council on Academic Affairs		College Curriculum Committee	12/01/09	Approved <input checked="" type="checkbox"/> Disapproved	2/18/10	General Education Committee*	N/A	Faculty Senate**	3/1/10	Teacher Education Committee*	12/08/09	Board of Regents**	4/19/10			Council on Postsecondary Edu.***	
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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 the Master of Arts in Education - Secondary Education program to align with the Kentucky Teacher Leader Endorsement.</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) Current students must complete the old program no later than January 31, 2013.</p>	
<p>B. The justification for this action:</p> <p>The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.</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 ~~strike through~~ for deletions and underlines for additions.
24. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

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 ~~strike through~~ 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.

MASTER OF ARTS IN EDUCATION

Secondary Education

Note that the catalog information for the options under this degree are currently being revised. Please check with the department for the status of this revision.

I. GENERAL INFORMATION

~~This curriculum is designed to help candidates achieve goals and develop competencies in professional education, academic areas and interpersonal relationships.~~

The curriculum is designed to help teachers certified to teach in secondary programs (P-12, 5-12, or 8-12) improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and / or team leaders. The Master of Arts Degree in Secondary Education includes specializations in the following areas of content: Agriculture, Art, Biology, Business Education, English, Family Consumer Sciences, Mathematics: Computer Science, Mathematics: Mathematics, Music, Physical Education, Physical Science: Chemistry, Earth Science, or Physics, School Health, Social Studies: History, and Technology Education.

II. ADMISSION REQUIREMENTS

In addition to other criteria, a minimum total GRE score of 700 is required in all secondary options. Verbal and quantitative subtest scores of at least 300 are required for clear admission to the MAEd programs in secondary education. As an alternative to the GRE, a raw score of 388 on the Miller's Analogies Test or a passing score on a required Kentucky PRAXIS II initial teaching exam will also meet the admission test requirement. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. Candidates must have completed an initial teaching certification program. Candidates must also meet the general requirements of the Graduate School.

III. PROGRAM REQUIREMENTS

Professional Education Core15 hours

EPY 839, 8696 hours

ELE 810, EMG 810, or ESE 8633 hours

Course selection depends on your certification.

P-12 certification: ELE 810, EMG 810 or ESE 863;

5-12 certification: EMG 810 or ESE 863;

8-12 certification: ESE 863.

ESE 774, EMG 806, EPY 816, or SED 8003 hours
EMS 818, 830, 842, 855, 880, 883, or EPY 8543 hours

Teacher Leader Core:.....15 hours

ETL 800, 801, 802,
and one of ELE 810, EMG 806 or ESE 86312 hours
EMS 889 Teacher Leader Capstone Seminar.....3 hours

Supporting Coursework.....6 hours

EMG 806 or ESE 774.....3 hours

One of the following:

EMS 818, 830, 842, 855, 880, SED 800.3 hours

Content Area Specialization9 hours

Subject matter: courses selected to strengthen candidate's
knowledge in area(s) of certification.

Minimum Program Total30 hours

Specialization Options.....~~12~~ 9 hours

Courses selected from candidate's area(s) of certification.

Agriculture~~12~~ 9hours

AGR 701*, 770*, 777, 807*, or OHO 807. (*May be retaken to
a maximum of 6 hours with advisor approval.)

Art.....~~12~~ 9hours

ART 760*, 762, 800*, 810*, 820*, 830*, 840*, 863*,
870*, or 880.* (*May be retaken to a maximum of 9 6 hours with
advisor approval.)

Biology.....~~12~~ 9hours

~~12~~ 9 hours of 700/800 level courses in BIO or CNM with advisor
approval.

Business Education.....~~12~~ 9 hours

ACC 721, 750, 820, 850, CCT 760, 770, 780, 850, CIS 850,
860, ECO 790, 810, 850, GBU 850, 855, MGT 821, 850, others
with advisor approval. You may also select your elective from
this list.

English~~12~~ 9 hours

At least one course from each of the following areas:

AREA I: ENG 730, 750, 833, 850, 853, 854, 860,
861, 862, 870, 873, 876, 878, 880, others with advisor
approval.

AREA II: ENG 702, 710, 715, 720, 725, 800, 804, 807, 808,
809, 810, 825, 863, others with advisor approval.

Six hours of ENG 805 Writing Project may be used in Area II
(~~three of the six hours may be used as an elective if not used in
Area II~~).

Family and Consumer Science Education.....~~12~~ 9 hours

AD M 750, 810, CDF 741, 744, 747, 750, 849, FCS 750, NFA 700, 709, 717, 811, 841.

Mathematics: Mathematics Education.....~~12~~ 9 hours
~~12~~ 9 hours of 700/800 level courses in, MAT, MAE, STA, or CSC with advisor approval.

Music.....~~12~~ 9 hours*
MUS 713, 751, 754, 755, 756, 764, 765, 789, 845, 846, 847, 850, 872, 880, 883, 885.

*At least one three hour course at the 800 level must be selected.

Physical Education.....~~12~~ 9 hours
Select two courses from one category and one course from each of the remaining categories.

~~12~~ 9 hours from at least two different foundation areas:

Physical-Quantitative Foundation Area:

PHE 775, 812, 821, 831, 895

Social-Cultural Foundation Area:

PHE 822, 848, 891

Professional-Administrative Foundation Area:

PHE 835, 851, 869, 875

Developmental-Behavioral Foundation Area:

PHE 762, 823, 833, 852

Physical Science: Chemistry, Earth Science, or Physics.....~~12~~ 9 hours
~~12~~ 9 hours of 700/800 level courses in CHE, GLY, or PHY with advisor approval.

School Health.....~~12~~ 9 hours
HEA 810, 875; 6 hours from HEA 790, 792, 793, 795, 807, 855, 880, other options with advisor approval.

Candidates seeking initial certification in School Health must also complete EME 786 (this course may be used as an elective).

Social Studies: History.....~~12~~ 9 hours
HIS 716, 800, 849, 860, 861, 862, 863, 864, 865, others with advisor approval.

Technology Education.....~~12~~ 9 hours
CTE 861, 863, 864, 865, 888, TEC 801, 830, 831, 833, 867, other options with advisor approval.

Electives.....~~12~~ 3 hours

Total Requirements30 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for all Master of Arts in Education - Secondary Education programs:

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~~ **Research Requirement:** 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 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 Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number EMS 853 <hr/> *Course Title (30 characters) Creativity in the Classroom <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	11/12/09	Graduate Council* <u>Date</u> 1/29/10
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/01/09	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/18/10
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	12/08/09	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course to introduce candidates to creativity as a necessary component in learning for the gifted as well as all children. 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 current program did not include a component about critical and creative thinking.	
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: A list of books will be submitted to the Library for inclusion in Library holdings.	

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 ~~strike through~~ for deletions and underlines for additions.
- 27. 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.)

EMS 853 Creativity in the Classroom. (3) A. Designed to offer students experience with creativity as a necessary component in learning for the gifted as well as all children. Creativity will be modeled in class format and teaching strategies.

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 ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
<u>EMS</u>	<u>853</u>	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1, B, W</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.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

1. Department of Curriculum and Instruction
EMS 853 Creativity in the Classroom.
Credit Hours: 3

2. Course Description:

Designed to offer students experience with creativity as a necessary component in learning for the gifted as well as all children. Creativity will be modeled in class format and teaching strategies.

3. Text(s):

Piirto, Jane. (2004), *Understanding Creativity*. Scottsdale, AZ: Great Potential Press, Inc.

Von Oech, Roger. (Reprint edition, May 5, 2008). *A Whack on the Side of the Head*. New York: Business Plus.

Von Oech, Roger. (1986). *Kick in the Seat of the Pants*. New York: Warner Communications Company.

Optional Text(s): Piirto, Jane. (1994). *Talented Children and Adults*. New York: Macmillan College Publishing Company. Copies of specific chapters will be available for students from Dr. Goertz.

Clark, Barbara. (2008). *Growing Up Gifted*. Columbus, Ohio: Pearson Merrill Prentice Hall. Copies of specific chapters will be available for students from Dr. Goertz.

4. Student Learning Outcomes:

Students will be able to:

- A. Examine traits and characteristics of creative people. KYTS1-A; NAGC/CEC2-A
- B. Understand the importance of creativity for the teacher. KYTS1-A, KYTS2-A; NAGC/CEC1-A, NAGC/CEC3-A
- C. Examine the way creativity drives success. KYTS1-A; NAGC/CEC1-A
- D. Complete a lesson based on a creativity model. KYTS2-A; NAGC/CEC2-A, NAGC/CEC3-A, NAGC/CEC4-A
- E. Practice strategies for creative problem solving in the school setting. KYTS4-A; NAGC/CEC4-A
- F. Recognize the importance of the creative environment. KYTS3-A; NAGC/CEC5-A
- G. Complete an in-depth study on a facet of creativity. NAGC/CEC5-A
- H. Complete creativity exercises. KYTS4-A; NAGC/CEC7-A
- I. Share creativity by spotlight. KYTS9-A; NAGC/CEC6-A

5. Evaluation Methods:

Creativity Notebook	20
In-depth Study	20
Creative Presentation	20
Show and Tell	20

Class Activities	20
Spotlight	20
Final	30
Total	150

Final grades for the course will be based on the total number of points earned during the session. Grades will be assigned as:

- A 150-142 points
- B 141-133 points
- C 132-124 points

Read Understanding Creativity by Jane Piirto and selected pages of assigned readings. Have the pages read on the assigned days. Remember the list of topics to be covered should be considered tentative and flexible. Some topics may take longer than planned; the flavor of the course and your interests may warrant modifications as the semester progresses. Any assignments can be turned into the instructor and presented to the class at anytime. Thank you.

6. Student Progress:

Students will receive an email after assignments are received according to the schedule. Points will be awarded according to the requirement. Students will be notified if assignment is not received.

7. Attendance Policies:

Regular attendance is required to ensure participation and contribution to discussions. Come to class! Absences are unexcused unless cleared with Dr. Goertz in advance, or in an emergency the day of class. The attendance policy is that of the university. *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. Student is responsible for presenting adequate reason for absence to the instructor in order to be given opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.) Be sure to complete assignments on time in a quality manner and be ready to enjoy the learning experience.*

8. Last Date to Drop the Course:

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

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 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 859622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

10. Academic Integrity Statement:

Students are advised that EKU's Academic Integrity policy will strictly be

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

11. Course Requirements:

Creativity Notebook or Electronic File

Each student will organize and file creativity material in a usable fashion. (Notebook, file folders, boxes, DVD or other method).

In-depth Study

Each student will prepare a Seminar paper (5 to 8 pages) on an issue, a topic or reading related to some facet of creativity. (Type and use APA style).

Creative Presentation

Each student will present information from the in-depth study on a facet of creativity in a creative manner to the class.

Show and Tell

Each student will share with the class creativity in his/her classroom. Consider creativity in deciding how!

Class Activities

Each student will complete assigned readings and creativity exercises as prescribed in class.

Spotlight

Each student will share his/her creativeness.

Final Exam

Each student will complete the final exam.

12. Course Outline:

Day 1 Syllabus, course structure, procedures, and expectations. Topic: Are You Creative?

Day 2 Topic: What is Creativity? Read pages 1-39 in Piiro.

Additional reading from Growing Up Gifted by Barbara Clark, pages 47-70. Topic: Blocks to Creativity.

Day 3 Topic: The Creative Environment, the Family and Society. Read A Whack on the Side of the Head. Additional reading from Talented Children and Adults by Piiro, Part II Paths of Talent Development. Select the chapter that is appropriate to your grade level or interest. Chapter 6 (birth

through grade 2), Chapter 7 (elementary and middle school, Chapter 8 (high school and college) and Chapter 8 (talented adults).

Day 4 Topic: The Creative Process. Read pages 36-65 in Piirto. Read handout about creative problem solving. Continue reading A Whack on the Side of the Head. Additional reading from Talented Children and Adults pages 142-214 and Chapter 4 Creativity and Talented. Speaker: Special topic.

Day 5 Topic: Types of Creatively Gifted. Read pages 117-245 in Piirto. Spotlight can be scheduled.

Day 6 Topic: Assessing Creative Potential. Read pages 67-85 in Piirto. Additional reading from Talented Children and Adults pages 180-214 (Chapter 5 Identifying Creativity and Talent Behaviors).

Day 7 Lesson plans due, share with class and submit.

Day 8 No class. Spring Break.

Day 9 Topic: Speaker: Special topic. Topic: The Creative Attitude. Show and Tell assignment due.

Day 10 Topic: Speaker: Special topic. Encouraging Creativity: Teaching and parenting. Read pages 271-286. Spotlight due.

Day 11. Library Day.

Day 12. Student selected topic(s). Spring break for some schools.

Day 13. Creative Presentation.

Day 14. Creative Presentation. Special session.

Day 15. Creative Presentation.

Day 15. Last day of class.

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

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 Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number EMS 854 <hr/> *Course Title (30 characters) Soc & Emotional Dev of Gifted <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/12/09	Graduate Council* 1/29/10
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/01/09	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/18/10
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	12/08/09	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course that focuses on the need for affective education of gifted students in a classroom context.	
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 current program did not include a component about social and emotional development of gifted and talented.	
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: A list of books will be submitted to the Library for inclusion in Library holdings.	

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.)

EMS 854 Social & Emotional Development of Gifted & Talented. (3) A. Focuses on the need for affective education of gifted students in a classroom context. Candidates will examine social and emotion issues, review models, and practice differentiated classroom strategies.

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)*
<u>EMS</u>	<u>854</u>	FALL 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>13</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____
<u>1</u>	<u>3</u>	<u>N</u>		
<u>B</u>				
<u>W</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.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

1. Department of Curriculum and Instruction
Course Title: EMS 854 Social and Emotional Development of Gifted and Talented
Credit Hours: 3

2. Course Description:

Focuses on the need for affective education of gifted students in a classroom context. Candidates will examine social and emotion issues, review models, and practice differentiated classroom strategies.

3. Text(s):

Delislie, J. R. (1992), *Guiding the Social and Emotional Development of Gifted Youth: A Practical Guide for Educators and Counselors*. New York: Longman.

Neihart, M., Reis, S., Robinson, N. & Moon, S. (2002). The Social and Emotional Development of Gifted Children: What Do We Know? Washington, DC: The National Association for Gifted Children.

Lind, S. Counseling the Gifted and Talented Study Guide and Bibliography provided by Dr. Goertz.

Optional Text: Clark, B. (2008). Growing Up Gifted. New York: Corwin Press. Copies of specific chapters will be available for students from Dr. Goertz.

4. Student Learning Outcomes:

Students will be able to:

1. Review various definitions of giftedness and make implications about their appropriateness for use in identifying gifted. KTS1-A; NAGC/CEC2-A
2. Examine some of the specific social and emotional issues that can arise among gifted students and the adults who teach and live with them. NAGC/CEC5-A
3. Examine a model for counseling the gifted. NAGC/CEC5-A
4. Implement differentiated classroom strategies, activities, materials, and conditions to promote self-concept, school achievement, and invitational education.
5. Demonstrate awareness of own strengths and weakness, interests, and assets as a teacher; NAGC/CEC5-A, NAGC/CEC9-A
6. Review particular aspects of gifted education labeling, sibling relationships, and expectations-and explain how each impact on the parenting of gifted children. NAGC/CEC2-A, NAGC/CEC4-A

5. Evaluation Methods:

Journey into Self	30
The Activity	40
Interview	40
Parent Inservice	40

Choice	30
Final Exam	<u>20</u>
Total	200

Final grades for the course will be based on the total number of points earned during the session. Grades will be assigned as:

- A 200-192 points
- B 191-184 points
- C 183-176 points

6. Student Progress:

Points will be awarded according to the requirement. Students will be notified at least once prior to the mid-point of the course. Regular attendance is required to ensure participation and contribution to discussions. Keep track of where you stand in the course and seek help if you are having difficulty.

7. Attendance Policies:

Regular attendance is required to ensure participation and contribution to discussions. Come to class! Absences are unexcused unless cleared with Dr. Goertz in advance, or in an emergency the day of class. The attendance policy is that of the university. *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. Student is responsible for presenting adequate reason for absence to the instructor in order to be given opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.) Be sure to complete assignments on time in a quality manner and be ready to enjoy the learning experience.*

8. Last Date to Drop the Course:

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

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 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 859622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

10. Academic Integrity Statement:

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

11. Course Requirements:

Journey into Self (30 points)

Design a questionnaire to find out how people perceive you. Have minimum of 10 op-ended questions. Question examples are: What three words describe Joe? What are Joe's strengths? If you could change one thing about Joe it would be . . .because. Send the questionnaire to 12 or more people who know you. Collect the data and record the results. Draw conclusions about what you find out about yourself. Report results

The Activity (40 points)

Create three activities that emphasis meeting the social and emotion needs of gifted. Consider activities that reveal information about the gifted student. Pilot one activity with a small group of students share the results of the activity with our class explain how you would use the information in planning a program for the gifted students. Share your results as a power point, photographs, video etc.

Interview (40 points)

Interview a gifted student or facilitate a small group of gifted students regarding a specific concern of giftedness. Select a topic. Compose some basic questions for the interview. Use reflective listening skills when you interview the gifted student or facilitate the group. You may want to record the interview. Listen to the recording and write a report of the process and results. Refer to Chapter Five: The Gifted Child at School Part II: Specific Adjustment concern of Gifted Students in Guiding the Social and Emotional Development of Gifted Youth by James R. Delisle.

Parent Inservice (40 points)

With a group of your peers, create a practical inservice for parents with the focus on an aspect of social and emotional needs of gifted. Refer to Chapter 10: From the Homefront: Parents as Helpers in Guiding the Social and Emotional Development of Gifted Youth by James R. Delisle for idea.

Present your inservice to an authentic audience such as a parent group at your school, graduate class at the university or other group. Be sure to include a method of evaluating the inservice and report the results.

Choice (select one) (30 points)

- Keep a Journal. Record an entry for each class period.
- Review three articles in counseling the gifted and talented.
- Create an annotated bibliography for gifted that addresses children and or young adult needs such as no friends, sibling rivalry, fitting in, death, foster child, neglect, hidden health problems etc.
- Create your own activity with the instructor's approval.

Final Exam (20 points)

12. Course Outline:

Read *Guiding the Social and Emotional Development of Gifted Youth: A Practical Guide for Educators and Counselors* by Delislie, *The Social and Emotional Development of Gifted Children: What Do We Know?* by Neihart and selected pages of assigned readings. Have the pages read on the assigned days. Remember the list of topics to be covered should be considered tentative and flexible. Some topics may take longer than planned; the "flavor" of the course and your interests may warrant modifications as the semester progresses. Any assignments can be turned into the instructor and presented to the class at anytime. Thank you.

Day 1. Syllabus, course structure, procedures, and expectations.

Day 3. Topic: Understanding Giftedness.

Topic: Emotional and Moral Development of Gifted Students.

Day 4. Topic: Emotional and Moral Development of Gifted Students

Day 5. Topic: Speaker: Counseling Needs of Gifted.

Day 6. Parent Inservice presentations.

Topic: Self-Concept, Invitational Education, and Classroom Environment.

Day 7. Topic: Strategies, Activities, and Materials.

Day 8. Parent Inservice presentations.

Topic: Issues of Gifted Students.

Topic: Parenting Gifted Children.

Day 9. Topic: Interview Due.

Topic: Underachievement and Non-productivity.

Day 10. Topic: Specific Concerns of Gifted Adolescents.

Day 11. Topic: Special Topics.

Day 12. Journey into Self Due.
Topic: Special Topics.

Day 13. Speaker.

Day 14. Topic: Parent Inservice.

Day 15. Choice Topic.

Day 16. Final Exam

Sign up to present The Activity. Turn in your Choice activity before Day 13. Any assignments are accepted early.

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

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 <hr/> College Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Master of Arts in Education - Gifted Education (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: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">11/12/09</td> <td>Graduate Council*</td> <td style="text-align: center;">1/29/10</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 0 5px;">Yes**** <input type="checkbox"/></td> <td style="padding: 0 5px;">No <input checked="" type="checkbox"/></td> </tr> </table> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">12/01/09</td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td style="text-align: center; color: red;">2/18/10</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center; color: red;">3/1/10</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">12/08/09</td> <td>Board of Regents**</td> <td style="text-align: center; color: red;">4/19/10</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	11/12/09	Graduate Council*	1/29/10	<i>Is this a SACS Substantive Change?</i> <table style="display: inline-table; border: 1px solid black;"> <tr> <td style="padding: 0 5px;">Yes**** <input type="checkbox"/></td> <td style="padding: 0 5px;">No <input checked="" type="checkbox"/></td> </tr> </table>		Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Council on Academic Affairs		College Curriculum Committee	12/01/09	Approved <input checked="" type="checkbox"/> Disapproved	2/18/10	General Education Committee*	NA	Faculty Senate**	3/1/10	Teacher Education Committee*	12/08/09	Board of Regents**	4/19/10			Council on Postsecondary Edu.***	
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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.) Revise the MAEd Gifted Education program to align with the Kentucky Teacher Leader Endorsement.</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) Current students must complete the old program no later than January 31, 2013.</p>	
<p>B. The justification for this action:</p> <p>The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: none</p> <p>Operating Expenses Impact: none</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>	

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

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

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

- 31. For a new program, provide the catalog description as being proposed.
- 32. For a revised program, provide the current program requirements using ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Masters of Arts in Education

Gifted Education

This program offers individuals certified to teach at the elementary, middle grade, and secondary levels or variations thereof an additional certification option in Gifted Education (P-12) while improving their professional skills, extending their knowledge of the subjects they teach, and increasing their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as gifted and talented coordinators, instructional leaders, teacher mentors, instructional facilitators, department chairs and / or team leaders.

Professional Education Core15 hours

EPY 839, 869, EMS 8559 hours

One course from each of the following lists6 hours

A. ELE 810, EMG 810, ESE 863.*

B. ELE 871, EME 873, EMG 806, ESE 774.*

*Selection of specific courses will be based upon prior level of preparation and candidate need.

Gifted Education Component9 hours

EMS 856, 857, 858.

Electives6 hours

Selected with advisor approval to enhance preparation for teaching gifted/talented candidates.

Minimum Program Total30 hours

Teacher Leader Core.....12 hours

ETL 800, 801, 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.

Gifted Education Component12 hours

EMS 855, 856, 857, 858.....12 hours

Program Specific Supporting Coursework.....6 hours

EMS 853.....3 hours

One of the following:

(ESE 774, EMG 806, ELE 871, EPY 816,

SED 800, EMS 818, 830, 842, 854).....3 hours

Minimum Program Total30 hours

Candidates may apply for gifted certification after completing EMS 855, 856, 857, and 858.

IV. EXIT REQUIREMENTS

The following are the exit requirements for Gifted Education:

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 & Instruction <hr/> College College of Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Elementary Education Teaching B.S. (Major <u>X</u> , Option __; Minor __; or Certificate __)	
*Provide only the information relevant to the proposal.		
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/12/09	Graduate Council* 1/29/10
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	12/01/09	Council on Academic Affairs Approved <u>x</u> Disapproved _____ 2/18/10
General Education Committee*	NA	Faculty Senate** 3/1/10
Teacher Education Committee*	12/08/09	Board of Regents** 4/19/10
		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 B.S. in Elementary Education Degree Program to allow appropriate exceptions for elementary education students who are also in the Honor's Program. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N / A	B. The justification for this action: The Elementary Education program specifies certain courses within the General Education Program. These courses conflict with the Honor's program requirements. C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No Impact Operating Expenses Impact: No Impact. Equipment/Physical Facility Needs: No impact. Library Resources: No impact.
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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.)

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SEE NEXT PAGE

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

CIP Code: 13.1202

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

Major Requirements 56 hours

ELE Core..... 31 hours

SED 104, ELE 322, 361, 362, 365, 445 or 445W, 446 or 446S, 490, 491, 492 or 492S, 493.

Professional Education Requirements..... 25 hours

EDF 103, 203, 319 or 319W, 413, SED401, and ELE 499.

Supporting Course Requirements..... 48 hours

LIB 301, MAT 107 or higher (Block II), 201 and 202, HIS 202 or HON 210 (Block VA),
GEO 100 (Block VB), CIS 212 or CSC 104 (Block VII)..... 21 hours

Multidisciplinary Content..... 21 hours

ECO 120; MAE 301, ENG 210, 211 or 212, or HON 306 (Block VII); ENG 303; ENG 410; 3 hours from CNM 599, PHY 102, CHE 100 or GLY 102; and 3 hours from one of the following areas: EARLY CHILDHOOD EDUCATION (CDF 235), SOCIAL STUDIES (HIS 247, 203, 204, 300, 304, 305, 401, 516, GEO 101, 220, POL 101, or 212). ENGLISH (ENG 405, 510, 520 or any upper division literature); MATHEMATICS (MAT 303, STA 270, STA 215, or MAT 205); SCIENCES (CNM 599, PHY 102, CHE 100, GLY 102).

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

General Education Requirements..... 27 hours

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

University Requirement..... 1 hour

EDO100 or HON 100.

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 Educational Leadership and Policy Studies <hr/> College Education <hr/> *Course Prefix & Number EDL 830 <hr/> *Course Title (30 characters) College Teaching <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	November 2009	Graduate Council* January 29, 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	December 1, 2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/18/10
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	December 8, 2009	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Creation of a new course EDL 830. This course is an intensive graduate seminar that focuses on the best practices in pedagogy and research.</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 will address needs of:</p> <ul style="list-style-type: none"> ▪ Graduate students from all disciplines who have an interest in exploring teaching at the community college, college, and university levels. ▪ Current or future academic or nonacademic administrators or faculty who wish to increase their awareness of the most important issues and practices related to the effectiveness of college teaching.
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None -- Use existing faculty.</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.)

- 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.)

EDL 830 College Teaching.(3) A. An introduction to teaching on the college level focusing on best practices in pedagogy and research.

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)*
<u>EDL</u>	<u>830</u>	FALL 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ELPS
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) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____	JR _____
<u>W</u>		<u>P</u>	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

Professor Name
Office Location
Email Address and Phone Number
Office Hours

1 Department, prefix, number, title, credit hours, and course reference number.

Department of Educational Leadership and Policy Studies
EDL 830 College Teaching
3 credit hours

2 Catalog course description, including prerequisites.

College Teaching (3) A. An introduction to teaching on the college level focusing on best practices in pedagogy and research.

3 Text(s) with dates, supplemental text(s), other required readings and references.

Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.
Rotenberg, R. (2005). The art & craft of college teaching. Walnut Creek, CA: Left Coast Press.

4 Student learning outcomes.

Course Specific Student Learning Objectives:

- 1) Students will be able to discuss and apply the fundamental concepts of college teaching (e.g., adult intellectual development learning theory, diversity, ethics, backward design, “meddler-in-the-middle pedagogy”). (SLO 1)**
- 2) Students will clearly communicate through oral, written, and visual communication skills the content concepts they will teach. (SLO 6)**
- 3) Students will become reflective decision-makers through their ability to apply, analyze, evaluate, and synthesize alternative perspectives and theories. (SLO 4)**
- 4) Students will synthesize appropriate college-level pedagogies into their personal pedagogical inventory. (SLO 1)**
- 5) Students will create a course syllabus and appropriate assessment instruments using backward design as well as other necessary fundamental and powerful concepts. (SLO 5)**

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

See Course Requirements

GRADING SCALE:

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

6 **Student Progress.**

Feedback on student progress will be maintained on Blackboard via individual assignments. Please make an appointment to consult with the professor at any time to review your work in the course.

7 **Attendance policy.**

Attendance at all classes is expected. Class will be conducted as a seminar, which means that all students must be prepared to contribute to class discussions at every class. Your participation will assist the professor and the seminar leader.

8 **Notification of the last day to drop the course.**

The last day to withdraw from a full semester class is listed on the Colonel's Compass Calendar (<http://www.eku.edu/compass/calendar/>).

9 **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.

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

11 **Course requirements:**

1. Lead one class seminar (15%)
2. Students will analyze 5 syllabi for inclusion of the fundamental concepts and make suggestions for revisions. The project should include literature justifying the revisions (15%)
3. Personal Pedagogical Inventory (20%)
4. 8-10 page paper describing students' philosophy of teaching and how the fundamental concepts are incorporated into the philosophy (25%)
5. Final Exam: Create a syllabus with assessments (25%)

12 **Course outline:**

Week 1 Introduction: How College Teaching Differs from K-12; Defining Effective College

Teaching and the Professor's Role

- Week 2 Adult Intellectual Development and Learning Theory
- Week 3 Assessment, Student Learning Outcomes, Backward Design, Objectives, Syllabi
- Week 4 Research on College Teaching
- Week 5 Pedagogies: Past, Present, and Future; Types of Classrooms; On-line vs. Face-to-Face
- Week 6 Communication: Written, Oral, and Visual
- Week 7 Holistic Approach: Integrating Pedagogy, Instructional Design, Technology, Educational Research, Instructional Communication, Critical and Creative Thinking
- Week 8 Becoming a Scholar-Teacher, Individually and Collaboratively
- Week 9 Important Considerations: Diversity, Disability, and Faculty Ethics
- Week 10 Evaluations: Tenure, Promotion, Merit, Student Evaluations, Reflection
- Week 11 Methods: Group, Case Study, Problem-Based, Socratic
- Week 12 Testing and Grading
- Week 13 Dealing with Students: High Expectations, Communication, Make-ups, Grade Challenges
- Week 14 Student Class Seminar
- Week 15 Student Class Seminar
- Week 16 Student Class Seminar
- Week 17 Final Exam

13 Other.

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

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

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

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

ETL 800 Leadership Skills for Teachers. (3) A. In-depth study of the key concepts, theories, practices, and procedures of teacher leaders in educational environments. This course must be taken within the first six hours of a candidate's program.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division: UP	Dept. (4 letters)*
<u>ETL</u>	<u>800</u>	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ELPS
Credit Hrs. <u>3</u>	Weekly Contact Hrs. Lecture <u>3</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
			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)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR _____ SO _____ SR _____	
<u>W</u>				
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">FOR BANNER USE ONLY</p> <p style="margin: 5px 0;">Date of data entry _____</p> <p style="margin: 5px 0;">Data entry person _____</p> </div>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
Co-Requisites and Prerequisites **See definitions on following page**				
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

1. Department of Educational Leadership and Policy Studies
ETL 800 Leadership Skills for Teachers
3 credit hours

2. **Course Description:** In-depth study of the key concepts, theories, practices, and procedures of teacher leaders in educational environments. This course must be taken within the first six hours of a candidate's program.

3. **Text/Readings:** Katzenberger, M. & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, CA: Corwin Press.

4. Student Learning Outcomes:

1. Compare and contrast definitions of a teacher leader. (SLO 1 and 2) KTS 1.1; KTS 10.1
2. Define, evaluate and interpret professional growth plans based on pre-existing skills and dispositions for leadership. (SLO 5) KTS 7.3; KTS 9.3; KTS 10.1; KTS 10.3; KTS 10.4
3. Identify, analyze, and evaluate activities that build collaborative relationships with parents, families, and communities as a teacher leader. (SLO 4) KTS 8.2; KTS 8.4
4. Identify, analyze, and evaluate skills associated with being an effective mentor and self-reflect and evaluate on one's own mentoring skills. (SLO 1, 5) KTS 10.1
5. Generate, plan, and reflect upon collaboration activities that facilitate professional learning communities as a teacher leader. (SLO 5) KTS 8.2; KTS 8.4
6. Interpret and analyze student achievement data in literacy, numeracy, and other content areas. (SLO 3 and 6) KTS 5.4; KTS 7.1
7. Recognize and respect social, cultural, ethnic, economic and other factors within diverse school settings. (SLO 1) KTS 1.4; KTS 3.3
8. Recognize and evaluate communication skills and their impact on effective collaboration. (SLO 4) KTS 5.5; KTS 8.4

5. Evaluation Methods:

Grades in this class will be based on the number of points that the student obtains during the semester. There are a total of 450 points available.

Assessment activity	Points Available
a) Written synthesis of teacher leader definitions	50 points
b) Professional Growth Plan based on pre-existing skills and dispositions for leadership	50 points
c) Record and analyze current policy, practices and activities within designated school related to working with parents, families, and community resources then develop a plan to expand or build more collaborative relationships with them	100 points
d) Written synthesis of mentoring literature for specific program area (special education, regular education, principals, etc.)	50 points
e) Based on an analysis of designated school's needs (teacher or student), develop a plan for a professional	100 points

learning community including the purpose, objectives, activities, and recommended members, along with how you will evaluate its effectiveness	
f) Small group project to interpret and analyze student achievement data in literacy, numeracy, and other content areas and then present the interpretation and analyses to the class	100 points
Total points	450 points

Grades and Point Requirements

<u>Grades</u>	<u>Percentage</u>	<u>Points</u>
A	90 - 100%	450 – 403
B	80 - 89%	402 - 358
C	70 - 79%	357 - 313
D	60 - 69%	312 - 268
F	Below 60%	267 - Below

6. Student Progress:

Students will be assessed on a continuous basis and will be informed of their progress at least once prior to midterm either through the use of Blackboard or by written feedback on assignments.

7. Attendance Policy:

Regular attendance is expected in each class of this course. Students are responsible for making-up any missed assignments when they must be absent. Instructor approval is necessary to make-up missed tests or to extend an assignment deadline. The instructor reserves the right to adjust the grade of or refuse to accept late assignments.

8. **Last Date to Drop the Course:** The last day to withdraw from full semester classes or the university can be found in the University academic calendar.

9. **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.

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

11. Course Requirements:

1. Written synthesis of teacher leader definitions

To increase awareness and differentiation of the varying definitions of “teacher leader” you will research and collect these definitions as outlined by different professional organizations and current research, then provide a written synthesis outlining similarities and differences. This

synthesis should be approximately 2-5 pages long with references in APA format. This assignment is worth 50 points.

2. A professional growth plan

To help you identify areas of strengths and areas for improvement in your own teaching practices related to being a teacher leader, you will evaluate your skills in the following areas: collaboration with school personnel, parents, and community members; effective communication, and mentoring. These areas can be evaluated using different measures, such as interviews with others, survey information, or formal and informal evaluation. This assignment will be graded in two parts. The pieces of evidence collected to document your practices will be worth 25 points each for a total of 125 points. Then you will write a critical analysis of your findings in the form of a professional growth plan – a self reflection on your skills related to being a teacher leader. This report will be worth 50 points.

3. Analyze current practices, then develop a plan for effective collaboration with parents, families, and the community:

To help you identify areas of strengths and areas for improvement in your own school as they relate to effective collaboration, you will evaluate your school's collaboration with parents, families, and the overall community. These areas can be evaluated using different measures. For example, to evaluate collaboration with parents and families, you might interview other teachers and administrators to see what they do to include parents and siblings, analyze any school-wide or district-wide activities for parents or siblings, and/or survey parents about collaboration efforts. For an understanding of collaboration efforts with community resources you could check on which business are already partners with schools, athletics, sponsors for clubs, etc. Using the information you have collected you will write a critical analysis of current practices then develop a plan for how to improve collaboration efforts with these educational partners based on your findings. This assignment will be graded in two parts. The pieces of evidence collected to document your school's current practices will be worth 25 points and your improvement plan will be worth 75 points for a total of 100 points.

4. Written synthesis of effective mentoring for specific program area

To increase awareness and differentiation of the varying models of mentoring you will research and analyze these models as they relate to your specific program area (regular education, special education, principal, etc.). You will provide a written synthesis of these models outlining similarities and differences, along with your personal analysis of which model you believe is most effective. This paper should be approximately 5-10 pages long with references in APA format. This assignment is worth 50 points.

5. Research and develop a plan for a professional learning community

6. Group project to interpret and analyze student achievement data then make oral presentation to class

Students will be placed in groups and as groups will interpret and analyze school data related to literacy, numeracy, or other content areas. Groups will choose a KY school and using NCLB AYP data will write a detailed analysis of the data then using appropriate technology (power point, websites, etc.) will present their interpretation and analysis to the class. This assignment will be evaluated on the accuracy and clarity of the interpretation and analysis of the data as well as effective communication skills used to present the data to others. This project is worth 100 points.

12. Course Outline:

1. Teacher Leader Definitions
 - a. Professional organizations
 - b. State
 - c. National
 - d. Research based
2. Effective Collaboration – Benefits, Barriers, and Models
3. Communication Skills
 - a. Theories of Communication
 - b. Communication Surveys and their Usefulness
 - c. Gender Differences in Communication
 - d. Barriers to Effective Communication
 - e. Skills to Improve Communication
4. Professional teacher leader communication skills (based upon the KODAK Teacher Leadership Five State Consortium application guide)
 - a. Interpersonal skills of trust, fairness, equity and diversity (organizational justice)
 - b. Speaking , writing, verbal, non-verbal, and digital communication as a teacher leader
 - c. Problem framing and solving
 - d. Conflict resolution
 - e. Placed based applications
5. Working with Families
 - a. Social, Cultural, Racial, Ethnic, and Economic Factors
 - b. Families of Students with Disabilities – Unique Needs
6. Working with Other Community Agencies
 - a. Resources for Parents, Teachers, Students
 - b. Local, State, and National Resources
7. Interpretation and analysis of student achievement data in literacy, numeration, and other content areas
8. Professional Learning Communities
 - a. Developing Professional Learning Communities
 - b. Facilitation Professional Learning Communities
9. Mentoring Others
 - a. National Models
 - b. KTIP
10. Analyzing and Evaluating Teacher Leader Effectiveness

- a. Professional Growth Plan (based upon the Kentucky Teacher Standards – advanced level 10.1 through 10.4, state, and national standards)
 - b. Peer Mentoring
 - c. Self Reflection
13. Official E-mail: An official EKV 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 EKV e-mail address.

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

Part I

(Check one) <input 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 Educational Leadership and Policy Studies <hr/> College Education <hr/> *Course Prefix & Number ETL 801 <hr/> *Course Title (30 characters) Education Policy Studies <hr/> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> December 2009	<u>Date</u> January 29, 2010
	Departmental Committee	Graduate Council*
	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 <input type="checkbox"/>
	General Education Committee*	Faculty Senate**
	Teacher Education Committee*	Board of Regents**
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course for all Masters Degrees leading to the Kentucky Teacher Leader Endorsement	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: New course developed to provide content of organizational management; relationships among educational related laws, regulations and policies for the Kentucky Teacher Leader Endorsement and Rank II Certification.	
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: No additional Resources Needed.	

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

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

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

New or Revised* Catalog Text

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

ETL 801 Education Policy Studies. (3) A. Pre-req / co-req: ETL 800. This course will prepare students in developing a theory of organizational management; investigating the relationships among laws, regulations and policies; and evaluating the policies of an educational institution.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division: UP	Dept. (4 letters)*
<u>ETL</u>	<u>801</u>	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	ELPS
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) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____
<u>1</u>	<u>3</u>	<u>N</u>		
<u>W</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.	
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>ETL 800</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.)

1. Department of Educational Leadership and Policy Studies
ETL 801 Education Policy Studies
3 credit hours
2. Course description: Pre-req / co-req: ETL 800. This course will prepare students in developing a theory of organizational management; investigating the relationships among laws, regulations and policies; and, evaluating the policies of an educational institution.
3. Texts:
Fullan, M. (2008). *The Six Secrets of Change*. San Francisco: John Wiley and Sons.
Buckingham, M., & Coffman, C. (1999). *First, Break All the Rules: What the World's Greatest Managers Do Differently*. New York: Simon and Schuster Inc.
Buckingham, M., & Clifton, D. (2001). *Now, Discover Your Strengths*. New York: Simon and Schuster Inc.
Buckingham, M. (2005). *The One Thing You Need to Know About Great Managing, Great Leading, and Sustained Individual Success*. New York: Simon and Schuster Inc.
Essex, N. (2006). *A Teachers Pocket Guide to School Law*. New York: Pearson Education Inc.
Hulett, K. (2009). *Legal Aspects of Special Education*. Too new to find a city / state: Merrill - Prentice Hall.
Local, state and federal documents as assigned.
4. Student Learning Outcomes:
 - a) Students will define and develop theories of organizational management.
 - b) Students will interpret and analyze the process of developing laws, regulations and policies. (SLO 1, 4)
 - c) Students will articulate the basic principles of IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. (SLO 1)
 - d) Students will analyze and revise policies for an educational entity (e.g., Site Based Decision Making Council and/or specialization area council. (SLO 1, 4, 5)
 - e) Students will demonstrate the knowledge of the basic sources and procedures of funding in education. (SLO 1)
5. Evaluation method(s): Each product identified in Course Requirements will be worth 20% of a student's final grade. The following scale will then be applied: 90-100% A, 80-89% B, 70-79% C, 60-69% D, 50% or below F.
6. Student Progress: Students grades will be posted on Blackboard so students can check progress at any time.
7. Attendance policy: Absences equating to 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absences in order to be given an 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: See Colonel's Compass

9. **Disabilities Statement:** If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person on the first floor of the Student Services Building, by email at disserv@eku.edu, or by telephone at (859) 622-2933 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.
10. **Academic Integrity Statement:** Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available on the [Academic Affairs website](#). Questions regarding this policy may be directed to the Office of Academic Integrity.
11. **Course requirements:**
- Organizational Management:** In a 5-7 page paper, students will review, summarize and reflect on management theories, according to a specified resource list. In this, they will develop their own theory /statement of organizational management.
 - Laws:** In a 15-20 minutes multi-media presentation, students will, given a specified law, describe and analyze the law's progress through the legislative, executive and judicial branches (pick four or five major issues-Tinker, Brown, etc.). They will reflect on the process of a law through the legislative, executive and judicial branches.
 - Disability Laws and Policies:** Through a case study reflection, students will review, analyze and reflect upon a given case study on selected issues to identify principles related to IDEA, Section 504 of the Rehabilitation Act, and ADA.
 - Site Based Decision Making:** Using a provided rubric to evaluate and revise policy, students will write a discussion paper that evaluates and revises their own site based or early childhood policies or a simulated one.
 - Finance Procedures:** In a 15-20 minutes multi-media presentation, students will develop a diagram which describes budgetary allocations (SEEK, site based budget and sources of funding) and will develop a list of financial management principles.
12. **Course outline:**
- Organizational Management**
 - Organizational Justice
 - Leading organizations (especially Site Based Decision Making)
 - Climate and culture for leading
 - Developing supportive organizations
 - Communicating
 - Collaborating
 - Caring
 - Laws**
 - Federal, State, Local roles
 - Processing for making laws
 - Process for moving from law to policies
 - Ethics
 - Disability Laws and Policies**
 - Individuals with Disabilities Education Act
 - Section 504 of the Rehabilitation Act
 - Americans with Disabilities Act
 - Site Based Decision Making**
 - Purpose: To improve student performance
 - Kentucky laws

- C. Standards from professional organizations
- D. Writing policies
- E. Evaluating various site based policies using specific standards
- V. Finance Procedures
 - A. The SEEK Formula
 - B. Site based budget development
 - C. Grants
 - D. Fund raising
 - E. Accounting practices
 - F. Sources of Funding
 - i. Federal
 - ii. State
 - iii. Local

13. Official E-mail: An official EKV 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 EKV e-mail address.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	Educational Leadership and Policy Studies Education ETL 802 Research for Teacher Leaders
Proposal Approved by:		
	<u>Date</u> December 2009	<u>Date</u> January 29, 2010
Departmental Committee		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	12/01/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 2/18/10
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	12/08/09	Board of Regents** Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course for all Masters Degrees leading to the Kentucky Teacher Leader Endorsement	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: New course developed to provide content of research methods for teacher leaders for the Kentucky Teacher Leader Endorsement and Rank II Certification.	
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: No additional Resources Needed.	

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

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

- 46. For a new course, provide the catalog text.
- 47. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 48. 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.)

ETL 802 Research for Teacher Leaders. (3) A. This course will ask students to apply fundamental principles of educational research. This course will be devoted to students reviewing, discussing, analyzing and evaluating research studies and methodology.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters) <u>ETL</u>	Course Number (3 Digits) <u>802</u>	Effective Term (Example: Fall 2001) Fall 2010	College/Division: UP AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* ELPS
Credit Hrs. <u>3</u>	Weekly Contact Hrs. Lecture <u>3</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable) <u>1</u> <u>W</u>	Work Load (for each schedule type) <u>3</u>	Grading Mode* <u>N</u>	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	
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____				
Date of data entry _____			Data entry person _____	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

1. Department of Educational Leadership and Policy Studies
ETL 802
Research for Teacher Leaders
3 credit hours

2. COURSE DESCRIPTION:

This course will ask students to apply fundamental principles of educational research. This course will be devoted to students reviewing, discussing, analyzing and evaluating research studies and methodology.

3. TEXTS:

Gay, L. R. & Airasian, P. (2009). *Educational Research: Competencies for Analysis and Application*. (9th Edition). Columbus, Ohio, Merrill (Prentice-Hall) **(Required)**.
Publication Manual of the American Psychological Association, (2001), (5th Edition), Washington, D.C. APA. **(Required)**.

4. STUDENT LEARNING OUTCOMES:

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

- a) Compare and contrast the strengths weaknesses of the following research methods: Qualitative (e.g. historical, narrative, ethnographic, case study); Quantitative (e.g. survey, correlational, causal-comparative, experimental), Mixed Methods and Action research approaches. (KTS 7) (SLO 1)
- b) Prepare a research proposal using a Qualitative, Quantitative, Mixed method or Action research methodology. This proposal is intended to be the basis for the capstone project. (KTS 7) (SLO 2, 6)
- c) Formulate and plan a research completion timeline for the project. (KTS 7) (SL 2, 3, 4, 6)
- d) Evaluate and critique research articles. (KTS 7) (SLO 4)
- e) Distinguish and apply basic descriptive and inferential statistics to conduct an analysis of data sets to determine appropriate approach for research design. (KTS 5, 7) (SLO 1, 3)
- f) Apply the use of at least one technology-based statistical program such as SPSS, SAS, or EXCEL to perform calculations of the statistical elements of data analysis in support of research projects. (KTS 5, 6, 7) (SLO 1)
- g) Identify a problem in your work setting, review and evaluate literature about possible solutions to the problem, and choose and defend a possible solution. (KTS 5, 7, 10) (SLO 2, 3, 4, 5, 6)

EVALUATION METHODS

1. A paper/diagram comparing and contrasting the research methods in student learning outcome 1-5%
2. A research proposal with time line- 25 %
3. Critique 2 articles- 10%
4. Complete a data analysis project using EXCEL or other similar data analysis software-10%
5. Mid Term Project for student learning outcome 7-including problem identification, literature review and possible solution
6. Final test- 25 %

5. Grading Scale:

90-100 A
80-89 = B

70-79 = C
60-69 = D
59 or Below = F

6. **STUDENT PROGRESS POLICY:** You will be provided with feedback on all exams and written assignments. Your point totals will be posted to the blackboard grade book as the class progresses. There will be no change to final grades after posting at the end of the semester. It is your responsibility to check your point total throughout the class and notify me if you see a problem with the points posted. Remember to compare the total number of points earned with the grading scale listed above.

7. ATTENDANCE:

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

8. **LAST DAY TO DROP:** See the Colonel's Compass for the date

9. 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.

10. 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

11. COURSE CONTENT: (topics not necessarily in order)

- a) The nature and characteristics of research including needs assessment and analysis.
- b) Identifying research problems such as those found in behavioral and social science contexts.
- c) Reviewing the literature (on-line and/or hard copy).
 - a. Planning and designing a research proposal related to the student professional field (e.g. classroom teacher, administrator or counselor) and using it to improve effectiveness).
- d) Action research.
- e) Qualitative research.
- f) Experimental research.
- g) Quantitative research.
- h) Descriptive research.
- i) Correlational research.
- j) Sampling techniques.
- k) Analysis techniques.

- l) Development of data and measurement instruments.
- m) Evaluate and apply of statistical methods.
- n) Analyzing data to improve or revise program/individual effectiveness.
- o) Legal and ethical aspects of research.
- p) Consumption of research.

12. COURSE REQUIREMENTS (*Instructor designed*)

- a) Active participation in the discussion board.
- b) Analyze and Critique two individual research articles or reports from a professional journal using the provided critique format.
- c) Complete assigned group tasks.
- d) Satisfactorily complete online weekly assignments posted within Modules on the BlackBoard website.
- e) Receive a passing grade on Final Examinations.
- f) Satisfactory completion of Research proposal.
- g) Satisfactory completion of Research project plan and presentation.

13. 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.



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: Concurrent Degrees *Catalog* Revision

DATE: 2/10/09

Concurrent Degrees

(2009-10 *Undergraduate Catalog*, page 49)

A student may qualify to earn two degrees concurrently by completing all requirements for both degrees, including major, supporting, and general education requirements. Courses used in one degree program may also be used in the other. ~~The minimum number of hours that must be earned for two associate degrees is 80; the minimum for two baccalaureate degrees is 158.~~ ~~It is~~ The student has the responsibility to file a separate graduation application for each degree being sought. If the two degrees are in the same college, the student must file two applications in the office of the college dean. If they are different colleges, one application must be filed in each dean's office. Please refer to the See "Application for Graduation" section of this catalog for more details.

Concurrent Associate Degrees

If two 60 credit hour associate degrees are pursued concurrently, the a minimum number of 75 credit hours that must be earned is 75. If one or both of the associate degrees has program requirements in excess of 60 hours, then the degree program with the highest number of required hours will be considered the student's first associate degree, and the hours required to earn the second associate degree shall be 25% of that the second program's total hours.

Concurrent Baccalaureate Degrees

If two 120-credit-hour baccalaureate degrees are pursued concurrently, the a minimum number of 150 credit hours that must be earned is 150. If one or both of the baccalaureate degrees has program requirements in excess of exceeding 120 hours, then the degree program with the highest number of required hours will be considered the student's first baccalaureate degree, and the hours required to earn the second baccalaureate degree shall be 25% of that the second program's total hours.

Concurrent Baccalaureate and Associate Degree

The minimum number of hours required for concurrently earning an associate and a baccalaureate degree is the number required by the baccalaureate degree.





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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: Subsequent Degrees *Catalog* Revision

DATE: 2/10/09

Subsequent Degrees

(2009-10 *Undergraduate Catalog*, page 49)

Students having earned one degree, either from Eastern Kentucky University or from another regionally accredited institution, may subsequently pursue an additional degree, either associate or baccalaureate, by completing all requirements of the subsequent degree, including major, supporting, and general education requirements. For students who earn their first degree at EKU, hours earned prior to the awarding of a first baccalaureate or associate degree may be counted toward the minimum required to earn a subsequent baccalaureate or associate degree.

¶ Students must earn at least 16 approved semester hours at EKU for an associate degree beyond those required for the earlier degree. A subsequent baccalaureate degree requires at least 32 approved hours earned at EKU beyond those required for the earlier degree. ~~Hours for both degrees must be taken at Eastern Kentucky University or, as approved by the dean of the college awarding the subsequent degree, at another regionally accredited institution.~~

¶ Students who have completed a previous degree elsewhere and apply to Eastern Kentucky University, should have official transcripts from the institutions previously attended sent to Eastern Kentucky University's Admissions Office.





University Policy Impact Statement

Date February 26, 2009 Check One: Revision of Existing Policy New Policy

Policy Number (If known) Policy 1.1.1 Policy Name Policy on Policies

Originator(s) Policy, Compliance and Governance;Academic Affairs

University Affiliation University Units Email for primary contact val.parks@eku.edu;sherry.robinsor

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

Policy 1.1.1 was approved on an interim basis by President Whitlock in November 2008. The interim policy has provided the University an opportunity to test this formalize process and to suggest changes prior to final Board of Regents approval.

Policy 1.1.1 should be revised to better address issues that do not rise to the level of a policy approved by the Board of Regents, but yet should be formalized and published in an official process.

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

Policy 1.1.1 is consistent with and helps promote the following Institutional Goals:

To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population.

To continuously assess and improve the services and infrastructure of the University to support and maintain high-quality programs.

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.

Policy 1.1.1 may require a change in culture and behavior through its inclusive and transparent process for making policies. An inclusive and transparent process will require patience and cooperation to ensure policies are appropriately vetted and the resulting product is durable.

Policy 1.1.1 will require human resource time including serving on drafting teams, reviewing policies and making recommendations. Financial resources may be required to create a website to house policies and further policy development training.

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
SEE ATTACHED SHEET		
Council on Academic Affairs	Approved	2/18/10



Eastern Kentucky University Policy and Regulation Library

1.1.1P

Volume 1, Governance
Chapter 1, Policies, Regulations, and Guidelines
Section 1, Interim Policy on Policies
Approval Authority: Board of Regents
Responsible Executive: President
Responsible Office(s): Policy, Compliance, and Governance and
The Office of the Associate Provost for Academic and Faculty
Affairs
Effective: November 10, 2008 Expires: May 1, 2010
Last Revised: Next Review Date:

Interim Policy on Policies

Policy Statement

Eastern Kentucky University, through the practice of shared governance, formally develops, approves, disseminates, implements, and maintains policies, as defined in this document, through a uniform process. All members of the University community may be involved in developing, updating, recommending, and disseminating University policies and thus must adhere to the precepts set forth in this policy. This document defines a University policy, and also provides a format for the development, approval, and dissemination of such policies. Additionally, it describes the responsibilities of the parties involved in the formulation and adoption of University policies.

This policy enables the University to make policy development and retrieval efficient and consistent. Further, a comprehensive document that outlines the development, approval, dissemination, implementation, and maintenance of University policies allows for more consistent enforcement, greater accessibility, and timelier review. This process will enhance communication, organizational operations, compliance, and accountability.

Eastern Kentucky University will be guided by the following principles:

- Policies will
 - be designed to encourage students' success in achieving their goals while at the same time be intended to maintain the mission of a high quality educational experience;
 - support the University's mission, values, initiatives, and strategic goals;
 - align ownership with authority, responsibility, and accountability;
 - comply with federal and state laws and regulations as well as accrediting standards; and
 - be consistent with other university policies; and
- The policy process will
 - be transparent;
 - honor shared governance by seeking participation from stakeholders;
 - have a mechanism for evaluation and improvement in a timely manner; and
 - avoid bureaucratic gridlock.

Entities Affected by the Policy

Entire university community, including all campuses and extended sites

Policy Background

The implementation of a policy on policies enables the University to more effectively and efficiently manage its body of policies. No previous policy concerning the formulation and adoption of policies existed.

Procedures

POLICY ORIGINATING/VETTING/AND APPROVAL PROCESS

~~Any individual sponsored by a~~Any recognized University unit or organization, ~~or any individual sponsored by a recognized University unit or organization~~ may identify the need for a new policy or the revision of an existing policy. ~~Once the need for a new policy or the need to revise a current policy is identified, the following steps should be followed*:~~

~~Pursuant to Part VII Section VII A4a, Faculty Handbook, when the Faculty Senate is the Policy Originator policy Impact Statements and policy drafts may be submitted directly to the President or may be submitted as described below. The President may recommend that policies proposed by the Faculty Senate be vetted through this process.~~

~~All other Policy Originators should:~~

- 1) a. ~~If the proposed issue is academic in nature, C~~complete an Impact Statement and forward to the ~~Office of Policy, Compliance and Governance or to the~~ Office of the Associate Provost for Academic and Faculty Affairs.
- b. ~~For issues that are non-academic in nature, forward the completed Impact Statement to the~~ Office of Policy, Compliance and Governance.

~~If there is uncertainty as to whether the issue is academic or non-academic, forward the Impact Statement to the Office of Policy, Compliance and Governance. When the Policy Originator is an individual, a recognized University unit or organization must be listed as a sponsor.~~ A draft of the policy or policy revision may be submitted with the Impact Statement.

- 2) The Office of Policy, Compliance and Governance or the Office of the Associate Provost for Academic and Faculty Affairs will review the Impact Statement and will work with the Policy Originator to make revisions as necessary to the Impact Statement.
- 3) The Office of Policy, Compliance and Governance or the Office of the Associate Provost for Academic and Faculty Affairs will form a Drafting Team consisting of those representative stakeholders who may be affected by the policy
- 4) ~~When necessary, t~~The Drafting Team will ~~create a~~develop the draft policy in the template format. As part of the policy draft, drafting teams should work to identify the Responsible Office, Responsible Executive and Interpreting Authority.
- 5) The Drafting Team will submit the draft policy, as instructed, for appropriate review/vetting. The sequence of review, as outlined below, may vary:
 - The Office of Policy, Compliance and Governance or the Office of the Associate Provost for Academic and Faculty Affairs will post the draft policy on the University Policy and Regulation website for a 30-day University ~~public~~ comment period. ~~For Non-Academic University Policies, just prior~~ Prior to posting for the 30-day University comment period, the Office of Policy, Compliance and Governance ~~and the Office of the Associate Provost for Academic and Faculty Affairs~~ will notify the Chair of the Faculty Senate, Staff Council and ~~the Student Senate~~ Government Association that such policy is to be posted. ~~along with t~~The Office of the University Counsel ~~will also be notified prior to the 30-day comment period to begin legal review of the proposed policy, that such policy will be posted for comment.~~ An announcement that a policy is posted for 30-day comment period on the Policy and Regulation Website will be made to the University community through EKU Today and EKU Student Today. The Drafting Team will review and consider all comments made during this time period. ~~ACADEMIC POLICY NOTIFICATION??~~
 - Policies will generally be reviewed using the two tracks below. If appropriate, a policy may be reviewed using both tracks. The Office of Policy, Compliance and Governance and the Office of the Provost are responsible for ensuring policies are reviewed through the appropriate track(s).

University Non-Academic Policies

- The Administrative Council ~~reviews~~ reviews the University Non-Academic policy drafts, and may:
 - i. ~~determines~~ if further drafting or stakeholder feedback is necessary;
 - or
 - ii. ~~makes~~ a recommendation to the President;
- ~~The Administrative Council may~~
 - i.iii. recommend that the Office of Policy, Compliance and Governance reconvene the Drafting Team to incorporate feedback from stakeholders or from the 30-day University comment period, and then resubmit the draft for additional review.
- Once all recommendations are made and a final draft is ready, the Office of Policy, Compliance and Governance will submit the policy draft to the President.

University Academic Policies

- The Council on Academic Affairs (CAA) reviews policy drafts that affect curriculum, academic programs, or academic requirements for students and makes recommendations. Prior to making a recommendation, the CAA may determine that further drafting or stakeholder feedback is necessary. The Special Assistant to the Provost (for Academics) will reconvene the drafting team to consider feedback from the CAA.

and/or

- The Faculty Senate reviews policy drafts that affect academics, including admissions, curriculum, instruction, and criteria for granting degrees; faculty welfare; student affairs in the areas where the proposed policy concerns the students' academic achievement; and other policies as referred to the Senate. The Faculty Senate makes recommendations. Prior to making a recommendation, the Senate may determine that further drafting or stakeholder feedback is necessary.

and/or

- The Provost Council reviews policy drafts that affect Academic Affairs or that are referred to the Council. The Provost Council makes recommendations. Prior to making a recommendation the Provost Council may determine that further drafting or stakeholder feedback is necessary, The Special Assistant to the Provost (for Academics) will reconvene the drafting team as necessary to consider feedback from the 30-day University comment period of from any stakeholder groups.

and

- The Special Assistant to the Provost (for Academics) will reconvene the drafting as necessary to consider feedback from the 30-day University comment period or from any stakeholder groups.
- Once all recommendations are made and a final draft is ready, the Special Assistant to the Provost (for Academics) will submit the policy draft to the President.

- 6) ~~For all policy proposals both Academic and Non-Academic policy drafts including those originated by Faculty Senate~~, the President may:
- i. submit to President's Cabinet for advisement and/or to others identified in the policy process for further review, drafting, or stakeholder feedback;
 - ii. approve as a University Regulation where ~~BOR-Board of Regents~~ approval is not required (see 1.1.2P Authorization for Regulations);
 - iii. recommend approval and submit to the ~~BOR-Board of Regents~~ for adoption;
 - iv. not approve ~~and/or~~ not recommend approval for submission to the BOR;
 - v. take other action as President deems appropriate.

*Pursuant to Part VII Section VII A4a, Faculty Handbook, when the Faculty Senate is the Policy Originator policy Impact Statements and policy drafts may be submitted directly to the President or may be submitted as described below. The President may recommend that policies proposed by the Faculty Senate be vetted through the ~~is~~ process outlined in this policy.

~~Upon adoption, the policy is promulgated to the University Community and posted on the University policy website. The Board of Regents has authority to approve University Policies (both Academic and Non-Academic). Pursuant to 1.1.2 P Authorization for Regulations, the President has authority to approve University Regulations.~~

University Regulations will be vetted through this process (except no Board of Regent approval is required) in accordance to 1.1.2P Authorization of Regulations. Depending on the nature of the issue, guidelines that are part of policies or regulations may require vetting through this process.

~~Only the President and Board of Regents have authority to approve University policies.~~

- 7) Once a policy or regulation is ~~approved~~ adopted, it will be posted on the University Policy and Regulation website. ~~Policies and regulations will be codified in a manner that includes Volume, Chapter, and Section.~~

DEPARTMENTAL/UNIT POLICIES, GUIDELINES, AND REGULATIONS

Policies that apply only to specific departments or units are not subject to this process.

ESTABLISHING AN INTERIM POLICY

On occasions when an Interim Policy is necessary, a Drafting Team will draft and recommend the Interim Policy for approval by the President. The chairs of the Faculty Senate, the Staff Council, and the Student ~~Senate-Government Association~~ along with the Office of University Counsel will be notified upon formation of the drafting team ~~for~~ and adoption of Interim Policies.

An interim policy must carry an expiration date and will either be allowed to expire without additional action, be extended once for a specific period upon special permission from the President, or will be replaced by a standard University Policy or Regulation, which ~~must be is~~ vetted through the process as stated within this policy.

UPDATING OR REVISING A POLICY

On an as-needed basis, the Office of Policy, Compliance & Governance Office of the Associate Provost for Academic and Faculty Affairs will make routine changes (such as position or unit titles, links, etc.) to University Policies or Regulations. These changes will not substantively affect the policy. The Office of Policy, Compliance & Governance Office of the Associate Provost for Academic and Faculty Affairs will note the date of such changes (as Updated) on the first page of the policy.

Policy 1.1.1

Volume 1, Governance
Chapter 1, Policies, Regulations and Guidelines
Section 1, Policy on Policies

Editorial changes that do not substantively affect the policy may be suggested to either the Office of Policy, Governance and Compliance or to the Special Assistant to the Provost for Academics. Such changes will be made to the policy and updated on the university policy website.

Procedures for substantive revisions to an existing policy are the same as for ~~reviewing and approving a policy (see above)~~. Policy Originating/Vetting/Approval Process as stated within this policy.

IMPLEMENTING, DISSEMINATING, AND TRAINING

Unless otherwise stated in the policy, a policy or regulation is in effect immediately after it is adopted by the Board of Regents or President. Once adopted, the Office of Policy, Compliance & Governance Office of the Associate Provost for Academic and Faculty Affairs will ensure that the policy is disseminated to the university community by either communicating this information directly or will charge the Responsible Executive with the dissemination. The Responsible Office(s) will assist the Responsible Executive in establishing any support systems to train the community to ensure ongoing compliance.

INTERPRETING A POLICY

When questions or conflicts arise concerning the application, compliance, or scope of a policy, the affected parties will provide the details of the question or conflict in writing to the Interpreting Authority designated in that policy.

The Interpreting Authority will review the case, as well as any precedents to ensure consistent interpretation. Once an interpretation has been determined, the Interpreting Authority will communicate the decision in writing to the appropriate parties. The Interpreting Authority will ensure that proper records are kept of interpretation decisions.

PERIODIC REVIEW OF POLICIES

University policies should be reviewed on a periodic basis (a five-year cycle is recommended) to ensure the currency and accuracy of the policies. The Responsible Executive will devise a mechanism that includes representatives from key stakeholders and that ensures policies under his/her jurisdiction are so reviewed.

Policies will be reviewed for the following:

- Continued relevance to the University mission and values
- Consistency with other University policies
- Reflection of changes in laws, regulations, accreditation standards, educational goals/practices, university practices, etc.
- Errors in fact or in language
- Other potential problems

If changes in the policy are deemed necessary, the appropriate process (revising, updating, or repealing) should be initiated.

REPEALING A POLICY

If a policy is ~~deemed identified as~~ no longer relevant or necessary ~~after undergoing the appropriate review process (see Reviewing and Approving, above), then a policy will be repealed.~~, the same process as stated in the Policy Originating/Vetting/Approval Process within this policy will be followed to repeal the policy.

ARCHIVING A POLICY

If a policy is updated, revised, superseded, or repealed, the Office of Policy, Compliance & Governance Office of the Associate Provost for Academic and Faculty Affairs will archive the older version of the policy. These archived policies will be made available upon request.

Definitions

holidays) will be allotted to allow the University community comment on proposed policies.

Academic University Policy

University policies that pertain to the academic mission and issues of the University.

Administrative Council

The Administrative Council is made up of direct reports to the President and others as appointed by the President. As it pertains to this policy, the Administrative Council will review Non-Academic University Policy drafts and make recommendations to the President.

Board of Regents (BOR)

The legal and active policy making body of the University.

Chapter

The designation for a sub-unit of a University policy volume. This designation indicates the broad category under which individual related policies will be found.

Council on Academic Affairs (CAA)

The Council on Academic Affairs is a University body that is charged with oversight of the curriculum and academic programs of the University. As it regards this policy, the Council reviews and recommends policies that affect curriculum, academic programs, or academic requirements for students.

Drafting Team

A drafting team is a small workgroup formed for the purpose of writing and editing a policy draft and in placing that draft in a University policy template. For NonAcademic Policies, drafting teams will consist of representative from Staff Council, Faculty Senate and Student Senate and other stakeholders.

Departmental Policy

A policy that pertains only to the internal procedures of a given department. Departmental policies are not subject to this policy. However, departmental policies must be consistent with University policies.

Effective Date

The date the University policy is approved by the Board of Regents or University President unless otherwise specified.

Faculty Senate

The Faculty Senate is the delegate assembly of the University faculty through which the faculty normally exercises its responsibilities as a group. As it pertains to policy, the Faculty Senate reviews and recommends policies that affect academics, including admissions, curriculum, instruction, and criteria for granting degrees; faculty welfare; student affairs in the areas where the proposed policy concerns the students' academic achievement; and other policies as referred to the Senate.

Guidelines

A statement of desired best practice that recommends procedures, processes, outcomes, and the like that have been endorsed or approved by the University to achieve a particular outcome or goal. Guidelines may or may not be affiliated with policies and regulations. Guidelines may or may not apply institution-wide.

Impact Statement

Document to be completed by the Policy Originator describing the justification for developing a new policy or revising a current policy and the impact of such on the University.

Interim Policy

This is a provisional policy issued when a University policy is needed before the standard process can be completed. An interim policy must carry an expiration date and will either be allowed to expire without additional action, be extended for a specified period upon special permission from the President or will be replaced by a standard University Policy.

Interpreting Authority

The authority to interpret the intent of the policy when questions or conflicts arise concerning its application, compliance, or scope.

Policy Originator

An individual or group identifying a need for a policy or policy revision and assisting in the development of that policy. An originator may be a representative from an administrative or academic unit; a committee, senate, association, or council; or an individual member of the campus community.

Policy Vetting and Approval Process

The formal process by which the University develops, recommends, and approves University policies. (See link.)

Policy 1.1.1

Volume 1, Governance
Chapter 1, Policies, Regulations and Guidelines
Section 1, Policy on Policies

Policy Website	A University website dedicated to housing University policies and all related information.
President's Cabinet	<p>The President's Cabinet consists of the Provost and Vice President for Academic Affairs, the Associate Provost and Vice President for Student Affairs, the Executive Vice President for Administration, the Vice President for Financial Affairs, the Vice President for Institutional Advancement, and the Chief of Staff.</p> <p>As it pertains to this policy, the Cabinet functions as a senior level policy advisory body to the President.</p>
Provost Council	The Provost's Council is the major advisory body to the Provost for the review of policies and procedures in the area of academic affairs.
<u>Recognized University Unit or Organization</u>	Examples include: University Departments; RSO's; Student Government Association; etc
Regulation	A standard or statement that either 1) articulates procedures or reporting requirements related to implementation or compliance with University policies or 2) addresses matters not specifically addressed in such policies. Does not require Board of Regents approval, but may require presidential approval. Regulations may or may not apply institution wide.
Responsible Executive	The University executive under whose jurisdiction a University policy falls. Depending on the scope, a policy may have more than one responsible executive.
Responsible Office(s)	University office(s) designated with the responsibility of administering a policy, communicating with and training the university community regarding the policy requirements, and executing its timely review and updating.
<u>Section</u>	The designation for University policy or regulation that provides the name of the individual policy or regulation.
Shared Governance	As it relates to this policy, a joint effort of the university community for the development of University policies.
Stakeholder	Any individual or group who might be impacted by or might have knowledge related to a particular policy.
Template	The official format for all University policies. See Related Links for a copy of the template.
University	Eastern Kentucky University
<u>University Academic Policy</u>	University policies that pertain to the academic mission and issues of the University.
<u>University Non-Academic Policy</u>	University policies that pertain to matters not considered academic.
<u>University Policy (both Academic and Non-Academic)</u>	<p>A University policy includes the following characteristics:</p> <ul style="list-style-type: none">• Assists the University in achieving its mission through the promotion of operational efficiency• Applies broadly across the University• Complies with federal, state, and local laws as well as accrediting bodies• Mandates actions or limitations• Ensures responsibility and accountability• Requires approval by the President and/or the Board of Regents for substantive changes or implementation• Reflects University values
University Policy Document	<p>All official policy documents have the following characteristics:</p> <ul style="list-style-type: none">• Are reviewed and approved by the policy vetting and approval process• Are under the authority of a university executive to execute and interpret• Are in a standard format (template)

- Contain on the first page the university seal
- Include procedures for compliance
- Include a review and approval history
- Are catalogued and numbered in the University Policy and Regulation Library on the University policy website

Volume

The designation for the broadest unit of University policy. Volumes typically correspond to University units (i.e. Academic Affairs, Financial Affairs, Student Affairs, Facilities, etc.)

Responsibilities

Administrative Council

- Review and provide feedback to the Non-Academic University Policy Drafting Team and provide recommendations to President’s Cabinet.
- Identify additional stakeholders as needed and seek input.

Associate Provost

- Review Impact Statements and provide feedback to the policy originator(s).
- Determine the appropriate process path (academic or non-academic). Refer to Policy, Compliance, and Governance Executive Director if a non- academic policy.
- Identify stakeholders and provide a list to the appropriate review group(s).
- Identifies need for policy development or revision as needed

Board of Regents

- Review and approve University policies.

Council on Academic Affairs

- Review policies that affect curriculum, academic programs, or academic requirements for students.
- Identify additional stakeholders as needed and seek input.
- Make recommendations to Faculty Senate and/or Provost Council regarding such policies
- Recommend appropriate Catalog language as necessary

Drafting Team

- Work with the policy originator to draft a new policy or make revisions to an existing policy.
- Use the template to create a draft based on the PAC’s feedback.
- Submit policy draft, as instructed, to the appropriate group(s).
- Edit policy draft based on input from review groups, stakeholders, and the 7-day public comment period.

Faculty Senate

- Review policies that affect curriculum, academic programs, or academic requirements for students, or faculty welfare.
- Review other policies referred to or originated by the Senate.
- Provide input as requested.
- Identify additional stakeholders as needed and seek input.
- Make resolutions of support or recommendations to the Provost Council, to the Council on Academic Affairs, or to the President regarding such policies.

Interpreting Authority

- Make sound judgments on the intent of the policy when questions or conflicts arise concerning its application, compliance, or scope.
- Review precedents, if any, to ensure consistent interpretation.
- Render an interpretation when called upon to do so and communicate the decision to the appropriate parties.
- Document all interpretation decisions.

Office of Policy, Compliance, and Governance—Policy Compliance Analyst

- Facilitate the development and processing of non-academic policies.
- Facilitate non-academic university Policy Drafting Teams as needed.
- Ensure that policy is disseminated to the University Community.
- Ensure that the University community is trained concerning policy development and compliance matters.
- Maintain website with a listing of all University policies and the tools for the

Policy 1.1.1

Volume 1, Governance
Chapter 1, Policies, Regulations and Guidelines
Section 1, Policy on Policies

	development of policies.
Policy, Compliance, and Governance Executive Director	<ul style="list-style-type: none">• Archive policies that have been revised, suspended, or superseded.• Identifies need for policy development or revision as needed
Policy Originators(s)	<ul style="list-style-type: none">• Review Impact Statements and provide feedback to the policy originator(s).• Determine the appropriate process path (academic or non-academic). Refer to Associate Provost if an academic university policy.• Identify stakeholders and provide a list to the appropriate review group(s).
President	<ul style="list-style-type: none">• <u>Review and approve policies not required to be submitted to the Board of Regents.</u>• <u>Review and submit policies to the Board of Regents for approval.</u>
President's Cabinet	<ul style="list-style-type: none">• As it pertains to this policy, makes recommendations to the President on policy matters.
Provost	<ul style="list-style-type: none">• Recommends Academic Affairs policies to the President.• Participate in policy recommendations as a member of the President's cabinet.
Provost Council	<ul style="list-style-type: none">• Review policies that affect Academic Affairs.• Provide input on other policies as requested.• Identify additional stakeholders as needed and seek input.• Make resolutions of support or recommendations to the Provost.
Responsible Executive	<ul style="list-style-type: none">• Be accountable for substance of policy [VP1]• Review final draft of the policy document before submission to the Approval Authority.• Conduct timely reviews of existing policies under his or her jurisdiction.• Assist, as needed, in the development, updating, or revision of policy within his or her jurisdiction.
Responsible Office(s)	<ul style="list-style-type: none">• Lead in the establishment of support systems needed to achieve compliance of policies.• Inform and train the university community concerning new and substantially revised policies.• Consult with the Responsible Executive(s) to update existing policies.
Special Assistant to the Provost for Academics	<ul style="list-style-type: none">• Facilitate the development and processing of academic university policies.• Serve on Drafting Team as needed.• Ensure that the University community is trained concerning policy development and compliance matters.• Assist with the maintenance of the University Policy website, particular as it regards academic policies.• Assist with the archiving of policies that have been revised, suspended, or superseded, particularly as it regards academic policies.
Stakeholder	<ul style="list-style-type: none">• Assist with drafting and formulation of policies. Will determine<u>Will have input on whether a if policy goes to BOR approval.</u>
University Counsel	<ul style="list-style-type: none">• <u>Will have final review of all policies before approval. Will have input on whether a policy goes to the Board of Regents for approval or is approved as a Regulation by the President.</u>

Violations of the Policy

Violations of this policy may result in the delay of the approval process or in the official University recognition of the policy's effect.

Interpreting Authority

- President
- Chief of Staff and Unit Head for Policy, Compliance & Governance, if so delegated
- Provost and Vice President for Academic Affairs, if so delegated
- Vice President or other Direct Report to the President, if so delegated

In the event there is a conflict between interpreting authorities, the President will make the final interpretation decision.

Relevant Links

Policy template

Impact Statement

Process Diagram

Policy Adoption Review and Approval

<u>Date</u>		<u>Action</u>
November 10, 2008	President Whitlock	Adopted interim policy
November 3, 2009	President Whitlock	Extended effective date until May 1, 2010



Eastern Kentucky University Policy and Regulations Library

1.1.2P

Volume 1, Governance

Chapter 1, Policies, Regulations, and Guidelines

Section 2, Authorization for Regulations

Approval Authority: Board of Regents

Responsible Executive: University President

Responsible Office(s): Policy, Governance, and Compliance,
Office of Academic Affairs

Effective:

Issued:

Authorization for Regulations

Policy Statement

Eastern Kentucky University acknowledges the statutory authority of its Board of Regents to adopted policies that govern the University. It is the responsibility of the President, the administration, and the faculty to administer and implement these policies. Further, it is the expectation of the Board of Regents that the President will develop a system of well-vetted Regulations that implement University policies or that manage routine operations of the University not addressed in these policies.

Entities Affected by the Policy

- Entire university community, including all campuses and extended sites.

Procedures

Procedures for developing, approving, and implementing University Regulations shall follow those established in the Policy on Policies 1.1.1P for University Policies except Regulation will not require Board of Regent approval.

Definitions

Regulation

A standard or statement that either 1) articulates procedures or reporting requirements related to implementation or compliance with University policies; or 2) addresses matters not specifically addressed in such policies. Does not require Board of Regents approval, but requires presidential approval.

University

Eastern Kentucky University

Interpreting Authority

President of Eastern Kentucky University

Relevant Links

Policy on Policies 1.1.1P

Policy Adoption Review and Approval

11/16/09 DRAFT



EASTERN KENTUCKY UNIVERSITY

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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: First Day of Class Attendance, Use It or Lose It

DATE: 2/10/09

The Office of the Registrar submits the following policy for your consideration, effective Fall 2010.

First Day of Class Attendance: Use it or Lose it.

Cleaning up class enrollments during the first week.

This proposed new procedure is designed to ensure:

- clear reinforcement of the message that class attendance at ECU is important
- that ECU's first-time student officially reported retention cohort reflects only those students who are actively participating in their enrolled classes and committed to attending ECU
- that those who are enrolled at ECU, but have no intention of attending the institution, are identified and processed out in a way that provides full tuition reversal and no failing grades
- maximum efficiency of allocation of instructional resources; making unused class seats available to other students during the open online registration period
- that all students get the best possible chance at academic success by being present on the 1st day of class

This proposal gives ECU instructors the authority to request disenrollment of a student for non-attendance during the first week of class only (providing the student has made no prior arrangement with the instructor for missing the class). This method is currently employed at other institutions (e.g. WKU, and many others) and has proven effective.

This procedure will be in effect fall 2010. A rigorous communication plan with faculty and students shall begin during the spring 2010 term.





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Specifically:

- For all classes meeting **more than one day per week** – if a student does not attend the 1st day of class, and does not communicate with the instructor or academic department before missing the 2nd class – the instructor may request that the Registrar disenroll the student.
- If a student is enrolled in **one-day per week class, and misses the 1st day of class** - with no prior communication with the instructor or that academic department – the instructor may request that the Registrar disenroll the student.
- This program will assist departments with efficiency of course offerings, and prevent inflated D, F, W rates because of such students.
- Moreover the additional 1st week data will enhance the ability of the Registrar and the Advising Office to identify “phantom first-time students”. This faculty provided data will be combined with other objective indicators held in Banner, as well as information from University Housing and Student Accounting, to help confirm identity of students who are registered but not committed to attending the university.

Proposed Procedure:

1. A dedicated link will be in EKUDirect/Faculty Services with a roster where the instructor can indicate a student is missing during the 1st week of the full term, or during the online add/drop period of shorter classes.
2. If a student misses class (per above bullets), faculty may check the box: “*Registrar-Disenroll this student for 1st Week Non-Attendance*”.
3. **Faculty will be asked to identify these students immediately following the determining “missed class”**, thereby making the missing student’s seat accessible to students waiting for availability in that class.
4. The Registrar will promptly drop the student from the class, per the instructor’s directive, **providing the information is relayed DURING THE 1ST WEEK OF CLASS**.
5. Students who are dropped for non-attendance, but who have a desire to take the class, may reenroll online, (provided seats are still available), or may petition to register through the Late Enrollment process. Note that this procedure is dependent upon availability and permission of the instructor.





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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: Advising and Course Load, Admission to AGS, *Catalog* revisions

DATE: 2/10/09

(Revisions on pp. 40-41 of the 2009-10 *Undergraduate Catalog*)

Advising and Course Load

~~Students with two or more developmental area requirements are enrolled as “undeclared” majors and restricted to 13 hours of University enrollment, unless otherwise specified by admission status. The Office of Academic Advising will assist these students in creating linkages to the departments of their intended majors.~~

Restrictions with Developmental Requirements

- Students with more than one developmental area requirement will be enrolled in the Associate of General Studies Degree program. The Office of Academic Advising will assist these students in creating linkages to departments of academic interest.
- Students affected by the above policy, but who would be rendered ineligible for specific scholarship opportunities, or who would be denied entrance into academic programs with proven student retention success, may petition for permission to declare a baccalaureate degree program. Letters of petition should be sent after the student’s initial admission into EKU and addressed to the EKU Office of Advising.
- Students with two or more developmental area requirements are restricted to 13 hours of University enrollment, unless otherwise specified by admission status.
- Students enrolled in MAT 090 (Prealgebra) cannot enroll in any course with the following prefixes: AST, BIO, CHE, CIS, CNM, CSC, FOR, GLY, NAT, PHY, SCI, or STA.





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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: 2/10/09

The Office of the Registrar submits the following *Catalog* text revision for your consideration, effective Fall 2010.

Minimum Academic Standards

(pg. 44 of the 2009-10 *Undergraduate Catalog*)

E. Academic Dismissal: Students returning to the University at the end of a third academic suspension must earn and maintain a term GPA of 2.0 or better each semester. Students returning after a third academic suspension will be academically dismissed from the University if they have a term GPA of less than 2.0 at the end of any semester. Students who are academically dismissed may not enroll in courses at EKU for five calendar years.

F. Attending Another School While Suspended or Dismissed ~~However~~ Course work earned at another regionally-accredited university during this period, while suspended or academically dismissed, will be considered for transfer to EKU. Students are responsible for requesting that an official transcript of any transfer course work be sent to the EKU Office of Advising when they apply for readmission to EKU. Students should consult with their advisor or college for the applicability of course work taken at another institution to their degree program at EKU.

G. Appealing Academic Standing If a student believes their academic suspension was the result of catastrophic circumstances beyond their control, they may appeal the academic suspension to the University Readmission Appeals Committee. The appeal must be in writing and students must provide appropriate documentation supporting the appeal. **Students may not appeal an academic dismissal.**





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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: FEBRUARY 17, 2010

Currently the catalog is silent on the use of "CR" (credit) and "NC" (no credit) course work for progress toward degree. I submit for CAA consideration language based upon the existing P/F (pass/fail) catalog text and past practice at EKU.

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.

CR/NC CREDIT/NO CREDIT 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 all transferred international coursework.

Course work with CR grades may be used to fulfill General Education, major, minor, and/or supporting program requirements to a maximum of 15 credit hours per degree program. There is no limit to the use of CR course work counting as free electives. Course work in which a CR is given may not count toward the 42 hour upper division university graduation requirement.



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