1-21-2010

Council on Academic Affairs Minutes, Jan 21, 2010

Eastern Kentucky University

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COUNCIL ON ACADEMIC AFFAIRS MINUTES
January 21, 2010

Members Present:	Onda Bennett, Rich Boyle, Robert Brubaker, Tina Davis, Verna Freer, Linda Frost, Claire Good, Jaleh Rezaie, Benton Shirey, Anne Shordike, Sherwood Thompson, Janna Vice, Deborah Whitehouse
Members Absent:	Allen Ault*, Steve Byrn, Ed Davis*, Linda Fossen, Michael Foster*, E.J. Keeley, Sandra Moore, Kim Naugle*, Claire Schmelzer*, Mixon Ware* *indicates prior notification
Non-Members Present:	Oliver Feltus, Derrick Morton, Julie Patterson, Doris Pierce, Sherry Robinson, Colleen Schneck, Julie Spease, Linda Turner

Dr. Janna Vice called the Council on Academic Affairs to order at 1:02 p.m. on January 21, 2010.

Approval of the Minutes – December 17, 2009
The minutes were approved as distributed.

CURRICULUM ITEMS

Health Sciences

ACTION ITEM
Occupational Therapy
New Program — **Effective Date**
Approved   Doctorate in Occupational Therapy — Spring 2012
Course Revisions
Approved   OTS 834 Advanced Dimension of Occupation OBP: V – *revise course title and description*
Approved   OTS 853 Leadership and Human Services – *revise course description*
New Courses
Approved   OTS 901 OTD Leadership Seminar I
Approved   OTS 902 OTD Leadership Seminar II
Approved   OTS 903 OTD Leadership Seminar III
Approved   OTS 904 OTD Leadership Seminar IV
Approved   OTS 905 OTD Practicum
Approved   OTS 910 Policy Analysis for OT
Approved   OTS 911 Applied Research for OT
Approved   OTS 912 Evidence-based Practice for OT
Approved   OTS 913 Educational Practices for OT

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Education

Effective Date

Curriculum and Instruction
Course Revisions
Approved   EME 872 Mathematics in the Curriculum – *cross-list with MAE 872* — Summer 2010

| Approved | ESE 550 Teaching Mathematics in the Secondary School – *cross-list with MAE 550* | Summer 2010 |
| Approved | ESE 750 Teaching Mathematics in the Secondary School – *cross-list with MAE 750* | Summer 2010 |

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Arts and Sciences

English & Theatre
Program Revision
Approved   English/Teaching B.A. - *change ENG 499 from a required course to an elective*   Fall 2010

Foreign Languages & Humanities
Program Revisions
Approved   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.*   Fall 2010
Approved   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*   Fall 2010

Geography & Geology
Program Revision
Approved   Earth Science/Teaching B.S. - *Revise Major and Supporting Course Requirements.*   Fall 2010

Editorial corrections of General Education Requirements, Teacher Education Requirements and hours totals.

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Business and Technology

Effective Date

Accounting, Finance and Information Systems
New Courses
Approved   FIN 310 Entrepreneurial Finance - *add FIN 310 as a new course that covers financial issues in entrepreneurial small businesses*   Fall 2010
Approved   FIN 311 Personal Financial Planning   Fall 2010
Approved   FIN 390S Community Financial Literacy   Fall 2010
Approved with edits – Add Service Learning Committee approval date 1/13/10 to form, Strike "practicum" from Part IV of form.
Course Revisions
Approved   FIN 201 Personal Money Management – *remove restrictions on the course*   Fall 2010
New Program
Approved   Certificate in Financial Literacy (Undergraduate) – *Create a 12-hour, in-house certificate. This certificate will not require CPE approval.*   Fall 2010

Communication
Course Revisions
Approved   COM 201 Writing and Reporting News I - *add HON 102 to the list of prerequisites*   Fall 2010
Approved   JOU 425 Community Journalism - *Change the prerequisites from JOU 201 to COM 201*   Fall 2010
Approved   JOU 480 Writing and Selling Nonfiction - *change HON 105 to 102 in the prerequisites*   Fall 2010

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DISCUSSION ITEMS

1. Interim Policy on Policies   Office of the Provost
   Dr. Sherry Robinson presented the Interim Policy on Polices.
2. Policy on Authorization for Regulations   Office of the Provost
   Dr. Sherry Robinson discussed the proposed Policy on Authorization for Regulations.
   If the policy passes, the Board of Regents would approve the University President to authorize university-level regulations. Dr. Robinson will bring the proposed policy to the February CAA meeting for possible Council recommendations.

3. Concurrent Degrees *Catalog* Revision

This item will return to the February CAA meeting as an action item. At the conclusion of the January meeting, The Office of the Registrar will circulate a revised version of the *Catalog* language proposal, including a copy to Dr. Anne Shordike for review by the Academic Quality Committee.

4. Subsequent Degrees *Catalog* Revision

This item will return to the February CAA meeting as an action item. A revised version of the proposal will also be sent to all CAA members, including a copy sent to Dr. Anne Shordike for review by the Academic Quality Committee.

5. Proposal Deadline for Inclusion in the 2010-11 *Catalog*.

CAA proposals are due at the March 18, 2010, meeting for inclusion in the 2010-11 *Catalog*.

6. College of Justice and Safety Academic Reorganization

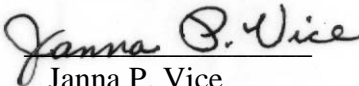The Council on Academic Affairs was adjourned at 2:42 p.m.

EASTERN KENTUCKY UNIVERSITY

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Provost's Office
Associate Provost
Academic and Faculty Affairs

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

TO: Members of the Council on Academic Affairs

FROM: *Janna P. Vice*
           Janna P. Vice
           Interim University Provost

DATE: January 14, 2010

RE: Meeting—Council on Academic Affairs

The Council on Academic Affairs will meet on Thursday, January 21, 2010, at 1:00 p.m. in the Martin Room of the Coates Building.

Please bring the Doctorate in Occupational Therapy proposal section from the December 2009, CAA packet to the January meeting. To save on resources, Health Sciences will not be reprinting the OTD proposal packet.

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
January 21, 2010

1. Call to Order
2. Approval of the Minutes – December 17, 2009

Curriculum Items

Health Sciences
Occupational Therapy

ACTION ITEM
New Program
Doctorate in Occupational Therapy
(Note: Please bring the OTD section from the December 2009, CAA packet to the January meeting. To save on resources, Health Sciences will not be reprinting the OTD proposal packet.)

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Education
Curriculum and Instruction

Course Revisions	Page
EME 872 Mathematics in the Curriculum – *cross-list with MAE 872*	1
ESE 550 Teaching Mathematics in the Secondary School – *cross-list with MAE 550*	4
ESE 750 Teaching Mathematics in the Secondary School – *cross-list with MAE 750*	7

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Arts and Sciences
English & Theatre

Program Revision	**Page**
English/Teaching B.A. - *change ENG 499 from a required course to an elective*	ENTH 1

Foreign Languages & Humanities

Program Revisions

	Page
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.*	FRLH 1
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*	FRLH 3

Geography & Geology

Program Revision	**Page**
Earth Science/Teaching B.S. - *Revise Major and Supporting Course Requirements.*	GEOS 1
Editorial corrections of General Education Requirements, Teacher Education Requirements and hours totals.	

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Business and Technology
Accounting, Finance and Information Systems

Discussion Items

1. Interim Policy on Policies   Office of the Provost
2. Policy on Authorization for Regulations   Office of the Provost

3. Concurrent Degrees *Catalog* Revision   Office of the Registrar
4. Subsequent Degrees *Catalog* Revision   Office of the Registrar

5. College of Justice and Safety Academic Reorganization   College of Justice and Safety

Information Items

Faculty Senate Update
The following items were approved by the Faculty Senate at the January 11, 2010, meeting:

Program Revisions – Reducing Hours Required to Graduate
1. Public Relations B.A.
2. Office Systems and Technologies A.A.S.
3. Business and Marketing Education/Teaching B.S.
4. Graphic Communications Management B.S.
5. Interpreter Training Program
6. French B.A.
7. Minor in French
8. Spanish B.A.
9. History B.A.

Program Revisions
10. Minor in Computer Electronics Technology – change prefixes for networking and security related courses from EET to NET. Drop EET 254 as a requirement. Add EET 251 as a requirement. Offer a selection between EET 351 and NET 354 (formerly EET 354).
11. American Sign Language (ASL) Studies – revise the program description based on course revisions.
12. Physical Education B.S. – correct *Catalog*, PHE 415 is a requirement for the teaching option only and PHE 562 is in the core requirement for all options so it needs to be removed

from the option area for fitness and wellness. Correct free electives for fitness and wellness.

13. Art/Studio Options B.F.A. – add a description of program objectives and degree requirements. Remove dropped courses and add approved courses. Add courses that are required but not listed.

14. Art B.A. – correct typo errors, revise list of approved degree requirements and include a description of objectives for degree programs.

15. English B.A. – change ENG 499 from a required course to an elective.

Checklist for Approval Process for Doctoral Degrees

Program Title: Occupational Therapy Doctorate

College/Department: College of Health Sciences/Department of Occupational Therapy

PHASE 1

X	Departmental Showcase and Program Review

EKU Program Review 2002-2003

Biannual Accreditation Council of Occupational Therapy Education (ACOTE) Review 2005, 2007, 2009

PHASE 2

Graduate Council

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

Action Taken: OTD Courses and Program Proposal approved

Date:10-30-2009 and 11-21-2009

PHASE 3

Council on Academic Affairs

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

Action Taken: Approved

Date: 1/21/10

PHASE 4

Financial Planning Council/ Strategic Planning Council

☐   Review Council on Academic Affairs' Recommendation

☐   Review Proposal for Budgetary Considerations

☐   Review Proposal's Consistency and Appropriateness with EKU's Mission

Action Taken:_____

       Date:_____

PHASE 5

Faculty Senate

[x]   Review Council on Academic Affairs' Recommendation

[x]   Review Financial Planning Council's/Strategic Planning Council's Recommendation

Action Taken:_Approved_____

       Date:_2/1/10_____

Provost Council

☐   Review Council on Academic Affairs' Recommendation

☐   Review Financial Planning Council's/Strategic Planning Council's Recommendation

☐   Review Faculty Senate's Recommendation

Action Taken:_____

       Date:_____

President

☐   Review Faculty Senate's Recommendation

☐   Review Provost Council's Recommendation

Action Taken:_____

       Date:_____

Board of Regents

☐   Review President's Recommendation for Proposed Program

Action Taken:_____

      Date:_____

Council on Postsecondary Education

☐   Review President's Recommendation for Proposed Program

Action Taken:_____

      Date:_____

(SACS) Southern Association of Colleges and Schools

☐   Review President's Recommendation for Proposed Program

Action Taken:_____

      Date:_____

Program Implementation Date:_____

**Eastern Kentucky University
Department of Occupational Therapy
Program Proposal of a Doctorate in Occupational Therapy (OTD)**

Purpose of the OTD Program

The purpose of the Doctor of Occupational Therapy (OTD) Program at Eastern Kentucky University (EKU) will be to provide the Commonwealth of Kentucky and surrounding regions with improved educational and health outcomes for its citizens through improved occupational therapy services. The mission of this advanced, post-professional Program will be to create occupation-based practitioners who will be ethical leaders of change in occupational therapy services for diverse populations. Graduates will serve in leadership roles, affect educational and health care policy, and act as catalysts for excellence in intervention settings in order to better meet the needs of occupational therapy consumers and address the educational performance gap of children with disabilities.

Specifically, graduates of the OTD Program will have an increased understanding of legislative, policy, and administrative issues affecting the profession, education for children with disabilities, and health care, with a particular emphasis on the needs of unique and underserved populations in Kentucky. Occupational therapists enrolled in the OTD Program will study and apply recent advances in the areas of occupation, occupation-based practice, evidence-based practice, and client education. Students will use research to assess needs, inform clinical practice, and complete collaborative research to improve services for children and clients. Students will gain an enhanced understanding of ethical issues impacting current clinical practice. Initially, the Program will focus on master's-prepared therapists serving students with disabilities in Kentucky's schools and will admit 15 students.

Need for the Proposed OTD Program

Need for Occupational Therapists Prepared at the Doctoral Level

A post-professional OTD degree is appropriate for practicing occupational therapists who seek continued competence in their practice area or to pursue administrative or service leadership. The OTD is a professional doctorate, similar in structure to an M.D., D.D.S., or Pharm.D. (Pierce & Peyton, 1999), and may help an occupational therapist to meet career goals by fulfilling institutional requirements for hiring and advancement. Graduates typically go on to serve in specialized clinical roles, leadership positions, and as agents of change in related fields such as health policy, administration, and ethics. The OTD is considered to be a terminal degree in occupational therapy. The first OTD program began in 1994 as an advanced, post-professional degree. There are currently 16 post-professional OTD programs in the United States, most within well-respected but expensive private institutions.

As of January 1, 2007, the Accreditation Council for Occupational Therapy Education (ACOTE) required post-baccalaureate entry-level education for all occupational therapists. In other words, entry-level occupational therapists now must obtain a master's or doctoral degree in order to qualify to practice (AOTA, 2001). In occupational therapy, there are now five entry-level OTD programs. Several healthcare professions have now moved to doctoral entry-level education. Fields that presently require a minimum of a master's level degree for practice include occupational therapy, speech-language pathology, physician assistant, and genetic counseling. Fields requiring a doctoral level degree for practice include physical therapy, audiology, medicine, dentistry, psychology, pharmacy, and others (Griffiths & Padilla, 2006). Many school-based professionals now are required to have master's degrees. Doctoral degrees are becoming increasingly necessary in order to meet the complex demands of healthcare. Occupational therapists in the Commonwealth will need to pursue doctoral

education in order to compete and exert leadership in the educational and healthcare service arenas.

Need for Occupational Therapists Prepared at the Doctoral Level in Kentucky

In Kentucky, there are approximately 1800 licensed occupational therapists (KBLOT, 2009, personal communication). They serve clients of all ages within schools, hospitals, homes, private practices, and industry. Eastern Kentucky University offers the only occupational therapy educational programs within the higher education system of the Commonwealth. Providing an advanced professional doctorate at Eastern can be expected to produce leaders who will enhance the regional effectiveness of occupational therapy services, and thus improve educational and health outcomes for persons facing congenital and acquired illnesses and disabilities.

Results of the Department of Occupational Therapy's assessment of need indicate that school-based occupational therapists in the Commonwealth are interested in enrolling in an OTD Program at Eastern. A survey was sent to 272 practicing clinicians in Kentucky and the surrounding states with 82 responses received. Of those interested in pursuing an OTD, 86% said they would be interested in a locally available program within the next one to three years. The majority of respondents, 65%, practice in rural areas, and 56% reported working with children while 45% reported working with adolescents. Just over half (51%) of respondents identified an area of specialization needed in their present practice setting that could be provided by a practitioner prepared at the doctoral level. Areas of specialization desired by respondents interested in enrolling in a doctoral program included: leadership (87%), children and youth (34%), and research (19%). A high percentage of respondents were interested in developing advanced competencies in evidence-based practice (84%) and school-based practice (53%). In addition, 65% were interested in developing teaching skills needed for leadership roles.

Need for Occupational Therapists Prepared at the Doctoral Level in Kentucky Schools

The need for occupational therapists in early intervention and school systems, particularly in high poverty, rural areas, has been well-documented. PL 94-142, the Education of All Handicapped Children Act and its later amendments, created an unprecedented manpower need for occupational therapists to work with infants, toddlers, and children with disabilities and their families. In Kentucky, the projected increase needed by 2014 is 36% for occupational therapy (Commonwealth of Kentucky, 2005).

Despite 46% of occupational therapists identifying early intervention or schools as either their primary or secondary work setting (AOTA, 2007), the number of occupational therapists working in schools in our region is disproportionately low as reported by the U.S. Office of Special Education Programs (OSEP, 2004). A recently-published analysis of OSEP data by our faculty on this national mal-distribution of occupational therapists in educational environments (Effgen, Teeters Myers, & Myers, 2007) indicated that Kentucky, Tennessee, Mississippi, and Alabama have the highest, meaning the worst, ratio of children to occupational therapists. Furthermore, findings from Kentucky's early intervention system suggest there are a significantly lower number of early intervention providers in eastern Kentucky when compared to the western and central areas of the Commonwealth (Hallam et al., 2004).

According to Child Count Report data, the number of identified children and youth with disabilities in Kentucky rose by more than 12%, from 78,844 in 1992 to 87,973 in 1998 and by December 2006 the number was 109,354 (KY Dept of Education, 2007; U.S. Department of Education [US DOE], 2007). As the number of children with disabilities in Kentucky increases, the number of personnel needed to provide special education and related services to students increase concomitantly. For therapists working in diverse, underserved areas, not only is competence in service delivery a necessity, but an understanding of the cultural underpinnings of these communities is also critical to their effectiveness. Therapists must be prepared to provide competent,

autonomous, and integrated service delivery in rural communities, and to be ready to work as part of a well integrated, interdisciplinary team. They also need to be leaders and mentors for less-experienced therapists and other professionals.

The overall need for qualified occupational therapists in the region is compounded by the fact that 19.3% of Kentuckians under the age of 18 years live below the poverty level, as noted in the 27th Annual Report to Congress (US DOE, 2007). Some distressed Eastern Kentucky counties have over 35% of their children living in poverty (Crooks, 1999). Almost 80% of the counties in eastern Kentucky have a shortage of designated health professionals. Additionally, Kentucky serves a larger percentage of children under IDEA than the national norm. This is most significant for children three to five years of age, where Kentucky serves the largest percentage nationally (KY - 12.58%, US - 5.79%; US DOE, 2007). Children in these developmental years are those most in need of therapy services. Even where the supply of occupational therapists might appear adequate, those therapists do not necessarily have the education and training to: work effectively using evidence-based practice; serve those who are culturally and linguistically diverse; make meaningful change within their school systems; and have the knowledge required to consult.

Alignment and Structure

Alignment with EKU's Mission and Strategic Plan

The proposed EKU OTD Program is directly aligned with the mission statement for Eastern Kentucky University as a "student-centered comprehensive public university dedicated to high quality instruction, scholarship and service." In particular, the OTD Program responds to a need in the Commonwealth to meet requirements for school leaders and advanced training in occupational therapy practice. EKU's Occupational Therapy Department is recognized by *U.S. News & World Report*'s Top 25 Graduate Programs. As the only public occupational therapy program in the Commonwealth, EKU's Occupational Therapy Department is recognized for its leadership in preparing entry and advanced level practitioners for service and scholarship on behalf of the Commonwealth.

The alignment of the proposed OTD Program is consistent with the Occupational Therapy Department's strategic plan, as well as College and University strategic plans. Department Goal 3, "promote learning through high quality programs, research and support," clearly addresses how offering this program through distance education will benefit citizens of the Commonwealth.   It also incorporates the College of Health Sciences Goals 1, 2, and 5, and EKU Goal 3.   By providing the OTD Program, the EKU Occupational Therapy Department will further respond to national trends in education and health care reform, requiring professionals to implement evidence-based practice with clients in multiple settings. The reauthorization of the Individuals with Disabilities Education Act (IDEA-04), coupled with No Child Left Behind legislation, requires professionals in school settings to be highly qualified and to implement science-driven best practice. To best meet these federal requirements and societal needs, further educational preparation of occupational therapists in the region is needed and warranted.   Occupational therapists who obtain advanced preparation in the OTD Program will assist in improving school-based practice and policy in the Commonwealth. The EKU OTD Program will equip therapists practicing in educational systems with advanced leadership and applied research skills to better impact learning needs of children with disabilities from preschool through high school.

Alignment with the Kentucky Council on Postsecondary Education (CPE) Key Indicators of Progress

In relation to CPE Key Indicators of Progress, the EKU OTD Program addresses three of the five key indicators. The EKU OTD program responds to the CPE's interest in affordability of education, advancement of knowledge, and regional stewardship.

Is Kentucky Postsecondary education affordable for its citizens? Currently no public university in KY offers the OTD. Clinicians desiring advanced specialization typically attend University of Indianapolis, Nova Southern University, Belmont, or Creighton University, all private institutions. The tuition is significantly higher at all of these institutions. Thus, EKU is an affordable option for Kentuckians, particularly through a quality online delivery method. According to The Sloan Consortium (2007) 3.5 million students were enrolled in at least one online course during fall 2006, and nearly 20% of all students in US postsecondary education were enrolled in at least one online course. Through participation in quality online education, students can maintain a manageable course load in addition to family and work obligations. This degree program is targeted for practicing occupational therapists that will have a clear plan for completing the degree in an affordable manner, allowing for continuous enrollment by term with support.

Do more Kentuckians have certificates and degrees? Graduate enrollment at EKU has increased over a ten year period. This may be attributed to the growth in graduate Programs, and the movement of professional Programs toward entry level at the master's degree. The OTD Program would offer Kentucky therapists with ongoing professional leadership and recognition and further the investment in the professional, scientific and managerial workforce. The professional doctorate is emerging as the gold standard of preparation in many healthcare fields, such as physical therapy, audiology, and pharmacy.

Are Kentucky's People, Communities, and Economy Benefiting? The Department of Occupational Therapy has been lauded since its inception for its commitment to regional stewardship. The Department's faculty members and students regularly provide services to underserved areas. As a result, the people, communities, and economy of the Commonwealth benefit. With the development of an OTD Program, EKU will better serve the needs of occupational therapy professionals, providing an alternative to the high-priced graduate education of private universities outside of Kentucky. Further, this investment will allow Kentucky dollars to stay in Kentucky, rather than to support higher education in other states.

<div align="center">

Program Design

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OTD Program Overview

The OTD Program is designed for students who are currently employed as occupational therapists in a school-based setting. The Program is part time, with coursework starting in the spring semester. Students will enroll in six to seven credit hours per semester for two years. The majority of the Program will be offered online, utilizing Blackboard resources. However, all students will be required to attend two sessions at EKU each semester during the seventh week of classes and at the end of the classes.

An online program delivery method meets the needs of occupational therapists most effectively and efficiently based upon data in the needs assessment conducted for the program. The target population for this post professional program is currently employed occupational therapists in school-based practice.   Occupational therapists working in the schools often are place-bound across Kentucky while maintaining full-time employment. The regional emphasis of the EKU OTD will allow practicing therapists to participate effectively in graduate education and apply advanced disciplinary knowledge into daily practice settings.   The intensive mid and end of semester face-to-face meetings reinforces synthesis of disciplinary information and allows for professional socialization.

The EKU OTD program will use a Quality Matters assessment of online education to assure rigor in the instructional design and assessment of doctoral level courses. The nationally recognized Quality Matters Program has been introduced to EKU through the Instructional Design Center (IDC).   Three OT Department faculty members have participated in advanced training for online education through learning communities offered by the IDC.   One faculty member has participated in a Quality Matters review of an existing online OT course. The Quality Matters review process facilitates best practice for instructional design and technology,

learner engagement and continuous quality improvement.

The OTD curriculum consists of six 3-credit core courses, two to three 3-credit electives related to school-based practice, four 1-credit leadership seminars, and two 3 to 6-credit hours of practicums, for a total of 40 credits. Core coursework builds on knowledge gained during master's level education related to theory, research, and practice. The professional development seminars facilitate integration of learning from the didactic coursework, as well as prepare the students for placement in two externships. During the final two semesters, students participate in practicums designed to apply knowledge related to expanding fields of practice, leadership roles, and advanced clinical practice.

The curriculum is built around four core themes, which are Occupation-Based Practice, Diversity, Leadership, and Reasoning. The curricular themes of the OTD Program are directly tied to the curricular themes of the EKU Master of Science in Occupational Therapy and advance these themes to post-professional leadership levels. This provides a strong continuity of learning for those students advancing from the Master's Program to the OTD Program.

Program Outcomes

Graduates of the OTD Program will be able to:

1. Engage in occupation-based practice as a method of change to positively impact the future of the profession and the quality of occupational therapy services.

2. Ethically and responsibly meet the needs of diverse client populations by addressing issues related to health disparity, policy, and legislation at local, state, and national levels.

3. Serve as leaders of change at local, state, and national levels using tools such as program development, participatory action research, client education, and evidence-based practice.

4. Use advanced clinical and ethical reasoning skills to improve occupational therapy services.

Admission Requirements

Applicants must meet the following criteria for admission to the OTD Program:
1. A degree from an entry level occupational therapist program that is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE). International applicants must have met all requirements for practice in their own country and graduated from an accredited or World Federation of Occupational Therapy (WFOT) approved occupational therapy program.
2. Certification by the National Board for Certification in Occupational Therapy (NBCOT). International applicants must provide documentation that they are eligible to practice as an occupational therapist in their home country.
3. A master's degree.
4. A graduate research methods course.
5. A GRE score of 850 or higher on the combined verbal and quantitative sections and a 4.0 or higher on the analytical writing section. The GRE will be waived if the applicant has earned a graduate degree from a regional, accredited institution.
6. Three letters of recommendation.
7. A one-to-two page statement of professional goals.

8. A resume and/or professional portfolio.
9. Transcripts of undergraduate and graduate coursework.
10. An online graduate application.
11. Those applicants meeting the above criteria will complete an admission interview with the faculty of the doctoral program prior to final selection.

OTD Course Offerings

Students enrolled in the OTD Program will take courses over six semesters (Spring, Summer and Fall) for a total of 40 credit hours. Since students are expected to be occupational therapists who are employed in regional schools and other settings, the pedagogical design uses an executive model in which all courses are web-based with a mid-semester and end of course face-to-face intensive. At mid-term (approximately week 7) students would be expected to attend classes on campus on a weekend for a total of 20 hours. Students would also be expected to attend classes on campus at end of the course in order to participate in synthesis activities. Students enrolled in the practicum course will only be required to come at the end of the semester. Course numbers, titles, credit hours, semesters offered, and descriptions are provided in Table 1. Course sequence is depicted in Table 2.

Table 1.
Courses and descriptions for OTD Program

Number	Title	Credits	Offered	Course Description
OTS 834	Theoretical Analysis for OBP	3.0	Spring 1	Advanced conceptualization and synthesis of occupational science and existing models of occupational therapy for practice. Includes analysis and application of occupation-based practice and evidence within specialty areas.
OTS 853	Leadership and Change in OT	3.0	Spring 1	Focus on development and application of leadership skills, including transformational and transactional leadership. Ethical considerations of leadership implementation for clinical practice.
OTS 865	School-based Practice	3.0	Summer 1	In-depth study of school-based occupational therapy. Federal/state laws and regulations, models of practice, and provision of occupational therapy services for students with learning and behavioral difficulties (curricular and extracurricular) in educational settings.
OTS 901	OTD Leadership Seminar I	1.0	Spring 1	Students will draw on co-occurring OTD Program coursework to: conceptualize identity as a leader in occupation-based practice during change; create a professional portfolio; and develop initial doctoral practicum plans.
OTS 902	OTD Leadership Seminar II	1.0	Summer 1	Students will draw on co-occurring OTD Program coursework to: establish goals for development through the OTD; revise a professional portfolio to implement career aspirations; and set doctoral practicum objectives.

OTS 903	OTD Leadership Seminar III	1.0	Fall 1	Students will draw on co-occurring OTD Program coursework to revise professional portfolio to include a multi-year action plan for leadership development; and prepare final practicum proposal.
OTS 904	OTD Leadership Seminar IV	1.0	Spring 2	Students will draw on co-occurring OTD Program coursework to: finalize a professional portfolio that portrays personal plans for career leadership in practice excellence; and propose and obtain doctoral practicum contracts.
OTS 905	OTD Practicum	3.0 or 6.0	Summer 2 and Fall 2	Custom-designed practicums for capstone, field-based experiences in the Clinical Doctorate in Occupational Therapy. Course emphases are on ethical leadership within change and excellence in occupation-based services for diverse populations.
OTS 910	Policy Analysis for OT	3.0	Summer 1	Influence of social and healthcare policy on the profession of occupational therapy. Health disparities, disability studies and advocacy need in emerging practice.
OTS 911	Applied Research in OT	3.0	Fall 1	Students will apply research methods, synthesize paradigms, designs, methods, and ethical issues related to research, and discuss funding options. The role of research as an agent of change in practice will be emphasized.
OTS 912	Evidence-Based Practice for OT	3.0	Spring 2	Evaluate and perform critical research appraisals to justify intervention decisions. Content focuses on: clinical reasoning, outcomes measurement, finding evidence, changes in practice, ethics, communicating decisions.
OTS 913	Educational Practices for OT	3.0	Spring 2	Fundamental principles of designing and implementing educational Programs across the lifespan. Educational strategies and learning theories will be analyzed and applied to clinical, community, and didactic settings and populations.

Table 2

Program Sequence for the EKU OTD Program

	Spring	Summer	Fall
Year 1	OTS 853 (3) OTS 834 (3) OTS 901 (1)	OTS 910 (3) OTS 865 (3) OTS 902 (1)	OTS 911 (3) OTS 903 (1) Elective (3)
Year 2	OTS 912 (3) OTS 913 (3) OTS 904 (1)	OTS 905 (6) or OTS 905 (3) and Elective (3)	OTS 905 (6) or OTS 905 (3) and Elective (3)
Total Credit Hours: 40			

Capacity

Faculty Qualifications and Scholarship Productivity

The Occupational Therapy Faculty of EKU has long operated highly successful programs: a Bachelor of Science in Occupational Science (45 graduates in 2008), a Master of Science in Occupational Therapy (57 graduates in 2008), and an inter-university Doctor of Philosophy in Rehabilitation Sciences (17 graduates since 2000). Of the 17 tenured/tenure-track faculty members in the Department, 11 hold doctoral degrees and three have Ph.D.s in progress. There are seven doctoral faculty members with experience in school-based practice, which will be the initial focus of the OTD Program.

Table 3
Doctoral Faculty of the Occupational Therapy Department of Eastern Kentucky University

Name	Designations	Rank	Graduate Faculty Status		Years of experience in PhD Instruction
			EKU	**UK**	
Lynnda Emery	Ed.D., OTR/L, FAOTA	Professor	Full		
Dana Howell	Ph.D., OTD, OTR/L	Associate	Full	Full	4
Dory Marken	Ph.D., OT/L, FAOTA	Associate	Associate		
Christine Myers	Ph.D., OTR/L	Assistant	Associate	Associate	1
Shirley O'Brien	Ph.D., OTR/L, FAOTA	Associate	Full		3
Doris Pierce	Ph.D., OTR/L, FAOTA, Endowed Chair in OT	Professor	Full	Full	9
Colleen Schneck	Sc.D., OTR/L, FAOTA, Department Chair	Professor	Full	Full	16
Sharon Shasby	Ed.D., OTR/L, FAOTA	Professor	Full	Full	6
Anne Shordike	Ph.D., OTR/L	Associate	Full	Full	6
Mary Ellen Thompson	Ph.D., OTR/L, Graduate Coordinator	Associate	Pending		
Peggy Wittman	Ed.D., OT/L, FAOTA	Professor	Full	Full	4

Note. OTR/L = Occupational Therapist Registered (national) and Licensed (state); FAOTA = Fellow of the American Occupational Therapy Association, a competitive honorary designation.

The Faculty of Eastern Kentucky University's Department of Occupational Therapy is highly qualified and experienced in occupational therapy doctoral education (see letters of support). The excellence of the Department was recently recognized by *U.S. News and World Report* with a ranking of 24th in the nation among occupational therapy graduate programs.

EKU's Occupational Therapy Department collaborates in offering the inter-university Ph.D. in Rehabilitation Sciences.

Opened in 2000, the Ph.D. Program is interdisciplinary. It admits advanced practitioners and university faculty from the professions of athletic training, communication disorders, occupational therapy, and physical therapy, who primarily reside in Kentucky and surrounding states. Students in the Ph.D. in Rehabilitation Sciences enroll at the University of Kentucky, but take classes at all collaborating institutions and make frequent use of distance technology. Faculty Members of EKU's Occupational Therapy Department assisted in the design and founding of the Program. Currently, six Faculty Members of the Occupational Therapy Department hold the status of Full Graduate Faculty at the University of Kentucky (Table 3) and one is Associate. Faculty members of the EKU Occupational Therapy Department teach Ph.D. courses, advise Ph.D. students, and chair and serve on dissertation committees. Many of these faculty have experience at the doctoral level through this program. Some of these faculty in Table 3 have not yet been involved in the PhD program but are qualified to begin teaching at this level.

EKU's Occupational Therapy Department is unique in the profession in being the first to have an Endowed Chair in Occupational Therapy. This endowed position was created in 1999 through funding from House Bill 1 and the appointment was accepted by Dr. Doris Pierce in 2000. The Endowed Chair in Occupational Therapy is a fulltime, scholarship-focused position, responsive to five goals: a) to give students opportunities to work with a nationally known scholar, 2) to produce significant original scholarship for occupational therapy, c) to seek and manage grants within areas of expertise, d) to contribute to the Department's culture of scholarship, and e) to enhance the reputation of the Department within the field. Dr. Pierce has been highly successful within all goal areas and has been a significant contributor to the development of the Department's current capacities for scholarship.

The scholarly qualifications of the Faculty of the Occupational Therapy Department to support an Occupational Therapy Doctorate (OTD) Program are described briefly here and detailed more fully in the Table 4. In 2008, the total OT Department Faculty produced 20 publications and 49 presentations.

Table 4.
2008 Scholarship of the Doctoral Faculty of EKU's Occupational Therapy Department

Name	2008 Scholarship: Completed
Lynnda Emery, Ed.D., FAOTA	Emery, L.J. (2007-2008) Continuation of University Special Funds Committee [Foundation] Grant Benefits of Occupational Therapy in Health Systems, $10,000. Emery, L.J., & Scoggin, A.E. (2008, April). *Lymphedema management to improve occupational performance post mastectomy*. Poster presentation at the American Occupational Therapy Association (AOTA) Annual Conference, Long Beach, CA. Scoggin, A.E., & Emery, L.J. (2008, April). *Client learning styles to improve occupation-based performance*. Poster presentation at the American Occupational Therapy Association (AOTA) Annual Conference, Long Beach, CA.
Dana Howell, Ph.D., OTD, OTR/L	Scott, K. W., & Howell, D. M. (2008) Clarifying analysis and interpretation in grounded theory: Using a conditional relationship guide and reflective coding matrix. *International Journal of Qualitative Methods, 7*(2), 1-15. Howell, D. M. & Wittman, P. (2009, May). The process of interprofessional teamwork between occupational therapy and psychology students. Presentation submitted to Collaborating Across Borders Conference on Interprofessional Education, Halifax, Nova Scotia. Howell, D.M. & Lyons, K. (2009, May). Evaluating Interprofessional Educational Experiences: A Mixed Method View from Two Universities. Presentation submitted to Collaborating Across Borders Conference on Interprofessional Education, Halifax, Nova Scotia.

	Howell, D. M. (2008, Oct.). Our Changing World: How Shifts in Thinking are Changing OT Practice. Invited presentation, Idaho Occupational Therapy Association Annual Conference, Boise, ID. Howell, D. M., & Wittman, P. (2008, Oct.). The process of interdisciplinary teamwork between occupational therapy and psychology students. Poster, 2008 Association of Schools of Allied Health Professions Annual Conference, Baltimore, MD. Howell, D. M. (2008, Oct.) "Pride, Prejudice, and Professionalism." Invited keynote, Idaho Occupational Therapy Association Annual Conference, Boise, ID.
Dory Marken, Ph.D., OTR/L, FAOTA	Marken, D. (2008). EKU Learning Resource Center Funding for the cost of the two-part DCPA certification for OT graduate students, $1,800. Marken, D., & Caldwell, D. (2008, April). Community Partners in the Bluegrass Respond to Grandparents Raising Grandchildren, Paper presented at the Annual Meeting of the Southern Gerontological Society, Atlanta, GA.
Christine Myers, Ph.D., OTR/L	Myers, C. T. (2008). A descriptive study of occupational therapists' participation in early childhood transitions. *American Journal of Occupational Therapy, 62*(2), 212-220. Rous, B., Myers, C. T., & Stricklin, S. B. (2007). Strategies for supporting transitions of young children with special needs and their families. *Journal of Early Intervention, 30*(1), 1-18. Conaboy, K.S., Davis, N.M., Myers, C., Nochajski, S., Sage, J., Schefkind, S., & Schoonover, J. (2008). *FAQ: Occupational therapy's role in transition services and planning.* Bethesda, MD: American Occupational Therapy Association. Conaboy, K.S., Davis, N.M., Myers, C., Nochajski, S., Sage, J., Schefkind, S., & Schoonover, J. (2008). *Transitions for children and youth: How occupational therapy can help.* Bethesda, MD: American Occupational Therapy Association. Munier, V., Myers, C., & Pierce, D. (2008). Sources of power in therapeutic applications of object play with young children at risk for developmental delays. In L. D. Parham and L. Fazio (Eds.) *Play in occupational therapy practice (2nd Edition).* St. Louis, MO: Mosby. Pierce, D., Munier, V., & Myers, C. T. (2008). The power of object play for infants and toddlers at risk for developmental delays. In D. Parham and L. Fazio (Eds.), *Play in Occupational Therapy for Children (2nd ed.).* St. Louis: Elsevier. Pierce, D., Munier, V., & Myers, C. T. (2009). Informing early intervention through an occupational science description of infant–toddler interactions with home space. *American Journal of Occupational Therapy, 63,* 273–287. Marshall, A., Myers, C., & Pierce, D. (2008, October). *A century of therapeutic use of the physical environment of occupation to influence health.* Paper presented at SSO: USA 7th Annual Research Conference, Fort Lauderdale, FL. McCormick, K., Schuster, J., & Myers, C. (2008, February). *Increasing evidence-based knowledge through a shared conceptual framework.* Presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
Shirley O'Brien,	Pitts, D.G. & O'Brien, S.P. (2008). Splinting the hand to enhance motor control

Ph.D., OTR/L, FAOTA	and brain plasticity. *Topics in Stroke Rehabilitation, 15*(5), 456-467. O'Brien, S.P. (2008, May). Inquiry teams: Best practice for combining teaching and scholarship. Poster presentation at the Kentucky Conference on the Scholarship of Teaching and Learning, Lexington, KY.
Doris Pierce, Ph.D., OTR/L, FAOTA	Pierce, D., & Marshall, A. (2008). Development of model transition practices within the Kentucky Educational Collaborative for State Agency Children. Kentucky Department of Juvenile Justice, $10,000. Pierce, D., Marshall, A., & Fehringer, E. (2007-2008). *Transitions of youth at risk in Kentucky A-6 schools.* Kentucky Educational Collaborative for State Agency Children, $21,000. Hocking, C., Pierce, D., Shordike, A., Wright-St. Clair, V., Bunrayong, W., Vittayakorn, S., & Rattakorn, P. (2008). The promise of internationally collaborative research for studying occupation: The example of the older women's food preparation study. *Occupational Therapy Journal of Research: Occupation, Participation, and Health, 28,* 180-190. Shordike, A., Hocking, C., Vittayakorn, S., Bunrayong, W., Rattakorn, P., Wright St.-Clair, V. & Pierce, D. (2008*). Refining the occupation of research across cultures in P. Liamputtong (Ed.) Doing Cross Cultural Research: Ethical and Methodological Perspectives,* Heidelburg: Springer. Munier, V., Myers, C., & Pierce, D. (2008). Sources of power in therapeutic applications of object play with young children at risk for developmental delays. In L. D. Parham and L. Fazio (Eds.) *Play in occupational therapy practice (2nd Edition).* St. Louis, MO: Mosby. Pierce, D., Marshall, A., Adams, S., Cecil, C., Garrett, B., Huff, M., & Ratliff, C. (2008). Training for interprofessional services to Appalachian adolescents with mental health needs: Lessons learned from PRISYM. In C. B. Royeen, G. M. Jenson, & R. A. Harvan (Eds.), *Leadership in interprofessional health education and practice* (pp. 367-390). Boston: Jones and Bartlett Publishers. Pierce, D., Munier, V., & Myers, C. T. (2009). Informing early intervention through an occupational science description of infant–toddler interactions with home space. *American Journal of Occupational Therapy, 63,* 273–287. Pierce, D., Munier, V., & Myers, C. T. (2008). The power of object play for infants and toddlers at risk for developmental delays. In D. Parham and L. Fazio (Eds.), *Play in Occupational Therapy for Children (2nd ed.).* St. Louis: Elsevier. Estes, J. & Pierce, D. (2008, April). *Pediatric occupational therapists' perceptions of occupation-based practice.* Paper presented at the Canadian Occupational Science Association, Thunder Bay, Ontario, Canada. Marshall, A., Myers, C., & Pierce, D. (2008, October). *A century of therapeutic use of the physical environment of occupation to influence health.* Paper presented at SSO:USA 7th Annual Research Conference, Fort Lauderdale, FL. Marshall, A., Nolan, R., Pierce, D., Powell, N., & Fehringer, E. (2008, July). *KECSAC transition study.* Paper presented at the 7th Annual Alternative Strategies for Educating Students At-Risk Conference, Kentucky Educational Collaborative for State Agency Children, Richmond, KY. Marshall, A., Fehringer, E., Nolan, R., Pierce, D., Powell, N. (2008, July). *KECSAC transitions study 2007-2008.* Paper presented at the KECSAC Advisory Board and Staff Retreat, Lake Cumberland, KY. Nolan, R., Marshall, A., Pierce, D., Powell, N., Fehringer, E. (2008, November). *Moving between two worlds: Student and administrator perspectives on youth transitions in Kentucky's state agency schools.* Council for Exceptional Children, Louisville, KY.

	Nolan, R., Pierce, D. Powell, N., Fehringer, E., & Marshall, A. (2008, March). *A collaborative research design to assess transition services to state agency children in Kentucky.* Paper presented to the State Agency Children School Administrator Association, Elizabethtown, KY.
	Pierce, D. (2008, June). *Visiting Professorship Inaugural Lecture. You are what you do: Mapping the research in occupational science.* Paper presented at Northampton University, England.
	Pierce, D. (2008, June). *Considerations in the design of a Bachelor of Science in Occupational Science at Northampton University.* Workshop presented at Northampton University, England.
	Pierce, D. (2008, June). *Becoming engaged in occupational science research.* Workshop presented at Northampton University, England.
	Pierce, D. (2008, June). *Maximizing scholarly productivity in occupational science.* Workshop presented at Northampton University, England.
	Pierce, D., Hocking, C., Krishnagiri, S., & Price, P. (2008, October). *What is the true intent of occupational science? An Oxford-style debate.* Forum presented at the Society for the Study of Occupation: USA, Fort Lauderdale, FL.
	Powell, N., Nolan, R., Fehringer, E., Marshall, A., & Pierce, D. (2008, April). *The education of state agency children and critical issues in the transition process.* Paper presented at College of Education Dean's Speaker Series on Transition, Eastern Kentucky University, Richmond, Kentucky.
Sharon Shasby, Ed.D., OTR/L, FAOTA	Bazyk, S., Schefkind, S**.,** Shasby, S., Olsen, L., Richman, J. & Gross, M. (2008). *FAQ on response to intervention for school-based occupational therapists and occupational therapy assistants.* Bethesda: MD. American Occupational Therapy Association
	Effgen, S. & Shasby, S. (2008, November). *Evidence Based Practice,* 43rd Annual Exceptional Children's Conference, Louisville, KY.
	Fiss, A., Effgen, S.K., Page, J. & Shasby, S. (2008, September). *Effect of Increased Practice Time Using Sensorimotor Groups on Gross Motor Skill Acquisition for Young Children with Down Syndrome.* Poster session presented at the 62nd Annual Meeting of the AACPM, Atlanta, GA.
	LaForme Fiss, A.C., Effgen, S.K., Page, J., & Shasby, S. (2008, February). *Effect of Increased Practice Time Using Sensorimotor Groups on Gross Motor Skill Acquisition for Young Children with Down Syndrome.* Poster presentation at the APTA Combined Sections Meetings, Nashville, TN.
Anne Shordike, Ph.D., OTR/L	Hocking, C., Pierce, D., Shordike, A., Wright-St. Clair, V., Bunrayong, W., Vittayakorn, S., & Rattakorn, P. (2008). The promise of internationally collaborative research for studying occupation: The example of the older women's food preparation study. *Occupational Therapy Journal of Research: Occupation, Participation, and Health, 28,* 180-190.
	Shordike, A., Hocking, C., Vittayakorn, S., Bunrayong, W., Rattakorn, P., Wright St.-Clair, V. & Pierce, D. (2008*). Refining the occupation of research across cultures in P. Liamputtong (Ed.) Doing Cross Cultural Research: Ethical and Methodological Perspectives,* Heidelburg: Springer.
Mary Ellen Thompson, Ph.D., OTR/L	Thompson, M. (2008). Assessment of teamwork social skills of regular and inclusion students in junior high and middle school. Arizona State University.

Peggy Wittman, Ed.D., OT/L, FAOTA	Howell, D. M., & Wittman, P. (2008, October). "The process of interdisciplinary teamwork between occupational therapy and psychology students." Poster, 2008 Association of Schools of Allied Health Professions Annual Conference, Baltimore, MD.

Resource Requirements

Personnel Impact

As the only occupational therapy program in the State University System, the Department of Occupational Therapy would not be able to reduce its current student enrollment without severely impacting occupational therapy services in the region. Therefore, the Department would require a minimum of two additional 12-month faculty positions, one at program implementation, and an additional position when the second class is admitted in order to ensure adequate coverage for all current programs. At the time the second class is admitted, the enrollment numbers in all Programs will be analyzed and used to justify additional requested positions.

Operating Expenses Impact

The Program will be primarily online and the Blackboard system will be used. There will be some on site attendance required. Exploration will be made of internal and external programs that assist in providing support to students and faculty engaging in distance learning. External programs may provide funds back to the Department to support the Program's needs, such as hiring additional faculty, and student travel to present at conferences. Internal and external programs may also assist with course development, provide weekly student support, and assist with recruitment. The Department requests a $10,000 increase in its M&O budget to cover additional faculty development activities appropriate for a doctoral-level program, and for faculty development in increased expertise in on-line instruction. Additionally, the Department is exploring an increased tuition rate for the OTD Program, which would help with funding. The Department will also seek federal funds for start up.

Equipment/physical Facility Needs

No additional classroom space will be required. Students will attend campus on the weekend two times per semester during the seventh week of classes and at the end of the semester. The Instructional Design Center has been helpful to faculty developing online courses and will continue to be used by faculty in the start-up of the OTD Program.

Library Resources

The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

Appendix A
Letters of Support

References

American Occupational Therapy Association. (2007a). 2006 AOTA workforce and compensation survey. Bethesda, MD: Author.

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Pierce, D. & Peyton, C. (1999). A historical cross-disciplinary perspective of the professional doctorate in occupational therapy. *The American Journal of Occupational Therapy, 53*(1), 64-71.

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UK.
KENTUCKY
College of Health Sciences

Office of the Dean
900 S. Limestone, CTW 123
Lexington, KY 40536-0200
859.218.80480

August 20, 2009

Dr. Colleen Scheck, Chair & Professor
Department of Occupational Therapy
College of Health Sciences
Dizney 103
Richmond, KY 40575

Dear Dr. Schneck:

I am pleased to offer my support for the proposal to develop a new post professional Occupational Therapy Doctorate (OTD) program from the Department of Occupational Therapy (OT) at Eastern Kentucky University. In my role as dean of the College of Health Sciences, I have been able to observe the impact of the EKU OT program on the state and its citizens. Your graduates change the lives of patients every day.

Additionally, our college has a very close collaboration with your program with our Rehabilitation Sciences (RHB) Doctoral Program at the University of Kentucky. We have collaboratively educated several students in the area of OT who are now on faculty at universities across the United States. Our partnership, starting its tenth year, is an example of a truly successful collaboration. Both colleges have worked together for the benefit of our students and for their patients and clients. We have also worked together to establish an interdisciplinary experience in rehabilitation with students in occupational therapy from EKU and physical therapy and speech-pathology students from UK at the Rockcastle Hospital and Respiratory Care Center. This unique clinical education experience was beneficial to the patients served, our students and the clinical preceptors at Rockcastle.

This long term successful collaboration has created a strong bond and has emphasized the strength of the OT program at EKU, the only program of its kind in Kentucky. The faculty members are strong, student-focused, and qualified to deliver a clinical doctoral program. I give my support to this proposal and believe that this offers another pathway for entry into the Ph.D. program in Rehabilitation as well as educating the very best practitioners. I wish you success with this proposal and look forward to continued collaboration.

Sincerely,

Lori Gonzalez

Lori Stewart Gonzalez, Ph.D.
Dean & Professor

900 S. Limestone
Lexington, KY 40536-0200
(859) 218-0860
Fax (859) 323-6003

August 19, 2009

Dear Dr. Schneck:

I am writing this letter to express my support for the Eastern Kentucky University (EKU) Occupational Therapy Department's proposal to develop a new post professional Occupational Therapy Doctorate (OTD) program. As the Director of the Rehabilitation Sciences (RHB) Doctoral Program at the University of Kentucky, I have worked closely with the EKU Occupational Therapy doctoral faculty and am very familiar with their work as doctoral educators.

The EKU Occupational Therapy Department has been an essential partner in the Rehabilitation Sciences Doctoral Program since its creation. EKU Occupational Therapy faculty members are integrally involved in all aspects of the Rehabilitation Sciences Doctoral Program, including developing and teaching doctoral courses, mentoring and advising doctoral students, and collaborating on interprofessional grant and research projects with students, and faculty from the University of Kentucky, Murray State University, and Western Kentucky University.

While working with the EKU Occupational Therapy faculty, I have found them to be highly dedicated and well qualified to provide doctoral level education. The OTD program will provide Kentucky with occupational therapists who will be prepared to engage in evidence based practice and collaborative research, and who will be able to make substantive changes in current clinical practice through leadership roles. I also anticipate that these graduates will be well prepared to continue their education in an interprofessional PhD program such as the RHB Doctoral Program and further develop their scholarly and research expertise to be prepared to seek positions as academicians and scientists.

Given their outstanding history with the RHB Doctoral Program, I believe the EKU Occupational Therapy Department is well qualified and well positioned to implement a post professional OTD program. I fully support their efforts in this endeavor.

Sincerely Yours,

Carl G. Mattacola, PhD, ATC
Associate Professor and Director-
Rehabilitation Science Doctoral Program,
Division of Athletic Training

August 20, 2009

Dr. Colleen Schneck
Department of Occupational Therapy
Dizney 103
Eastern Kentucky University
521 Lancaster Ave.
Richmond, KY 40475

Dear Dr. Schneck:

I am writing in support of the proposed post-professional Doctor of Occupational Therapy Program at Eastern Kentucky University. As you know, there is a shortage of occupational therapists with the specialized knowledge and skills to not only provide therapeutic intervention in schools, but also to take a leadership role necessary to move the profession forward in school system practice. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and No Child Left Behind Act of 2001 (NCLB) have created a new demand for occupational therapists who have advanced training in evidence-based practice and leadership. The proposed program specifically seeks to address this need in relation to culturally diverse, rural areas, such as Appalachia, where your university has a long history of service. The post-professional graduate level training provided in the proposed program will support occupational therapists in Kentucky and the surrounding states to achieve clinical specialization in school-based practice, undertake key roles in state and federal policy development, and become administrators in their local programs.

The Department of Occupational Therapy at Eastern Kentucky University stands out as an exemplary institution. The Department's ranking in the top 25 occupational therapy programs in the nation, as well a your faculty's strong track record of training occupational therapists in pediatrics, specifically school-based practice, will serve this program well.

In my role as AOTA's Chief Professional Affairs Officer, I am keenly aware of the need to have practicing occupational therapists with advanced skills providing leadership and doing policy work in culturally diverse, rural areas.

Sincerely,

Maureen Freda Peterson, MS, OT/L, FAOTA
Chief Professional Affairs Officer

MFP: vs

The American   4720 Montgomery Lane   301-652-2682   800-377-8555 TDD
Occupational Therapy   Bethesda, MD 20814-3425   301-652-7711 Fax   www.aota.org
Association, Inc.

CHS 45

September 2, 2009

Dr. Colleen Schneck, Chair & Professor
Department of Occupational Therapy
College of Health Sciences
Dizney 103
Richmond, KY 40575

Dear Dr. Schneck:

As the Occupational and Physical Therapy Advisor to staff at Fayette County Public Schools I am writing to express my support for the Eastern Kentucky University Occupational Therapy Department's development of a new post professional Occupational Therapy Doctorate (OTD) program. As an occupational therapist and supervisor of occupational therapy personnel in school based practice, I have been exposed to the need for practitioners prepared at an advanced level to meet the diverse student needs for learning. Advanced leadership is needed by occupational therapists to respond to federal policy changes as a result of IDEA-04 and No Child Left Behind legislation. The need for ongoing program development, implementation of evidence-based practice and clinical research presents an opportunity for school-based occupational therapists to respond to changes in service delivery.

The OTD program will provide an innovative delivery method for occupational therapists to expand their knowledge base in specialty areas greatly needed in school-based practice, while maintaining employment in their respective school systems. Graduate education is a challenge financially for many therapists. Offering web-based instruction provides a viable alternative for individuals needing to work, who may be place bound, yet desire to advance their knowledge and skills.

The partnership with the EKU OT Department is extremely valuable for our therapists. The quality of the faculty and history of the educational programming is something that I am particularly proud to be associated. I fully support your intent to implement the post-professional OTD program. I look forward to future collaborations.

Sincerely,

Dana W. Logsdon, MS, OTR/L
Occupational and Physical Therapy Advisor

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy
_____ New Course (Parts II, IV)	College	Health Sciences
_____ Course Revision (Parts II, IV)	*Course Prefix & Number	
_____ Hybrid Course ("S," "W")	*Course Title (30 characters)	
_____ Course Dropped (Part II)	*Program Title	Occupational Therapy Doctorate (OTD)
X New Program (Part III)		(Major _X_, Option ___; Minor ___; or Certificate ___)
_____ Program Revision (Part III)		
_____ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
Is this a SACS Substantive Change? **Yes****** [X] **No** [ ]		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved **X** Disapproved	1/21/10
General Education Committee*	NA	Faculty Senate**	2/1/10
Teacher Education Committee*	NA	Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Establish an Occupational Therapy Doctoral (OTD) degree program.

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

Spring, 2012

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

B. The justification for this action:

The purpose of the post-professional Doctor of Occupational Therapy (OTD) program at EKU is to provide the Commonwealth of Kentucky and surrounding regions with improved occupational therapy services, specifically in the area of school based practice. This graduate program will provide advanced education for Master's prepared occupational therapy practitioners in order to create occupational therapists with highly developed clinical and leadership skills. Graduates will serve in leadership roles, affect health care policy, and act as catalysts for excellence in practice settings throughout Kentucky and surrounding regions in order to best meet the needs of occupational therapy consumers. This program will train advanced practitioners for leadership in the profession to provide greatly needed occupational therapy services. There is no other OTD program currently offered in Kentucky.

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

Personnel Impact:

As the only occupational therapy program in the State University System, the Department of Occupational Therapy would not be able to reduce its current student enrollment without severely impacting occupational therapy services in the region. Therefore, the Department would require a minimum of two additional 12-month faculty positions, one at program implementation, and an additional position when the second class is admitted in order to ensure adequate coverage for all current programs. At the time the second class is admitted, the enrollment numbers in all Programs will be analyzed and used to justify

additional requested positions. The Department will also seek federal funds for start up.

Operating Expenses Impact:

The Program will be primarily online and the Blackboard system will be used. There will be some on site attendance required. Exploration will be made of internal and external programs that assist in providing support to students and faculty engaging in distance learning. External programs may provide funds back to the Department to support the Program's needs, such as hiring additional faculty, and student travel to present at conferences. Internal and external programs may also assist with course development, provide weekly student support, and assist with recruitment. The Department requests a $10,000 increase in its M&O budget to cover additional faculty development activities appropriate for a doctoral-level program. Additionally, the Department is exploring an increased tuition rate for the OTD Program, which would help with funding.

Equipment/Physical Facility Needs:

No additional classroom space will be required. Students will attend campus one time per semester during the seventh week of classes. The Instructional Design Center has been helpful to faculty developing online courses and will continue to be used by faculty in the start-up of the OTD Program.

Library Resources:

The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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 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 <u>underlines</u> for additions.)

<u>OCCUPATIONAL THERAPY DOCTORATE (OTD)</u>

I. <u>GENERAL INFORMATION</u>

<u>The Occupational Therapy Department offers a post-professional Occupational Therapy Doctorate program for practitioners. This doctoral program will create occupation-based practitioners who will be ethical leaders of change in occupational therapy services for diverse populations. The program is accessible through distance education and is tailored to meet the advanced practice needs of occupational therapists in the Commonwealth and adjoining states.</u>

<u>Graduates of the OTD program will:</u>
5. <u>Engage in occupation based practice as a method of change to positively impact the future of the profession and the quality of occupational therapy services</u>
6. <u>Ethically and responsibly meet the needs of diverse client populations by addressing issues related to health disparity, policy, and legislation at local, state, and national levels</u>
7. <u>Serve as leaders of change at local, state, and national levels using tools such as program development, participatory action research, client education, and evidence based practice</u>
8. <u>Use advanced clinical and ethical reasoning skills to improve occupational therapy services</u>

II. <u>ADMISSION REQUIREMENTS</u>

<u>Applicants must meet the following criteria for admission to the OTD Program:</u>
1. <u>A degree from an entry level occupational therapist program that is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE). International applicants must have met all requirements for practice in their own country and graduated from an accredited or World Federation of Occupational Therapy (WFOT) approved occupational therapy program.</u>
2. <u>Certification by the National Board for Certification in Occupational Therapy (NBCOT). International applicants must provide documentation that they are eligible to practice as an occupational therapist in their home country.</u>
3. <u>A master's degree.</u>
4. <u>A graduate research methods course.</u>
5. <u>A GRE score of 850 or higher on the combined verbal and quantitative sections and a 4.0 or higher on the analytical writing section. The GRE will be waived if the applicant has earned a graduate degree from a regional, accredited institution.</u>
6. <u>Three letters of recommendation.</u>
7. <u>A one-to-two page statement of professional goals.</u>
8. <u>A resume and/or professional portfolio.</u>
9. <u>Transcripts of undergraduate and graduate coursework.</u>
10. <u>An online graduate application.</u>
11. <u>Thoe applicants meeting the above criteria will complete an admission interview with the faculty of the doctoral program prior to final selection.</u>

III. PROGRESSION REQUIREMENTS

Students need to obtain a grade of a B or higher in all courses in order to progress in the program.

IV. PROGRAM REQUIREMENTS (list courses and credit hours)

OTS 834……………………………………………………………………………3 hours

OTS 853……………………………………………………………………………3 hours

OTS 865……………………………………………………………………………3 hours

OTS 901……………………………………………………………………………1 hour

OTS 902……………………………………………………………………………1 hour

OTS 903……………………………………………………………………………1 hour

OTS 904……………………………………………………………………………1 hour

OTS 905……………………………………………………………………………9 or 12 hours

OTS 910……………………………………………………………………………3 hours

OTS 911……………………………………………………………………………3 hours

OTS 912……………………………………………………………………………3 hours

OTS 913……………………………………………………………………………3 hours

Elective……………………………………………………………………..3 or 6 hours

Total Credit Hours …………………………………………………………………40 hours

V. EXIT REQUIREMENTS

1. Candidates are required to satisfactorily to complete and present capstone projects.

2. Candidates are required to satisfactorily complete and present a professional portfolio.

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

Part I

(Check one)	Department Name	Occupational Therapy
New Course (Parts II, IV)	College	Health Sciences
X Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 834
Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Dimension of Occupation OBP: V
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ___, Option ___; Minor __; or Certificate__)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
Is this a SACS Substantive Change? Yes**** X No		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved X Disapproved ___	1/21/10
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: Revise course name and course description, prerequisites/corequisite for OTS 834.

A. 2. Effective date: Spring, 2012

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

B. The justification for this action:

To update the course description of an existing course to fit with the proposed OTD program.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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.)

OTS 834: ~~Advanced Dimension of Occupation OBP: V~~ **<u>Theoretical Analysis for OBP</u>** ~~Prerequisite: permission of department.~~ <u>Prerequisites: Enrollment in OTD program.   Co-requisite: OTS 901.</u> Advanced conceptualization and synthesis of occupational science and existing models of occupational therapy for practice. Includes analysis and application of occupation-based practice and evidence within specialty areas.

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	834	Spring 2012	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS X	OCCT

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. ____
	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 ____	
		Independent Study ____	Data entry person ____
		Practicum ____	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	~~Prerequisite: permission of department.~~ <u>Prerequisites: Enrollment in OTD program.</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>Co-requisite: OTS 901</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)			

x

IC (3)			VC (3)			

EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY
Syllabus for OTS 834 Theoretical Analysis for OBP, CRN   3 Credit Hours Semester, year

Professor's Name
Professor's Office #
Professor's Contact Information (phone and email)

Catalogue Description: Prerequisites: Enrollment in OTD program. Co-Requisite: OTS 901. Advanced conceptualization and synthesis of occupational science and existing models of occupational therapy for practice. Includes analysis and application of occupation-based practice and evidence within specialty areas.

Required Texts:
Iwama, M. (2006). *The KAWA Project: Culturally relevant occupational therapy*.
   Sydney: Churchill Livingstone.
Kronenberg, F., Algado, S. & Pollard, N. (eds.) (2005). *Occupational therapy without*
   borders: Learning from the spirit of survivors. Sydney: Churchill Livingstone.
Molineux, M. (ed.). (2004). *Occupation for occupational therapists.* Malden, MA:
   Blackwell Publishing.
Whiteford, G. & Wright-St Clair (eds) (2005). *Occupation and practice in context.*

   Churchill Livingstone

Selected readings from *AJOT*, *OTJR*, *Journal of Occupation Science* and other scholarly journals.

Recommended Texts:
American Occupational Therapy Association. (2008) *OT practice framework: Domain*
   and process. (2nd ed.). Bethesda, MD: Author.
Cole, M.B. & Tufano, R. (2008). *Applied theories in occupational therapy: A practical*
      approach. Thorofare, NJ: Slack Incorporated.
Fazio, L. (2008) Developing occupational centered programs for the community.
      (2nd ed.). Prentice Hall
Kielhofner, G. (ed.) (2008). *Model of human occupation: Theory and application*
      (4th ed.). Baltimore: Lippincott Williams & Wilkins.
Kramer, P., Hinojosa, J. and Royeen, C.B. (eds.) (2003). *Perspectives in human*
   occupation: Participation in life. Baltimore, MD: Lippincott Williams & Wilkins.
Law, Mary; Baum, Carolyn, and Baptiste, Sue. (2001). *Occupation-based practice:*
   Fostering performance and participation. Thorofare, NJ: Slack, Inc.
Schkade, Janette and McClung, Melissa. (2001). *Occupational adaptation in practice:*

   Concepts and cases. Thorofare, NJ: Slack, Inc.

Wilcock, A. (2006). An occupational perspective of health. (2nd ed.). Thorofare, NJ: Slack, Inc.

Note: Student may wish to purchase additional books or reading materials in order to facilitate the integration of the work of specific theorists.

Student Learning Outcomes
Upon completion of the course, the learner will:
1. Critique the evolution of and research in occupational science and its application to culturally relevant practice in multiple arenas.
2. Examine theoretical models external to occupational therapy used to foster understanding of occupational behavior, health and wellness, diversity and participation for individuals, populations and society.
3. Synthesize occupational science body of knowledge as a change agent for occupational therapy practice of the future.
4. Evaluate the concepts of occupation, ethics, evidence-based research, and occupation-based practice in relationship to a specialty area.
5. Analyze the use of occupations in a specialty practice area of occupational therapy.

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6. Apply change methodology to advance the justification and implementation of occupation for individuals and groups in a selected setting.

EVALUATION METHODS
Grading Practices: All assignments will be graded using the following scale:

90-100	= A
80-89	= B
70-79	= C
60–69	= D
59 and below	= F

Criteria for the grading of written assignments are described on separate assignment sheets.
All assignments must be completed in order to passing this course.

Course Requirements:

Theoretical Analysis	I: Wiki	10%
Occupation-Based model Critique		15%
Development of OBP Change model in clinical practice		25%
Participation in online activities		30%
Quizzes		10%
Final Exam		10%

Student Progress:
A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

Attendance Policy:

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

Last Date to Drop the Class:
Last day to withdraw from this class is xxx.

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 for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic 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 weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

OBP V: Theoretical Analysis for OBP
Course Outline

Date	Topic	Assignment/ Readings
Week 1	Organization of theory in the profession of OT Intro to course; requirements and expectations State of the art of theory in practice Health and Disability implications The World Health Organization, The AOTA *Practice Framework*: Influence of theory on practice	Discussion Boards Quiz
Week 2	Trends affecting how OT uses theory in Occupation-Based Practice Introduction to Change theories: Chaos, complexity	
Week 3	Trends affecting how OT uses theory in Occupation-Based Practice (cont.) Role of theory in critical reasoning and evidence based practice Cultural assumptions and populations Public health and wellness	
Week 4	Trends affecting how OT uses theory in Occupation-Based Practice (cont.) KAWA Model- OT as a change agent	Blog/discussion boards Quiz
Week 5	Concepts of Occupational Science in the context of change Historical review of OS Occupational Balance Occupational context: social; temporal; space, place, and objects	
Week 6	Concepts of Occupational Science in the context of change (cont.) Occupation and Disability Occupation and lifespan	Theoretical Analysis I Due at end of Week 6: Wiki format
Week 7	*(class meets at EKU for 8 hours)* Concepts of Occupational Science in the context of change (cont.) Occupational Justice	
Week 8	Theories impacting participation Metatheories: Systems	
Week 9	Theories impacting participation (cont.) Chaos, Feminism, Conflict theory	Blog Due Week 9
Week 10	Theories impacting participation (cont.) Functionalism/pragmatism, symbolic internationalism, Disability Studies, Rehabilitation	
Week 11	Occupation-Based Practice Models: Application to Change MOHO, Ecology of Human Performance, Occupational Adaptation, Person Environment, Occupational Performance	OBP Model Critique due Week 11
Week 12	Occupation-Based Practice Models: Application to Change (cont.) How do we change our clinics and practice?	Quiz Discussion board
Week 13	Critiquing how OTs use theory for person-based intervention	OBP Model for Clinical Practice Wiki
Week 14	Critiquing how OTs use theory for person-based intervention (cont.)	
Week 15	Final exam Class meets at EKU for synthesis activities	Analytical Paper due

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

Part I

(Check one)	Department Name	Occupational Therapy
New Course (Parts II, IV)	College	Health Sciences
X Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 853
Hybrid Course ("S," "W")	*Course Title (30 characters)	Leadership and Human Services
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ___, Option ___; Minor __; or Certificate___)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
Is this a SACS Substantive Change? Yes**** X No		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved x Disapproved	1/21/10
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: Revise course description.

A. 2. Effective date: Spring, 2012

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

B. The justification for this action:

This is a core course in the OTD program and we needed to update the description to reflect that.

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: The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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 853: Leadership and Human Services. (3) II.

Prerequisites: A degree in OT or any other human services discipline.. ~~A. Focus on the development and application of leadership skills, including transformational and transactional leadership. Students will demonstrate development of their own leadership skills through a major project.~~ <u>Ethical considerations of leadership implementation for clinical practice.</u>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	853	Spring 2012	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 _____	
		Independent Study _____	Data entry person _____
		Practicum _____	

Co-Requisites and Prerequisites **See definitions on following page**	
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

<div align="center">

Eastern Kentucky University
Department of Occupational Therapy
Syllabus for OTS 853, Leadership and Change, CRN
3.0 credit hours Semester and year

</div>

Professor's name
Professor's office #
Professor's contact information (phone and email)

Catalogue Description: Prerequisites: A degree in OT or any other human services discipline. Focus on development and application of leadership skills, including transformational and transactional leadership. Ethical considerations of leadership implementation for clinical practice.

Required Texts:
Northouse, P. (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage Publications.
Johnson, Craig. (2004) *Meeting the ethical challenges of leadership: Casting light or shadow* (2nd ed.). Thousand Oaks, CA: Sage
          Publications.
Additional readings will be assigned from the occupational therapy and leadership literature.

Student Learning Outcomes:
Upon completion of the course, the learner will:

1. Analyze current leadership models and the research supporting their use in practice settings.
2. Examine the relationship between ethics, leadership and change theory in the advancement of disciplinary practice.
3. Apply methods of change theory and their use to foster interprofessional collaboration in practice settings.
4. Evaluate leadership traits as shaped through values, beliefs and ethical considerations interprofessionally.
5. Apply leadership theory to analyze trends, predict future needs and affect change within a discipline.

EVALUATION METHODS
Grading Practices: All assignments will be graded using the following scale:

90-100	= A
80-89	= B
70-79	= C
60–69	= D
59 and below	= F

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

Written Assignments Grading Criteria:

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

Course Requirements:

Midterm Exam	10%
Major leadership project	50%
Analysis of leadership (paper)	15%
Participation in online discussions	5%
Class presentation and lead discussion on ethics/movie	15%
Self-analysis of leadership skills	5%

Student Progress:

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

Attendance Policy:

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

Last Date to Drop the Class:

Last day to withdraw from this class is xxx.

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 for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic 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 weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

OTS 853: Leadership and Change
Course Outline

Date	Topic	Readings/Assignments
Week 1	Introduction to Course, Overview Discussion of Types of Leadership Change theory	Ch. 1, Northouse Leadership Assignments
Week 2	Change Theory; Leadership Approaches	Ch. 2, 3, Northouse
Week 3	Leadership Approaches	Ch. 4, 5, Northouse Due: Decision on leader to analyze
Week 4	Leadership Theories	Ch. 6, 7, 8 Northouse
Week 5	Leadership Theories (cont.) Transformational leadership/ Transactional Leadership	Ch. 9, 10, 11 Northouse Due: Tentative Decision on Project
Week 6	Ethics: The shadow side of leadership	Ch. 1, 2 Johnson Midterm Exam distributed
Week 7	*(class meets at EKU for 8 hours)* Leadership in Action; Guest Speakers Leaders in Discipline Forum	Due: Leadership Analysis Paper
Week 8	Analysis of a Leader; online discussion of self-analysis of leadership	Due: Self-analysis of Leadership Due
Week 9	Ethics: Looking Inward	Ch. 3, 4 Johnson Due: Midterm Exam
Week 10	Ethical Standards & Strategies; Transformational vs. Pseudotransformationa	Ch. 5,6 Johnson
Week 11	Shaping Ethical Contexts; Ethical Decision Making	Ch. 7, 8 Johnson
Week 12	Creating ethical organizational climate; Ethics in cultural diversity	Ch. 9, 10 Johnson
Week 13	Paradigm Principles and Pioneers; Paradigms for the Future	Due: Major Project
Week 14	Leadership in Professional Organizations	Due: Course Critique
Week 15	Final: Will I be a Leader? Class meets at EKU for synthesis activities	

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy
X New Course (Parts II, IV)	College	Health Sciences
___ Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 901
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	OTD Leadership Seminar I
___ Course Dropped (Part II)	*Program Title	
___ New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
___ Program Revision (Part III)		
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
Is this a SACS Substantive Change? **Yes****** X **No** ☐		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved X Disapproved ___	1/21/10
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: Add a new course, OTS 901.

A. 2. Effective date: Spring, 2012

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

B. The justification for this action: This is a core course requirement in the proposed OTD Program.

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs:

Library Resources: The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatric*

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.)
 <u>OTS 901 OTD Leadership Seminar I. (1) II.</u> <u>Prerequisite: Enrollment in OTD Program. Students will draw on co-occurring OTD Program coursework to: conceptualize identity as a leader in occupation-based practice during change; create a professional portfolio; and develop initial doctoral practicum plans.</u>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	901	Spring 2012	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS X	OCCT

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. ____
1.0	Lecture 1.0 Laboratory ____ Other ____ online	Cip Code (first two digits only) 51

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
W	1.0	N	FR ____ JR ____ SO ____ SR ____

		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis ____	Date of data entry ____
		Internship ____	
		Independent Study ____	Data entry person ____
		Practicum ____	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

Eastern Kentucky University
Department of Occupational Therapy
Syllabus for OTS 901, OTD Leadership Seminar I, CRN
1.0 credit hours Semester and year

Professor's name
Professor's office #
Professor's contact information (phone and email)

Catalogue Course Description: Prerequisite: Enrollment in OTD Program. Students will draw on co-occurring OTD Program coursework to: conceptualize identity as a leader in occupation-based practice during change; create a professional portfolio; and develop initial doctoral practicum plans.

Texts:

Banta, T. (2003). Introduction: Why portfolios? In T. Banta (ed.). *Portfolio assessment: Uses, cases, scoring and impact. Assessment Update Collections.* San Francisco: Jossey-Bass.

Griffiths, Y. & Padilla, R. (2006). National status of the entry-level doctorate in occupational therapy. *American Journal of Occupational Therapy.*

Mu, K., Coppard, B., & Padilla, R. (2006). Graduate outcomes of the first entry-level occupational therapy doctoral program in the United States. *Education Special Interest Section Quarterly of the American Occupational Therapy Association, 16, 1-4.*

Nagayda, J., Schindehette, S., & Richardson, J. (2005). *The professional portfolio in occupational therapy.* Thorofare, NJ: Slack Inc.

Pierce, D. (2003). Chapter 2: Design process. *Occupation by design: Building therapeutic power.* Philadelphia, PA: F. A. Davis.

Pierce, D., & Peyton, C. (1999). A historical cross-disciplinary perspective on the professional doctorate for occupational therapy. *American Journal of Occupational Therapy, 53,* 64-71.

Powell, S., & Greenberg, N. (2009, March). ePortfolio: A tool to support best practice in occupational therapy education. *Education Special Interest Section Quarterly, 19*(1), 2–4.

Recommended Texts:

Chisholm, D., Dohli, C., & Schreiber, J. (2004). Chapter 4: Presenting the evidence. *Occupational therapy intervention resource manual: A guide for occupation-based practice.* Clifton Park, NY: Thomson Delmar Learning.

Gladwell, M. (2000). *The tipping point: How little things can make a big difference.* Boston, MA: Little, Brown and Company.

Molineux, M. (2004). *Occupation for occupational therapists.* Oxford, England: Blackwell Publishing.

Wheatley, M. (2006). *Leadership and the new science: Learning about organization from an orderly universe.* San Francisco, CA: Berret-Koehler.

Whiteford, G., & Wright-St. Clair, V. (2005). *Occupation and practice in context.* New York: Elsevier.

Student Learning Outcomes:
Upon completion of the course, the learner will:

- Review and discuss history of, and research related to, the professional doctorate in occupational therapy (OTD).
- Describe and analyze personal motivations and areas of interest for leadership within occupational therapy.
- Apply professional development portfolio methods to assess individual professional history, strengths, and areas of advanced competency and leadership.
- Synthesize from theory and research on occupation-based practice a personal perspective on best practice.
- Review professional goals and learning needs in order to synthesize initial objectives for individual internships to be completed within the OTD Program.
- Analyze critical aspects of change impacting personal career plans.

EVALUATION METHODS

Grading Practices: All assignments will be graded using the following scale:

90-100	= A	80-89	= B

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70-79          = C      60–69          = D
59 and below   = F
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Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

Written Assignments Grading Criteria:
All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

Course Requirements:

Personal leadership vision statement	10%
Personal statement on excellence in occupation-based practice	15%
Analysis of key aspects of change that will impact future career	15%
Draft objectives for practicums	20%
Professional development portfolio.	40%

Student Progress:
A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

Attendance Policy:
- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

Last Date to Drop the Class: Last day to withdraw from this class is xxx.

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 for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic 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 weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

OTS 901: OTD Leadership Seminar I
Course Outline

Date	Topic	Readings/assignments
Week 1	The OTD: Producing clinical leaders for occupational therapy	
Week 2	The OTD	
Week 3	The OTD	
Week 4	Crafting individual leadership within change	
Week 5	Leadership vision	
Week 6	Driving change in practice	
Week 7	*(class meets at EKU for 8 hours)*	Personal leadership vision statement Analysis of key aspects of change that will impact future career
Week 8	Hallmarks of excellence in occupation-based practice	
Week 9	Personal statement on excellence in occupation-based practice	
Week 10	The art of effective reflection for practitioners	Statement on excellence in OBP
Week 11	The professional development portfolio	
Week 12	The professional development portfolio	
Week 13	Practicum planning and management	
Week 14	Practicum planning and management	
Week 15	Drafting initial objectives for practicum Class meets at EKU for synthesis activities	Draft objectives for practicum Professional development portfolio

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy
X New Course (Parts II, IV)	College	Health Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 902
Hybrid Course ("S," "W")	*Course Title (30 characters)	OTD Leadership Seminar II
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
Is this a SACS Substantive Change? **Yes****** X **No**		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved X Disapproved	1/21/10
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: Add a new course, OTS 902

A. 2. Effective date: Spring, 2012

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

B. The justification for this action: This is a core course requirement in the proposed OTD Program.

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs:

Library Resources: The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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.)

OTS 902 OTD Leadership Seminar II (1) A. <u>Prerequisites: OTS 901. Students will draw on co-occurring OTD Program coursework to: establish goals for development through the OTD; revise a professional portfolio to implement career aspirations, and set doctoral practicum objectives.</u>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	902	Spring 2012	AS ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS X	OCCT

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. _____
1.0	Lecture 1 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)
W	1.0	N	FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis _____	Date of data entry _____
		Internship _____	
		Independent Study _____	Data entry person _____
		Practicum _____	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	OTS 901
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum GPA of 3.0

Co-Requisite(s) and/or Prerequisite(s) 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)			

Professor's name
Professor's office #
Professor's contact information (phone and email)

Catalogue Course Description: Prerequisites: OTS 901. Students will draw on co-occurring OTD Program coursework to: establish goals for development through the OTD; revise a professional portfolio to implement career aspirations, and set doctoral practicum objectives.

Texts:

Banta, T. (2003). Introduction: Why portfolios?   In T. Banta (ed.). *Portfolio assessment: Uses, cases, scoring and impact. Assessment Update Collections.* San Francisco: Jossey-Bass.

Nagayda, J., Schindehette, S., & Richardson, J. (2005). *The professional portfolio in occupational therapy.* Thorofare, NJ: Slack Inc.

Pierce, D. (2003). Chapter 2: Design process. *Occupation by design: Building therapeutic power.* Philadelphia, PA: F. A. Davis.

Selected literature from occupational therapy and related fields will also be required.

Student Learning Outcomes:
Upon completion of the course, the learner will:
1. Explore and plan opportunities for professional development through completion of the OTD Program.
2. Analyze theory and research within an area of desired professional expertise in relation to a professional development plan.
3. Analyze the ways in which a personal career mission can shape and guide leadership within areas of professional specialization.
4. Review and analyze multiple practicum plans responsive to career plan.
5. Review professional goals and learning needs in order to revise objectives for individual practicums to be completed within the OTD Program.

EVALUATION METHODS
Grading Practices: All assignments will be graded using the following scale:

90-100 = A	80-89 = B	70-79 = C	60–69 = D	59 and below	= F

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to passing this course.

Written Assignments Grading Criteria:
All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

Course Requirements:

Personal statement of career mission	25%
Five year career plan	25%
Listing of potential practicums, with revised objectives	25%
Revised professional development portfolio	25%

Student Progress:
A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

Attendance Policy:
- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.

- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

Last Date to Drop the Class: Last day to withdraw from this class is xxx.

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 for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic 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 weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

OTS 902: OTD Leadership Seminar II
Course Outline

Date	Topic	Readings/Assignments
Week 1	Career planning	
Week 2	Career planning: mission statements	
Week 3	Feedback on individual career plans and mission statements	Personal statement of career mission
Week 4	Reviews of interest area literature and research	
Week 5	Career guidance based on interest area evidence	
Week 6	Discussion of career recommendations based on interest area reviews	
Week 7	*(class meets at EKU for 8 hours)* Career planning	Five year career plan
Week 8	Developing multiple possibilities for practicums	
Week 9	Developing multiple possibilities for practicums	
Week 10	Developing multiple possibilities for practicums	
Week 11	Developing multiple possibilities for practicums	
Week 12	Ongoing development of a professional portfolio	Listing of potential practicums, with revised objectives
Week 13	Ongoing development of a professional portfolio	
Week 14	Ongoing development of a professional portfolio	
Week 15	Course summary Class meets at EKU for synthesis activities	Revised professional development portfolio

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy
X New Course (Parts II, IV)	College	Health Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 903
Hybrid Course ("S," "W")	*Course Title (30 characters)	OTD Leadership Seminar III
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
Is this a SACS Substantive Change? **Yes****** X **No**		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved x Disapproved	1/21/10
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: Add a new course, OTS 903

A. 2. Effective date: Spring, 2012

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

B. The justification for this action:

This is a core course requirement in the proposed OTD Program.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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.)

OTS 903 OTD Leadership Seminar III (1) I. <u>Prerequisite: OTS 902. Students will draw on co-occurring OTD Program coursework to revise professional portfolio to include a multi-year action plan for leadership development; and prepare final practicum proposal.</u>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	903	Spring 2012	AS ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS X	OCCT

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. _____
1.0	Lecture 1 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)
W	1.0	N	FR _____ JR _____ SO _____ SR _____

Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable

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 ˉ.)

Course Prefix and No.	OTS 902.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum GPA of 3.0

Co-Requisite(s) and/or Prerequisite(s) 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)			

Professor's name
Professor's office #
Professor's contact information (phone and email)

Catalogue Course Description: Prerequisite: OTS 902. Students will draw on co-occurring OTD Program coursework to revise professional portfolio to include a multi-year action plan for leadership development; and prepare final practicum proposal.

Texts:

Banta, T. (2003). Introduction: Why portfolios? In T. Banta (ed.). *Portfolio assessment: Uses, cases, scoring and impact. Assessment Update Collections.* San Francisco: Jossey-Bass.

Nagayda, J., Schindehette, S., & Richardson, J. (2005). *The professional portfolio in occupational therapy.* Thorofare, NJ: Slack Inc.

Pierce, D. (2003). Chapter 2: Design process. *Occupation by design: Building therapeutic power.* Philadelphia, PA: F. A. Davis. Selected literature from occupational therapy and related fields will also be required.

Student Learning Outcomes:
Upon completion of the course, the learner will:
1.   Revise professional portfolio and career plan in response to developing understanding of a personal area of clinical specialization, planned leadership, and selected practicums.
2.   Revise statement of individualized objectives for practicums to be completed within the OTD Program.
3.   Synthesize final proposal of individual practicum locations and objectives to be completed within the OTD Program that best support career mission and leadership potential.

EVALUATION METHODS
Grading Practices: All assignments will be graded using the following scale:
90-100   = A   80-89   = B   70-79   = C   60–69   = D   59 and below   = F

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

Written Assignments Grading Criteria:
All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

Course Requirements:
Revised career plan	25%
Revised professional development portfolio	25%
Revised objectives for practicums	25%
Final proposal for individual practicums	25%

Student Progress:
A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

Attendance Policy:
- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences

and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.

- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

Last Date to Drop the Class: Last day to withdraw from this class is xxx.

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 for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic 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 weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

OTS 903: OTD Leadership Seminar III
Course Outline

Date	Topic	Readings/Assignments
Week 1	Revising career plans in response to area of specialization	
Week 2	Revising career plans in response to development as a researcher	
Week 3	Feedback on career plans	
Week 4	Revising portfolios in response to area of specialization	Revised career plan
Week 5	Revising portfolios in response to development as a researcher	
Week 6	Feedback on portfolios	
Week 7	Discussion of career plans, portfolios, and practicums (class meets at EKU for 8 hours)	Revised portfolio
Week 8	Developing practicum sites	
Week 9	Developing practicum sites	
Week 10	Writing practicum objectives	
Week 11	Writing practicum objectives	Revised objectives for practicums
Week 12	Development and final selection of practicums	
Week 13	Development and final selection of practicums	
Week 14	Feedback on practicums proposal	
Week 15	Plan for creating, receiving approval for, and initiating contract development for individualized practicums Class meets at EKU for synthesis activities	Final proposal for practicums

Curriculum Change Form

Part I

(Check one)		Department Name	Occupational Therapy
X	New Course (Parts II, IV)	College	Health Sciences
	Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 904
	Hybrid Course ("S," "W")	*Course Title (30 characters)	OTD Leadership Seminar IV
	Course Dropped (Part II)	*Program Title	
	New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
	Program Revision (Part III)		
	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee		Graduate Council*	11/20/2009
Is this a SACS Substantive Change? **Yes****** X **No**		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved x Disapproved	1/21/10
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: Add a new course, OTS 904

A. 2. Effective date: Spring, 2012

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

B. The justification for this action:

This is a core course requirement in the proposed OTD Program.

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs:

Library Resources: The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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

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

OTS 904 OTD Leadership Seminar IV (1) II. Prerequisite: OTS 903. Students will draw on co-occurring OTD Program coursework to: finalize a professional portfolio that portrays personal plans for career leadership in practice excellence; and propose and obtain doctoral practicum contracts.

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	904	Spring 2012	AS ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS X	OCCT

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. _____
1.0	Lecture 1 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)
W	1.0	N	FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	**FOR BANNER USE ONLY**
		Thesis _____	Date of data entry _____
		Internship _____	
		Independent Study _____	Data entry person _____
		Practicum _____	

<u>**Co-Requisites and Prerequisites**</u>   **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.	OTS 903
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum GPA of 3.0

Co-Requisite(s) and/or Prerequisite(s) 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)			

CHS 75

Professor's name
Professor's office #
Professor's contact information (phone and email)

Catalogue Course Description: Prerequisite: OTS 903. Students will draw on co-occurring OTD Program coursework to: finalize a professional portfolio that portrays personal plans for career leadership in practice excellence; and propose and obtain doctoral practicum contracts.

Texts:

Banta, T. (2003). Introduction: Why portfolios?   In T. Banta (ed.). *Portfolio assessment: Uses, cases, scoring and impact. Assessment Update Collections.* San Francisco: Jossey-Bass.

Nagayda, J., Schindehette, S., & Richardson, J. (2005). *The professional portfolio in occupational therapy.* Thorofare, NJ: Slack Inc.

Pierce, D. (2003). Chapter 2: Design process. *Occupation by design: Building therapeutic power.* Philadelphia, PA: F. A. Davis.
Selected literature from occupational therapy and related fields will also be required.

Student Learning Outcomes:
Upon completion of the course, the learner will:

1. Revise professional portfolio and career plan in response to developing understanding of clinical pedagogy and evidence-based practice in occupational therapy
2. Successfully propose and obtain two practicum contracts with measurable objectives, to be completed within the OTD Program, with support from faculty

EVALUATION METHODS
Grading Practices: All assignments will be graded using the following scale:

90-100	= A
80-89	= B
70-79	= C
60–69	= D
59 and below	= F

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

Written Assignments Grading Criteria:
All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

Course Requirements:

Revised career plan	25%
Revised professional development portfolio	25%
Two practicum contracts with measurable objectives	50%

Student Progress:
A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

Attendance Policy:
- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.

- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

Last Date to Drop the Class: Last day to withdraw from this class is xxx.

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 for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic 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 weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

OTS 904: OTD Leadership Seminar IV
Course Outline

Date	Topic	Readings/Assignments
Week 1	Revising career plans in response to area of specialization	
Week 2	Revising career plans in response to clinical pedagogy	
Week 3	Feedback on career plans	Revised career plan
Week 4	Revising portfolios in response to area of specialization	
Week 5	Revising portfolios in response to clinical pedagogy	
Week 6	Feedback on portfolios	
Week 7	Discussion of career plans, portfolios, and practicums Class meets at EKU for 8 hours	Revised portfolio
Week 8	Creating measurable objectives for internships	
Week 9	Contracting with facilities for internships with the OTD	
Week 10	Writing practicum objectives	
Week 11	Writing practicum objectives	
Week 12	Proposing practicums to supervisors	
Week 13	Discussion of practicum-seeking experiences	
Week 14	Discussion of practicum-seeking experiences	
Week 15	Discussion of practicum-seeking experiences Course summary Class meets at EKU for synthesis activities	Two practicum contracts with measurable objectives

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy
X New Course (Parts II, IV)	College	Health Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 905
Hybrid Course ("S," "W")	*Course Title (30 characters)	OTD Practicum
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
Is this a SACS Substantive Change? **Yes****** X **No**		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved X Disapproved	1/21/10
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: Add a new course, OTS 905.

A. 2. Effective date: Spring, 2012

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

B. The justification for this action: This is a core course requirement in the proposed OTD Program.

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs:

Library Resources: The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

Part II. Recording Data for New, Revised, or Dropped Course
      (For a **new required course,** complete a separate request for the appropriate program revisions.)

<div align="center">New or Revised* Catalog Text</div>
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

<u>OTS 905 OTD Practicum (3 – 6) I, A.</u> <u>Prerequisites: OTS 904. Custom-designed practicums for capstone, field-based experiences in the Clinical Doctorate in Occupational Therapy. Course emphases are on ethical leadership within change and excellence in occupation-based services for diverse populations.</u>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	905	Spring 2012	AS ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS X	OCCT

Credit Hrs.	Weekly Contact Hrs.			Repeatable Maximum No. of Hrs. 12
3 - 6	Lecture ___	Laboratory ___	Other 3-6 Practicum	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)
P	3-6	N	FR ___ JR ___ SO ___ SR ___
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	
			FOR BANNER USE ONLY
		Thesis ___	Date of data entry ___
		Internship ___	
		Independent Study ___	Data entry person ___
		Practicum X	

Co-Requisites 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.	OTS 904
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum GPA of 3.0

Co-Requisite(s) and/or Prerequisite(s) 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 905, OTD Practicum, CRN
3 to 6 credit hours, repeated to a minimum of 9 or a maximum of 12
Semester and year

Professor's name
Professor's office #
Professor's contact information (phone and email)

Catalogue Course Description: Prerequisites: OTS 904. Custom-designed practicums for capstone, field-based experiences in the Clinical Doctorate in Occupational Therapy. Course emphases are on ethical leadership within change and excellence in occupation-based services for diverse populations.

Texts:
American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.
Selected resources specific to the area of practice of the practicum.

Recommended Texts: Selected resources specific to the area of practice of the practicum.

Student Learning Outcomes:
The following learning objectives are general. For each student, they will be customized through the four 1-credit OTD Leadership Seminars.

Upon completion of the course, the learner will:

- Analyze client population needs at the practicum site, with a focus on health disparity, policy, and legislation at local, state, and national levels.
- Design and implement a project in which the student serves as a leader of change at local, state, or national levels, using tools such as program development, participatory action research, client education, and evidence based practice.
- Implement service improvement focused on occupation-based practice and using advanced clinical and ethical reasoning skills.

EVALUATION METHODS
Grading Practices: All assignments will be graded using the following scale:
90-100 = A   80-89   = B   70-79   = C   60–69   = D   59 and below   = F

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to passing this course.

Written Assignments Grading Criteria:
All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are **cited**.

Course Requirements for 6-credit Practicum:
   20%   Needs Analysis
   40%   Change Leadership Project
   40%   Occupation-based Practice Improvement Project

Course Requirements for 3-credit Practicum:
   20%   Needs Analysis
   40%   Change Leadership Project Plan
   40%   Occupation-based Practice Improvement Plan

Student Progress:
A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

Attendance Policy:
- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

Policy on Late Assignments:
Assignments received past their due date will be subject to an up to 10% grade reduction at the discretion of the instructor.

Last Date to Drop the Class:
Last day to withdraw from this class is xxx.

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 for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic 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 weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

OTS 905: OTD Practicum
Course Outline

Date	Topic	Assignments (3 credit practicum)	Assignments (6 credit practicum)
Week 1	Methods for analysis of population needs	Online discussion	Online discussion
Week 2	Leadership through change: selecting a focus	Online discussion	Online discussion
Week 3	Leadership through change: drafting plans	Needs Analysis Due Feedback to peers	Needs Analysis Due Feedback to peers
Week 4	Leadership through change: Plan implementation	Online discussion	Online discussion
Week 5	Methods for practice improvement	Online discussion	Online discussion
Week 6	Methods for practice improvement	Online discussion	Online discussion
Week 7	Methods for practice improvement	Online discussion	Online discussion
Week 8	Occupation-based practice improvement: Selecting a focus	Online discussion	Online discussion
Week 9	Occupation-based practice improvement: Planning	Online discussion	Online discussion
Week 10	Occupation-based practice improvement: Implementation	Change Leadership Plan Due Feedback to peers	Change Leadership Project Due Feedback to peers
Week 11	Occupation-based practice improvement: Implementation	Online discussion	Online discussion
Week 12	Occupation-based practice improvement: Implementation	Online discussion	Online discussion
Week 13	Occupation-based practice improvement: Implementation	Online discussion	Online discussion
Week 14	Leadership identity	Online discussion	Online discussion
Week 15	Leadership identity	EKU Onsite: Present and Submit Occupation-based Practice Improvement Plan	EKU Onsite: Present and Submit Occupation-based Practice Improvement Project

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy
X New Course (Parts II, IV)	College	Health Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 910
Hybrid Course ("S," "W")	*Course Title (30 characters)	Policy Analysis for OT
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
Is this a SACS Substantive Change? **Yes****** X **No**		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved x Disapproved ____	1/21/10
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: Create a new course, OTS 910.

A. 2. Effective date: Spring, 2012

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

B. The justification for this action: This is a core course requirement in the proposed OTD Program.

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs

Library Resources: The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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 910 Policy Analysis for OT (3) A. Prerequisite: OTS 901. Influence of social and healthcare policy on the profession of occupational therapy. Health disparities, disability studies and advocacy needs in emerging practice.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	910	Spring 2012	AS ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS X	OCCT

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)
W	3	N	FR ___ JR ___ SO ___ SR ___
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
			Date of data entry _____
		Thesis ___	
		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 ˉ.)

Course Prefix and No.	OTS 901
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum GPA of 3.0

Co-Requisite(s) and/or Prerequisite(s) 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 910, Policy Analysis for OT, CRN
3.0 credit hours Semester, year

Professor's name
Professor's office #
Professor's contact information: (phone and email)

Catalogue Description: Prerequisite: OTS 901. Influence of social and healthcare policy on the profession of occupational therapy. Health disparities, disability studies and advocacy need in emerging practice.

Required Texts:

Doll, J. (2009). Program development and grant writing in occupational
    therapy: Making the connection. Sudbury, MA: Jones and Bartlett
    Publishers.

Healthy People 2020. http://www.healthypeople.gov

Kronenberg, F., Algado, S. & Pollard, N. (eds.) (2005). Occupational therapy
    without Borders: Learning from the spirit of survivors. Sydney: Churchill
    Livingstone.

Pollard, N., Kronenberg, F. & Sakellariou, D. (eds.). (2008). A political practice
    of occupational therapy. Sydney: Churchill Livingstone.

Wilcock, A. (2006). An occupational perspective of health. (2nd ed.). Thorofare,
    NJ: Slack, Inc.

Additional readings are selected from: *American Journal of Occupational Therapy, Occupational Therapy Journal of Research, Journal of Occupational Science*, and journals from related disciplines such as education, psychology, and rehabilitation.

Recommended Texts:

Fazio, L. (2008) Developing occupational centered programs for the community.
    (2nd ed.). Prentice Hall.

Iwama, M. (2006). The KAWA Project: Culturally relevant occupational therapy.
    Sydney: Churchill Livingstone.

Note: Student may wish to purchase additional books or reading materials in order to facilitate the integration of the work of specific authors.

Student Learning Outcomes:
Upon completion of the course, the learner will:
1. Analyze the impact of societal trends on the profession of occupational therapy in healthcare and community settings.
2. Apply concepts of occupational justice to advocate for persons within diverse contexts.
3. Analyze legislative, regulatory, bioethical, epidemiological, disability studies and health care policies in the context of systems theory for change in a practice setting.
4. Evaluate policy in relationship to a specific practice setting, with application to resource allocation, service delivery options and reimbursement options.
5. Analyze the impact and influence of occupational therapy on health disparities locally and globally.

EVALUATION METHODS

Grading Practices: All assignments will be graded using the following scale:

        90-100   = A
        80-89   = B
        70-79   = C
        60–69   = D
        59 and below   = F

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be

completed in order to pass this course.

Written Assignments Grading Criteria:
All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

Course Requirements:

Policy Analysis: Wiki		10%
Annotated Bibliography on Policy topic		15%
Program Development analysis for specialty practice	25%	
Participation in online activities	30%	
Quizzes	10%	
Final Exam		10%

Student Progress:

A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

Attendance Policy:

- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

Last Date to Drop the Class

Last day to withdraw from this class is xxx.

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 for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic 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 weekly.

This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

OTS 910: Policy Analysis impacting OT
Course Outline

Date	Topic	Readings/Assignments
Week 1	Societal trends and the practice of occupational therapy Intro to course; requirements and expectations. State of the art of practice: Societal trends impacting health and disability, medical and community practice settings. The World Health Organization and its role in policy.	Discussion Board/Blog Quiz
Week 2	Link of policy and occupational science Occupational justice as a movement	Quiz Discussion board Wiki
Week 3	Occupational justice as a movement (cont.)	Quiz Discussion board Wiki
Week 4	Legislative and regulatory Policies impacting OT Review of political processes Cultural assumptions and populations Public health and wellness Healthy People 2020	Blog/discussion boards Quiz
Week 5	Program Development Considerations Needs assessments, populations, health disparity, environmental and epidemiological concerns	Needs Assessment draft due Week 4 Blog/discussion boards
Week 6	Disability Studies and Occupation	Blog/discussion boards
Week 7	*(class meets at EKU for 8 hours)*	
Week 8	Resource allocation, Service delivery options and Reimbursement: Administrative considerations and external funding	Policy Analysis I Due at end of Week 6: Wiki format Blog/discussion boards
Week 9/10	Impact and influence of occupational therapy locally and globally on health disparities	Annotated Bibliography due
Week 11	Bioethics and Healthcare	Blog/discussion boards
Week 12	Bioethics and healthcare (cont.)	Blog/discussion boards
Week 13	Program Development Models and Critique	Program Development Model for Clinical Practice Wiki
Week 14	Program development models and critique (cont.)	Program Development Model for Clinical Practice Wiki
Week 15	Final exam Class meets at EKU for synthesis activities	Analytical Paper

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy
X New Course (Parts II, IV)	College	Health Sciences
___ Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 911
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	Applied Research for OT
___ Course Dropped (Part II)	*Program Title	
___ New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate__)
___ Program Revision (Part III)		
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
Is this a SACS Substantive Change? Yes**** [X] No [ ]		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved X Disapproved	1/21/10
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: Create new course OTS 911

A. 2. Effective date: Spring, 2012

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

B. The justification for this action: This is a core course requirement in the proposed OTD Program.

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs:

Library Resources: The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

Part II. Recording Data for New, Revised, or Dropped Course
(For a **new required course,** complete a separate request for the appropriate program revisions.)

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

OTS 911: Applied Research for OT (3) I. Prerequisite: OTS 902. Students will apply research methods, synthesize paradigms, designs, methods, and ethical issues related to research, and discuss funding options. The role of the researcher as an agent of change in practice will be emphasized.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	911	Spring, 2012	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS X	OCCT

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)
W	3	N	FR ____ JR ____ SO ____ SR ____
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis ____	Date of data entry ____
		Internship ____	
		Independent Study ____	Data entry person ____
		Practicum ____	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	OTS 902
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum GPA of 3.0

Co-Requisite(s) and/or Prerequisite(s) 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 911 Applied Research for OT, CRN
3.0 credit hours Semester, year

Professor's name
Professor's office #
Professor's contact information: (phone and email)

Catalogue Course Description: Prerequisite: OTS 902. Students will apply research methods, synthesize paradigms, designs, methods, and ethical issues related to research, and discuss funding options. The role of research as an agent of change in practice will be emphasized.

Text:
Kielhofner, G. (2006). *Research in occupational therapy: Methods of inquiry for
        enhancing practice*. Philadelphia, PA: FA Davis.
Additional readings to be assigned

Student Learning Outcomes:
1. Critique key paradigms and perspectives influencing research methods for clinical practice
2. Evaluate research designs, using both qualitative and quantitative methodologies, that are essential to occupational therapy research
3. Formulate research questions related to current clinical practice
4. Apply research methodology, including sampling, data collection, and data analysis, as appropriate for a research question
5. Evaluate ethical issues impacting health related research
6. Analyze research methods that may be used as change agents in occupational therapy practice, such as participatory action research
7. Assess opportunities for collaborative research with clinical and community partners
8. Evaluate research funding opportunities

EVALUATION METHODS

Grading Practices: All assignments will be graded using the following scale:
            90-100   = A
            80-89   = B
            70-79   = C
            60–69   = D
            59 and below = F

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

Written Assignments Grading Criteria:
All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

Course Requirements:

Research proposa	40%
Research proposal presentation	20%
Active learning assignments	20%

Presentation of a qualitative approach 20%

Student Progress:
A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

Attendance Policy:
- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

Last Date to Drop the Class:

Last day to withdraw from this class is xxx.

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 for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic 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 weekly.

This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

[*Note: All written work must be formatted in APA, 6th Ed.]

OTS 911: Applied Research in OT
Course Outline

Date	Topic	Readings/assignments
Week 1	Introduction to course; introduction to research methods and role of research in the profession	
Week 2	Research paradigms and perspectives; comparison of qualitative and quantitative paradigms	
Week 3	Research questions and the need for the study; literature review	
Week 4	Quantitative designs	
Week 5	Qualitative designs	
Week 6	Mixed method designs	
Week 7	*(class meets at EKU for 8 hours)* Research designs continued; student presentations; research design critique	
Week 8	Sampling methods	
Week 9	Data collection methods	
Week 10	Quantitative data analysis	
Week 11	Qualitative data analysis	
Week 12	Ethics/ IRB; data verification; bias	
Week 13	Research to change practice: Participatory action, program development, outcomes, needs assessment	
Week 14	Data management; funding	
Week 15	Collaborative research; dissemination of findings Class meets at EKU for synthesis activities	

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy
X New Course (Parts II, IV)	College	Health Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 912
Hybrid Course ("S," "W")	*Course Title (30 characters)	Evidence-based practice for OT
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
Is this a SACS Substantive Change? **Yes**** X **No**		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved X Disapproved	1/21/10
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: Add a new course, OTS 912.

A. 2. Effective date: Spring, 2012

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

B. The justification for this action: This is a core course requirement in the proposed OTD Program.

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs:

Library Resources: The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

Part II. Recording Data for New, Revised, or Dropped Course
(For a **new required course,** complete a separate request for the appropriate program revisions.)

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

OTS 912: Evidence-based Practice for OT (3) II. Prerequisite: OTS 903. Evaluate and perform critical research appraisals to justify intervention decisions. Content focuses on: clinical reasoning, outcomes measurement, finding evidence, changes in practice, ethics, and communicating decisions.

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	912	Spring 2012	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	OCCT

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)
W	3	N	FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY** Date of data entry _____
		Thesis _____	Data entry person _____
		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.	OTS 903
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum GPA of 3.0

Co-Requisite(s) and/or Prerequisite(s) 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 912 Evidence-Based Practice for OT, CRN
3.0 credit hours
Semester and year

Professor's name
Professor's office #
Professor's contact information (phone and email)

Catalogue Course Description: Prerequisite: OTS 903. Evaluate and perform critical research appraisals to justify intervention decisions. Content focuses on: clinical reasoning, outcomes measurement, finding evidence, changes in practice, ethics, communicating decisions.

Texts:

Law, M. & MacDermid, J. (2008). *Evidence-based rehabilitation: A guide to practice.* Thorofare, NJ: Slack.

Journal Articles and other materials- Readings for each week are posted on the topical outline

Student Learning Outcomes:

Upon completion of the course, the learner will:
1. Analyze the relationship between clinical reasoning and EBP in occupational therapy.
2. Evaluate peer-reviewed research and critical appraisals of research to justify intervention decisions in a specialized practice area.
3. Distinguish between differing strategies to find evidence, including the use of online databases.
4. Compare and contrast methods for measuring outcomes in EBP in a specialized practice area.
5. Use ethical reasoning to evaluate the ethical issues pertaining to EBP decisions.
6. Apply appropriate strategies for communicating EBP decisions to a variety of stakeholders in a specialized practice setting.

EVALUATION METHODS

Grading Practices: All assignments will be graded using the following scale:

        90-100 = A
        80-89   = B
        70-79   = C
        60–69   = D
        59 and below   = F

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

Written Assignments Grading Criteria:

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

Course Requirements:

Online Discussion Boards	30%	
Evidence Compilation		10%
Critical Appraisal	20%	
EBP Presentation	25%	
Final Exam		15%

Student Progress:
A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria

and grade values described above and in the course outline at any time.

Attendance Policy:
- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

Last Date to Drop the Class:

Last day to withdraw from this class is xxx.

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 for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic 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 weekly. This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

OTS 912: Evidence-Based Practice in OT
Course Outline

Date	Topic	Readings/Assignments
Week 1	Introduction: What is EBP? Relationship Between Critical Thinking, Clinical Reasoning, and EBP	Readings: Law and MacDermid, Chapter 1 *Journal Articles...* Assignment*:* Discussion Board #1
Week 2	Relationship between EBP and Occupation-Based Practice: Applying EBP to Clinical Reasoning in OT	Readings: Law and MacDermid, Chapter 2 *Journal Articles...(Mattingly & Fleming?)* Assignment: Discussion Boards 2 & 3
Week 3	Relationship between EBP and Occupation-Based Practice: Applying EBP to Clinical Reasoning in OT, continued	Readings: Law and MacDermid, Chapter 2 *Journal Articles...* Assignment: Discussion Boards 4 & 5
Week 4	Finding Evidence in Clinical Practice: Measuring Outcomes	Readings: Law and MacDermid, Chapter 4 *Journal Articles...* Assignment*:* Discussion Boards 6 & 7
Week 5	Measuring Outcomes, continued	Readings: Law and MacDermid, Chapter 4 *Journal Articles...* Assignment: Discussion Board 8
Week 6	Searching for Evidence	Readings: Law and MacDermid, Chapter 5 *Journal Articles...* Assignment: Discussion Boards 9 & 10
Week 7	(Class meets at EKU for 8 hours) Assessing Evidence: Evaluating the Evidence Systematic Reviews Incorporating Different Types of Evidence Into Decision-Making	Readings: Law and MacDermid, Chapters 6-9 *Journal Articles...* Assignment: Evidence Compilation Due
Week 8	Using EBP to Change Occupational Therapy Practice: Evidence Informing Practice	Readings: Law and MacDermid, Chapter 10 *Journal Articles...* Assignment: Discussion Boards 11 & 12
Week 9	Using EBP to Change Occupational Therapy Practice: Intervention Program Development	Readings: Law and MacDermid, Chapter 10 *Journal Articles...* Assignment: Discussion Boards 13 & 14
Week 10	Evidence Structuring Practice: Practice Guidelines Ethical Challenges: Using Ethical Reasoning with EBP	Readings: Law and MacDermid, Chapter 11 *Journal Articles...* Assignments: Discussion Boards 15 & 16 ; Critical Appraisal Due
Week 11	Communicating EBP Decisions to Clients, Administrators, Funders, and other Practitioners	Readings: Law and MacDermid, Chapter 12 *Journal Articles...*
Week 12	Sowing the Seeds of Change: Dissemination/Transfer of Knowledge	Readings: Law and MacDermid, Chapter 13-14 *Journal Articles...*
Week 13	Online Presentations	Readings: As posted by presenters Assignment: Online Presentation
Week 14	Online Presentations	Readings: As posted by presenters Prepare for Final Exam
Week 15	Final Exam Class meets at EKU for synthesis activities	

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy
X New Course (Parts II, IV)	College	Health Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 913
Hybrid Course ("S," "W")	*Course Title <u>(30 characters)</u>	Educational Practices for OT
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ___, Option ___; Minor __; or Certificate___)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8/18/2009	Graduate Council*	11/20/2009
Is this a SACS Substantive Change? **Yes****** X **No**		Council on Academic Affairs	
College Curriculum Committee	9/16/2009	Approved __x__ Disapproved ____	1/21/10
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: Add a new course, OTS 913

A. 2. Effective date: Spring, 2012

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

B. The justification for this action: This is a core course requirement in the proposed OTD Program.

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs:

Library Resources: The Department will request some additional library resources and online journals, to complement existing resources. However, many already exist in the system to serve the needs of OTD students. Specific journals that will be required are *the British Journal of Occupational Therapy*, *the Scandinavian Journal of Occupational Therapy*, and *Physical and Occupational Therapy in Pediatrics*.

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

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

<u>**OTS 913 Educational Practices for OT (3) I.** Prerequisites: OTS 903. Fundamental principles of designing and implementing educational programs across the lifespan. Educational strategies and learning theories will be analyzed and applied to clinical, community, and didactic settings and populations.</u>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	913	Spring, 2012	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS X	OCCT

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. _____
3	Lecture X 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)
W	3	N	FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis _____	Date of data entry _____
		Internship _____	
		Independent Study _____	Data entry person _____
		Practicum	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	OTS 903
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Minimum GPA of 3.0

Co-Requisite(s) and/or Prerequisite(s) 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 913, Educational Practices for OT, CRN
3.0 credit hours Semester, year

Professor's name
Professor's office #
Professor's contact information: (phone and email)

Catalogue Description: Prerequisites: OTS 903. Fundamental principles of designing and implementing educational programs across the lifespan. Educational strategies and learning theories will be analyzed and applied to clinical, community, and didactic settings and populations.

Texts:
Costa, D. M. (2007). Clinical supervision in occupational therapy: A guide for fieldwork and practice. Bethesda, MD: AOTA Press.
Costa, D. M. (2007). Essential guide to occupational therapy fieldwork education: Resources for today's
     educators and practitioners. Bethesda, MD: AOTA Press.
Marzano, R. J., & Kendall, J. S. (2008*). Designing and assessing educational objectives: Applying the new
     taxonomy.* Thousand Oaks, CA: Corwin Press.
McKeachie, W., & Svinicki, M. (2006). *McKeachie's Teaching tips: Strategies, research and theory for
     college and university professors* (12th ed.).   Boston: Houghton-Mifflin.
Palmer, Parker, J. (1998).   *The courage to teach.*   San Francisco, CA: Josey-Bass Publishers.
Journal readings will be assigned throughout the semester from health professions literature and education policy literature.

Student Learning Outcomes: By the end of the course, students will be able to:
1.   Evaluate educational theories across the lifespan and their use in occupational therapy.
2.   Evaluate policies that influence education in occupational therapy.
3.   Analyze traditional and emerging theories of learning.
4.   Apply principles of course construction to occupational therapy education.
5.   Evaluate effective instructional strategies and appropriate outcomes measures to promote learning in
     occupational therapy offerings.

EVALUATION METHODS

Grading Practices: All assignments will be graded using the following scale:
90-100 = A   80-89 = B   70-79 = C   60–69 = D   59 and below = F

Criteria for the grading of written assignments are described on separate assignment sheets. All assignments must be completed in order to pass this course.

Written Assignments Grading Criteria:
All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

Course Requirements:

Presentation of learning strategy analysis	10%
Development of course syllabus and topical outline	20%
(including behavioral learning objectives)	
Client education program paper, brochure and presentation	25%
Workshop brochure	15%
(description, objectives, schedule, topics, faculty/instructors)	
Participation in online activities	30%

Student Progress:
A midterm grade for the course will be posted on blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

Attendance Policy:
- Attendance is mandatory for the onsite sessions. Students who are unable to attend all onsite sessions will not pass the course.
- It is the student's responsibility to notify the professor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due prior to absence any assignment due. There will be no make-up exams without prior approval from the instructor.
- This is an online course. Weekly class attendance (checking in 4-7 times per week) is expected of all students, otherwise points will be deducted. Students are responsible for material covered through review of the Blackboard module materials, readings, and discussion board, blog and wiki participation.

Last Date to Drop the Class Last day to withdraw from this class is xxx.

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 for tests and class discussion in an online format. Students are responsible for all material as set forth in the topic 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 weekly.

This is a graduate course. The University expectation is for 4 hours of preparation for every credit hour of class.

OTS 913: Educational Practices for OT
Topical Outline

Date	Topic	Assignments /Readings
Week 1	Introduction to course; Adult learning theories; Learning styles	Palmer, *The Courage to Teach* (whole book) Discussion Board 1
Week 2	Adult education approaches; Effective classroom teaching; active learning approaches; designing effective online education	McKeachie & Svinicki, Chapters 3, 4, 5, 6, 18, 22 Discussion Board 2
Week 3	Adult education approaches; Educational approaches in higher education: Developing service learning opportunities for students	McKeachie & Svinicki Chapters 20, 21 Discussion Board 3
Week 4	Course design: Course objectives, syllabus, topical outline; Bloom's taxonomy; accreditation standards and policies influencing occupational therapy education	Marzano & Kendall McKeachie & Svinicki Chapters 1 & 2
Week 5	Instructional design in occupational therapy education	Readings: Costa, Clinical supervision in occupational therapy (whole book) Assignments: Course syllabus and topical outline due
Week 6	Fieldwork education	Costa, Essential guide to occupational therapy fieldwork education (whole book)
Week 7	*Class meets at EKU for 8 hours* Presentations of learning strategy analysis	Presentations
Week 8	Evaluating learning in occupational therapy education	McKeachie & Svinicki Chapters 7, 8
Week 9	Evaluating learning in occupational therapy education (continued)	McKeachie & Svinicki Chapters 9, 9
Week 10	Principles of effective one-on-one client education	Readings TBA
Week 11	Childhood learning theories; Applying adult and childhood learning theories to clinical education	Readings TBA
Week 12	Principles of developing group and/or population based programming; principles of developing effective workshops	Readings TBA Due: Workshop Brochure
Week 13	Examples of effective client education programs	
Week 14	Professional presentations: format, writing objectives	
Week 15	Online presentations of client education programs Class meets at EKU for synthesis activities	Due: Client Education Program paper

January 10, 2010

Dr. Colleen Schneck, Chair and Professor,
Department of Occupational Therapy
Eastern Kentucky University, Dizney 103
521 Lancaster Avenue
Richmond, KY 40475

Dear Dr. Schneck,

Thank you for inviting me to serve as the External Reviewer for the proposed post-professional Doctor of Occupational Therapy program at Eastern Kentucky University. At your request I am providing a critique of the program based on my review of the following documents:

1. Program proposal for the Doctorate in Occupational Therapy,

2. Syllabi for all courses to be offered,

3. Reviews from the Graduate Council and various other entities, and

4. Letters of support from the clinical community.

My critique is also informed by telephone and email communications I have had with you to clarify some items within the proposal. Finally, my comments have been informed by my experiences in curriculum development, knowledge of best practices, work on the development of standards for the Doctor of Occupational Therapy, experience in teaching at the doctoral level, and accreditation experience.

As you are aware the clinical doctorate in Occupational Therapy is relatively new to the profession (sixteen years) but is fast gaining a reputation within the clinical and higher education community as that of a degree associated with strong content and rigor. Based on the Higher Learning Commission's findings and recommendations for clinical doctorates[1] and the profession's establishment of the first set of doctoral standards, there are several factors that need to be carefully evaluated to ensure rigor and trust in a new program. These include faculty qualifications, curriculum, admission and exit requirements and program supports.

Based on my synthesis of all the information available, my overall impression is that the proposed OTD post professional program has the necessary components to prepare occupational therapists to practice in "educational systems with advanced leadership and applied research skills to better impact learning needs of children with disabilities from preschool through high

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[1] www.ncahlc.org/download/TaskForceProfDocFinal0606.pdf

school."[2] There are several elements that have led me to this opinion. In providing the details of these elements I have included strengths as well as issues the program needs to further address in order to become an effective and highly regarded program.

Faculty qualifications

Reputable OTD programs have established research programs, and faculty members that are renowned for their clinical, leadership, and research skills. The faculty listed to teach in the proposed program has the necessary set of credentials, clinical experience as well as leadership and research skills to meet the program mission and outcomes. Furthermore, they have the needed areas of expertise in occupational therapy for persons facing congenital and acquired illnesses and disabilities, the specialty area the program will be providing.

While the complement of available faculty is excellent and provision of training for faculty in online education has been identified as a need, there is one additional area to be addressed. Several of the listed faculty do not have experience in teaching at the clinical doctoral level and others teach at the masters' and Ph.D. level, therefore, it is suggested that the program make efforts to ensure a shared understanding of the rigor necessary for a clinical doctorate. The clear differentiation of appropriate rigor for this level is a necessary component in the delivery of an effective program.

Existing support

Much of the needed support for the running of the program appears to be in place. First, classroom space and the Blackboard online teaching learning platform already exist. Second, the letters of support from the clinical community indicate not only a need for the program graduates but can also serve as possible venues for students to complete their practicum. Third, library resources should be able to meet most of the needs of the distance graduate students. However, to be adequate, it is suggested that the program find a way to ensure that articles which are not available online can be accessed in an easy and timely manner for these distance students. Lastly, while the need for additional faculty has been identified in order to meet the needs of all the programs in the department, consistent funding for faculty development in online education and other areas is a must.

Admissions and exit requirements

The majority of the proposed admission and exit requirements for your program are adequate. Many of the requirements are comparable to other post professional doctoral programs. However, the minimum GRE for admission of 850 with a score of 4 on the analytical writing is low. This total score is at least 15% lower than several post professional doctoral programs in Occupational Therapy (e.g. USC, BU, UIC) while the written analytical score is comparable. Information about all existing OTD programs is not available through Internet searches or

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[2] EKU OTD program proposal

through any known database to provide a larger comparison. Clinical doctorates in other professions start at the 1000 level and go up. It is recognized that other factors can play a role in any admission decision, however, the lower academic qualifications proposed by the program is striking and should be reconsidered if excellence is truly the goal of the program and the university.

A second area for the program to address is the measures to be used in examining program effectiveness. Per best practices[3] in higher education, it is suggested that the faculty develop these measures keeping in mind the program outcomes outlined and the mission. Identification and development of the measures will assist in clarifying the goals of the program, changing the admission and exit requirements, measure effectiveness of program delivery, assist with retention, assist with marketing and provide outcomes for university accreditation.

Third, the proposal document indicates that the curricular themes in the doctoral program are similar to that of the master's program at EKU but at a more advanced level. There are several questions that arise with respect to this for admissions. Will the EKU occupational therapy master's graduates receive some transfer credits, for example, if they have taken the school based practice course during their master's? If so, is the rigor in that course, as currently delivered, at the doctoral level? What happens to students from other masters programs, will they need to take some additional courses or do additional assignments to start at similar levels of understanding regarding the themes?

Lastly, since some of the course syllabi indicate content that are similar to what some other masters in occupational therapy programs provide, will applicants with OT training from other schools receive credit for those courses? An example of this is the evidence based practice in occupational therapy course. The syllabi as it stands, uses similar texts, course objectives, course topics and assignments comparable to several master's level programs across the country. What makes the proposed course a doctoral level course?

Curriculum content and organization

The description of the curriculum design along with the course offerings and syllabi indicate a well thought out program that addresses the outcome goals the program has set. The core themes identified, occupation based practice, diversity, leadership and reasoning, are appropriate for producing therapists who can "compete and exert leadership in the educational and healthcare service arenas"[4] at all levels. The content in the courses, for the most part, is reflective of advanced disciplinary knowledge.

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[3] Diamond, R.M. (2008). *Designing and assessing courses and curricula: A practical guide (3rd edition)*. Hoboken, NJ: Jossey-Bass.

[4] EKU OTD program proposal.

However, there are several areas with respect to the curricular content and organization that warrant further examination. First, it is suggested that the faculty consider comparing the proposed curriculum content with that of the entry level doctoral standards that the profession of occupational therapy has set. One purpose of this exercise is to ensure that the EKU OTD graduates have knowledge and skills comparable to other OTD graduates in the marketplace. It is wise to remember that in the marketplace to a consumer of our services, the degree designation of an OTD is the same whether it is entry level or post professional. The second purpose of this comparison is to identify the value added pieces unique to the EKU program. The results of this exercise can be valuable for marketing purposes and will serve to ensure a quality program.

A second area that warrants further examination is the breadth of content related to the core themes throughout the various courses. While the core themes appear to be threaded through most of the courses, some themes are not as strong or as integrated, such as the themes of diversity and leadership. This opinion is based on an examination of the course objectives, course topics, readings, and assignments in the submitted syllabi. Additionally, some content areas do not include standard readings and topics. One example of this is in the policy course where content related to policy, change and leadership within and outside occupational therapy needs to be enhanced to match written program goals. It is quite likely that these findings are related to the stage of development that the syllabi are in, initial proposals. Regardless, keeping best practices in mind, it is recommended that after courses are fully developed they be cross checked for consistency on themes, rigor in assignments and expectations, and breadth and depth in readings. Additionally, cross checking for congruence of content with program outcomes listed is important.

A third issue to consider prior to starting the program is related to the particular students who form your prospective pool of students. While enrolling in six to seven credits is considered part time in traditional graduate programs, the interpretation by full time working professionals with family responsibilities is typically not the same. In addition, the nature of distance education makes this model even more challenging for this group. It is recommended that a variety of program supports be developed to address the needs of these types of students. Additionally, other programs have learned that a clear articulation of the expectations be provided at the time of admission to improve retention.

Overall, the proposed degree has all the necessary components with program enhancements as suggested, to be a reputable doctoral program in occupational therapy with the main point of excellence being the faculty. A post professional program for occupational therapists in the specialty area of pediatrics addressing educational and health care needs is a much needed and sought after area of specialization within the profession. While the outlook for your program is bright, I do have one final suggestion. The intent as stated is to serve the needs of the region, however, it might be better to consider the longer term and think more globally. The prospective

student pool within the region identified may limit the viability of the program unless one or more specialty areas are quickly added in succession. Given that the format of education delivery is distance and the program is providing a sought after specialty with well qualified and well known leaders in the profession, it may be better for the program to set its goals for student recruitment at the national and even international levels. Yes, this may require a bit of tweaking in the curriculum and some additional breadth and depth within the course topics but it is very manageable and better for the students you wish to serve.

In closing, thank you for the opportunity to participate in the academic review process of the proposed program. It has been both educational and interesting. Best wishes for the success of your program.

If you have any questions about any of my comments or suggestions, do not hesitate to contact me.

Sincerely,

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

Office of Associate Dean
Graduate Program and Research

EASTERN KENTUCKY UNIVERSITY
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January 15, 2010

Dear Dr. Vice:

This letter is to summarize the Graduate Council's review of the proposal by the Department of Occupational Therapy in the College of Health Sciences for the Occupational Therapy Doctoral (OTD) program. The Graduate Council reviewed this proposal at their October 30, 2009 meeting by focusing on the proposed curriculum, faculty credentials and productivity, existing support, and the status of the current programs offered by the Department of Occupational Therapy. All the new courses for the program were approved at that meeting. The program with some minor revisions recommended by the graduate council was approved at the November 20, 2009 meeting.

The members of the Curriculum Subcommittee of the Graduate Council conducted a thorough review of the proposed curriculum and course syllabi to ensure compliance with the university standards regarding student learning outcomes and level of assessment.

The OTD proposal details the strength of the faculty in teaching, practice, and scholarship. Of the 17 tenured/tenure-track faculty members in the Department, 11 hold doctoral degrees and three have Ph.D.s in progress. There are seven doctoral faculty members with experience in school-based practice, which will be the initial focus of the OTD Program. Since 2000 EKU's Occupational Therapy Department has been collaborating with University of Kentucky in offering the inter-university Ph.D. in Rehabilitation Sciences. Faculty Members of EKU's Occupational Therapy Department assisted in the design and founding of the Program. Currently, six Faculty Members of the Occupational Therapy Department hold the status of Full Graduate Faculty and one holds Associate Graduate Faculty status at the University of Kentucky. Faculty members of the EKU Occupational Therapy Department teach Ph.D. courses, advise Ph.D. students, and chair and serve on dissertation committees. The combination of teaching excellence, scholarship and practical experience has directly translated into student success in the programs offered by the department. The excellence of the Department was recently recognized by *U.S. News and World Report* with a ranking of 24th in the nation among occupational therapy graduate programs.

In order for the department to continue their current programs and add the new OTD program, they would need two additional faculty positions. No additional classroom space will be required since the program will be offered online with some onsite attendance required. The Department will request some additional library resources and online journals, to complement existing

resources. However, many already exist in the system to serve the needs of OTD students. The Department requests a $10,000 increase in its M&O budget to cover additional faculty development activities appropriate for a doctoral-level program, and for faculty development in increased expertise in on-line instruction. Additionally, the Department is exploring an increased tuition rate for the OTD Program, which would help with funding. The Department will also seek federal funds for start up.

As required, the proposed program was reviewed by several outside reviewers. Maureen Freda Peterson, Chief Professional Affairs Officer of the American Occupational Therapy Association mentioned in her letter that: "The post-professional graduate level training provided in the proposed program will support occupational therapists in Kentucky and the surrounding states to achieve clinical specialization in school-based practice, undertake key roles in state and federal policy development, and become administrators in their local programs." Dana W. Logsdon, Occupational and Physical Therapy Advisor for the Fayette County Public Schools said in her support letter: "The OTD program will provide an innovative delivery method for occupational therapists to expand their knowledge base in specialty areas greatly needed in school-based practice, while maintaining employment in their respective school systems." Carl G. Mattacola Associate Professor and Director of the Rehabilitation Science Doctoral Program, Division of Athletic Training at University of Kentucky wrote: "While working with the EKU Occupational Therapy faculty, I have found them to be highly dedicated and well qualified to provide doctoral level education. The OTD program will provide Kentucky with occupational therapists who will be prepared to engage in evidence based practice and collaborative research, and who will be able to make substantive changes in current clinical practice through leadership roles." Mike Miller, Program Consultant at Kentucky Department of Education wrote: "This program will help to address the need for therapists in rural areas and to address the culturally diverse needs of the population in the surrounding area…The training of occupational therapists in pediatrics, specially school-based practice is so important to our commonwealth."

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

Sincerely yours,

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

EASTERN KENTUCKY UNIVERSITY

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

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

December 15, 2009

Dear Provost Vice:

I have carefully reviewed the Assessment of Need which was prepared by the Department of Occupational Therapy in the College of Health Sciences for the proposed Doctor of Occupational Therapy (OTD). I have reviewed the complete proposal and particularly the Needs Assessment, Alignment with EKU's Mission and Strategic Plan, and Alignment with CPE's Key Indicators. The proposal does an excellent job of establishing demand for the proposed program and provides a well-reasoned justification for the proposed program. The needs assessment documents a strong marketability for the degree, particularly given the change in the Council for Occupational Therapy Education's requirements for post-baccalaureate degrees to practice as an occupational therapist.

The Department of Occupational Therapy makes an excellent case that there is a long-term significant demand for this program, and that the program will create a positive sustained benefit to our service region and the Commonwealth. The fact that Eastern offers the only occupational therapy educational programs within the higher education system of the Commonwealth is particularly compelling. Also, the fact that EKU's Occupational Therapy program is recognized by *U.S. News & World Report's* Top 25 Graduate Programs makes the program especially marketable.

I give my full recommendation to the Proposal and most particularly, the Assessment of Need and Marketability for the proposed Doctor of Occupational Therapy (OTD) at Eastern. Please feel free to contact me if you wish more detail or further information.

Sincerely,

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

EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION

Capital Plaza Tower ● 500 Mero Street ● Frankfort, Kentucky 40601
Phone: (502) 564-4770 ● www.education.ky.gov

September 24, 2009

Dr. Colleen Schneck
Department of Occupational Therapy
Dizney 103
Eastern Kentucky University
521 Lancaster Ave.
Richmond, KY 40475

Dear Dr. Schneck:

I am writing this letter in support of the Eastern Kentucky University Occupational Therapy
Department's proposal to develop a new post professional Occupational Therapy Doctorate (OTD)
Program with emphasis in school based practice. There has been a long history of a shortage of
occupational therapists with the specialized knowledge and skills to provide intervention in the
schools in Kentucky. In addition therapists are needed to take the necessary leadership roles in state
and federal policy development, and as administrators in the local districts to move the practice
forward as needed to provide services for the children of Kentucky. This program will help to address
the need for therapists in rural areas and to address the culturally diverse needs of the population in
the surrounding area. The program will provide an innovative delivery method for occupational
therapists to expand their knowledge while maintaining employment in the schools.

The Department of Occupational Therapy at Eastern Kentucky University stands as an exemplary
institution. The University has an excellent collaborative relationship with the Kentucky Department of
Education. The training of occupational therapists in pediatrics, specifically school-based practice is
so important to our commonwealth. The University has been a major partner in making sure that
specially designed instruction and related services is provided to the students in our schools.

Sincerely,

Mike R. Miller, Program Consultant
Kentucky Department of Education

Dr. Sherwood Thompson, Ed.D.,
Assistant Dean
Office of the Dean
College of Education
sherwood.thompson@eku.edu

417 Bert Combs Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-6989
FAX: (859) 622-5061

M E M O R A N D U M

TO: Rick McGee

FROM: Dr. Sherwood Thompson
            Assistant Dean

DATE: January 6, 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 Committee meeting on January 21, 2010:

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

Course Revision	**EME 872**	**Page 1**
Course Revision	**ESE 550**	**Page 5**
Course Revision	**ESE 750**	**Page 8**

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
___ New Course (Parts II, IV)	College	Education
x Course Revision (Parts II, IV)	*Course Prefix & Number	EME 872
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	Mathematics in the Curriculum
___ Course Dropped (Part II)	*Program Title	
___ New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
___ Program Revision (Part III)		
___ Program Suspended (Part III)		
___ Other	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	10/21/09	Graduate Council*	12/18/09
Is this a SACS Substantive Change? **Yes****[ ] No[ ]**		Council on Academic Affairs	
College Curriculum Committee	11/3/09	Approved _x_ Disapproved ___	1/21/10
General Education Committee*	NA	Faculty Senate**	
Teacher Education Committee*	11/24/09	Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Cross list with MAE 872

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: 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.

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

Personnel Impact: None. Allows math faculty to retain FTE load.

Operating Expenses Impact: no additional expenses

Equipment/Physical Facility Needs: no additional facility needs.

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.)

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

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

EME 872 Mathematics in the Curriculum. (3) A. <u>Cross-listed as MAE 872.</u> Exploration of trends, concepts, and issues involved in modern mathematics programs. Research findings are examined and multi-sensory materials are presented. <u>Credit will not be awarded to students who have credit for MAE 872.</u>

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 <u>underlines</u> 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	872	Summer 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS	CURI

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. _____
	Lecture _____ Laboratory _____ Other _____	Cip Code (first two digits only)

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 _____	
		Independent Study _____	Data entry person _____
		Practicum	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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 not allowed with MAE 872</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

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

(Check one)	Department Name	Curriculum and Instruction
New Course (Parts II, IV)	College	Education
X Course Revision (Parts II, IV)	*Course Prefix & Number	ESE 550
Hybrid Course ("S," "W")	*Course Title (30 characters)	Teaching Mathematics in the Secondary School
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	10/21/09	Graduate Council*	12/18/09
Is this a SACS Substantive Change? **Yes****** ☐ **No** ☐		Council on Academic Affairs	
College Curriculum Committee	11/3/09	Approved X Disapproved	1/21/10
General Education Committee*	**N/A**	Faculty Senate**	
Teacher Education Committee*	11/24/09	Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Cross list with MAE 550

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: 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.

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

Personnel Impact: None. Allows math faculty to retain FTE load.

Operating Expenses Impact: no additional expenses

Equipment/Physical Facility Needs: no additional facility needs.

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.)

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

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ESE 550 Teaching Mathematics in the Secondary School. (3) I. <u>Cross-listed as MAE 550</u> Prerequisites: EDF 319, admission to professional education. Pre/Corequisites: EDF 413, SED 401. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Minimum of 40 field/clinical hours. <u>Credit will not be awarded to students who have credit for MAE 550</u>

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

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

New or Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> 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	550	Summer 2010	AS ____ BT ____ ED ____ HS	JS ____ EM ____ PC ____	

Credit Hrs.	Weekly Contact Hrs.			Repeatable Maximum No. of Hrs. ____
	Lecture ____	Laboratory ____	Other ____	Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
			FR ____ JR ____
			SO ____ SR ____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	**FOR BANNER USE ONLY**
		Thesis ____	Date of data entry ____
		Internship ____	
		Independent Study ____	Data entry person ____
		Practicum ____	

<u>**Co-Requisites and Prerequisites**</u>   ****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 ˉ.)	
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 not allowed with MAE 550</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)			

6

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
New Course (Parts II, IV)	College	Education
X Course Revision (Parts II, IV)	*Course Prefix & Number	ESE 750
Hybrid Course ("S," "W")	*Course Title (30 characters)	Teaching Mathematics in the Secondary School
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	10/21/09	Graduate Council*	12/18/09
Is this a SACS Substantive Change?	**Yes****** **No**	Council on Academic Affairs	
College Curriculum Committee	11/3/09	Approved X Disapproved	1/21/10
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	11/24/09	Board of Regents**	NA
		Council on Postsecondary Edu.***	

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Cross list with MAE 750

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: 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.

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

Personnel Impact: None. Allows math faculty to retain FTE load.

Operating Expenses Impact: no additional expenses

Equipment/Physical Facility Needs: no additional facility needs.

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.)

7. For a new course, provide the catalog text.
8. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and <u>underlines</u> for additions.
9. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ESE 750 Teaching Mathematics in the Secondary School. (3) I. <u>Crosslisted as MAE 750</u> Prerequisites: admission to the MAT program. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Minimum of 96 field/clinical hours. <u>Credit will not be awarded to students who have credit for MAE 750.</u>

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 ~~strikethrough~~ 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 ~~strikethrough~~ for deletions and <u>underlines</u> 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	750	Summer 2010	AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS ____	

Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____
	Lecture ____ Laboratory ____ Other ____		Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
			FR ____ JR ____ SO ____ SR ____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	**FOR BANNER USE ONLY**
		Thesis ____	Date of data entry _____
		Internship ____	
		Independent Study ____	Data entry person _____
		Practicum	

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

Co-Requisite(s):	(List only co-requisites. See below for prerequisites and combinations.)
Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

Equivalent Course(s):	(credit not allowed with; or formerly:)
Course Prefix and No.	<u>Credit not allowed with MAE 750</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)			

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: **January 8, 2010**

SUBJECT: Agenda items for 1-21-2010 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the January 21, 2010 meeting of the Council on Academic Affairs.

AGENDA

Department of English & Theatre
Program Revision
English/Teaching (B.A.) - To change ENG 499 from a required course to an elective

Department of Foreign Languages & Humanities
Program Revision
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.

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

Department of Geography & Geology
Program Revision

Earth Science/Teaching (B.S.) - Revise Major and Supporting Course Requirements.

Editorial corrections of General Education Requirements, Teacher Education Requirements and hours totals.

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

Part I

(Check one)	Department Name	English and Theatre
New Course (Parts II, IV)	College	Arts and Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	
Course Dropped (Part II)	*Course Title (30 characters)	
New Program (Part III)	*Program Title	English/Teaching (B.A.)
X Program Revision (Part III)		(Major _X_, Option ____; Minor ___; or Certificate ___)
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	10/29/09	Graduate Council*	NA
Is this a SACS Substantive Change? **Yes****** **No** X		Council on Academic Affairs	
College Curriculum Committee	11/16/09	Approved x Disapproved _____	1/21/10
General Education Committee*	NA	Faculty Senate**	2/1/10
Teacher Education Committee*	11/24/09	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.)

To change ENG 499 from a required course to an elective.

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: There has been trouble in scheduling this course as it creates an overload for any faculty member, and this overload cannot be funded practically. Also, since this course was created, each individual emphasis in the major has modified or created its own capstone course which can be scheduled and staffed within traditional loads. ENG 499 will remain in the curriculum as an elective that can be offered when it can be funded and staffed. Teaching students' learning will be assessed by successful completion of PRAXIS tests and the student teaching experience.

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

Personnel Impact: no new faculty needed

Operating Expenses Impact: no additional expenses required

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

Library Resources: current holdings acceptable

Part II. Recording Data for New, Revised, or Dropped Course
(For a **new required course,** complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text. 2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.
New or Revised* Catalog Text (*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

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 <u>underlines</u> for additions.)   **English/Teaching (B.A.)** *CIP Code: 13.1305* Upon completion of an English/Teaching degree, graduates will: 1) demonstrate the ability to analyze and produce texts; 2) demonstrate knowledge of English content areas: literature, language, and composition; 3) demonstrate competency in composing expository essays.

Major Requirements ....~~34-53~~ **33-52 hours**
Core .... ~~22~~ **21 hours**
ENG 301, 302**; 350 or 351; 352 or 353; 405, 410, ~~499~~;
510 or 520.
Options
English Emphasis ....**15 hours**
ENG 440, 474; and at least nine additional upper division
hours, three of which must be American literature and three
British literature; six of these additional hours must be at the
400 level or above.
Theatre Emphasis ....**31 hours**
THE 110, 135, 150, 200, 220, 235, 130/330 (2), 341,
390 and 391; ENG 335 or 430 or 474.
Supporting Course Requirements ....**6-9 hours**
Options
English Emphasis ....**6 hours**
Six hours of one foreign language* at the appropriate
level or American Sign Language.
Theatre Emphasis ....**9 hours**
CMS 100, 205, and 210.
Professional Education Requirements ....**34 hours**
EDF 103, 203, 319, 413, SED 401; ESE 490, 499, 543,
and 574.
General Education Requirements ....**42-45 hours**
Standard General Education program excluding Block VIII
(6 hours) for the English Emphasis and Block IC for the
Theatre Emphasis. Refer to Section Four of this *Catalog*
for details on the General Education and University
requirements.
Free Electives ....**0-9** ~~8~~ **hours**
University Requirement ....**1 hour**
ASO 100.
Total Curriculum Requirements ....**128-142 hours**
* 3-6 hours may be waived for high school foreign language
study. For details, see Foreign Language Placement and Waiver
Guidelines.
**Should be taken before enrolling in upper level literature courses
(with the exception of ENG 350, 351, 352, 353, and 499).

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

Part I

(Check one)	Department Name	Foreign Languages & Humanities
_____ New Course (Parts II, IV)	College	Arts & Sciences
_____ Course Revision (Parts II, IV)	*Course Prefix & Number	
_____ Hybrid Course ("S," "W")	*Course Title (30 characters)	
_____ Course Dropped (Part II)	*Program Title	French/Teaching (B.A.)
_____ New Program (Part III)		(Major _x_, Option ___; Minor ___; or Certificate ___)
_x_ Program Revision (Part III)		
_____ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	10/28/2009	Graduate Council*	NA
Is this a SACS Substantive Change? **Yes****** ☐ **No** ☒		Council on Academic Affairs	
College Curriculum Committee	11/16/2009	Approved x Disapproved	1/21/10
General Education Committee*	NA	Faculty Senate**	2/1/10
Teacher Education Committee*	11/24/09	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 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.

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 minimum required GPA for teaching majors has been changed to 2.75 by the College of Education, so we wish to add this change to the list of requirements for the French teaching major. In decreasing the number of hours required for the major from 128 to 120, we are responding to the current policy of the university. Deleting the specific recommendations for supporting courses in a second foreign language and in English will allow the majors to choose any courses they wish to use toward the remaining hours of free electives. The new course FRE 312 will replace FRE 400, which is being dropped, in the list of courses which can be taken to satisfy the requirement for six hours of literature.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

Part II. Recording Data for New, Revised, or Dropped Course
     (For a **new required course,** complete a separate request for the appropriate program revisions.)

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

<div align="center">

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.)

</div>

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.

<div align="center">

New or Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

French/Teaching (B.A.)
CIP Code: 13.1325

</div>

Major Requirements..30 hours
A student may major in French by completing a minimum
of 30 semester hours in French courses numbered 200 and
above. The following courses are required: FRE 340, 360;
six hours selected from FRE 301, 302, <u>312,</u> 313, 314, <u>or</u> 315~~, or 400~~;
and nine hours of upper division electives. A grade of "C" or
higher is required in each course for credit toward the major.
Students must attain a ~~2.5~~ <u>2.75</u> GPA in their teaching major and
must pass a departmental proficiency exam, which covers
spoken and written language, culture, and literature, to be
recommended for student teaching.
Supporting Course Requirements...............................3 hours
FCC 220 is required. ~~Strongly recommended: six hours in a~~
~~second foreign language three hours each in upper division~~
~~English courses in grammar and literature~~.
Professional Education Requirements........................34 hours
EDF 103, 203, 319, 413; SED 401; EME 442, EMS 499;
ESE 490 and 543.
General Education Requirements...............................45 hours
Standard General Education program, excluding block IIIB.
Refer to Section Four of this *Catalog* for details on the
General Education and University requirements.
University Requirement...1 hour
A SO 100.
Free Electives...~~15~~ <u>7</u> hours

Total Curriculum Requirements................................~~128~~ <u>120</u> hours

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

Part I

(Check one)	Department Name	Foreign Languages & Humanities
___ New Course (Parts II, IV)	College	Arts & Sciences
___ Course Revision (Parts II, IV)	*Course Prefix & Number	
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	
___ Course Dropped (Part II)	*Program Title	Spanish/Teaching (B.A.)
___ New Program (Part III)		(Major _x_, Option ___; Minor ___; or Certificate ___)
_x_ Program Revision (Part III)		
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	10/28/2009	Graduate Council*	NA
Is this a SACS Substantive Change? **Yes****** ☐ **No** ☒		Council on Academic Affairs	
College Curriculum Committee	11/16/2009	Approved _x_ Disapproved	1/21/10
General Education Committee*	NA	Faculty Senate**	2/1/10
Teacher Education Committee*	11/24/09	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 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.

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:

Since the minimum required GPA for teaching majors has been changed to 2.75 by the College of Education, we wish to raise the GPA for the Spanish teaching major. In decreasing the number of hours required for the major from 128 to 120, we are responding to the current policy of the university. Deleting the specific recommendations for supporting courses in a second foreign language and in English and history will allow the majors more freedom in selecting the courses they take as electives. This flexibility is needed because of the reduced number of hours available for electives.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

Part II. Recording Data for New, Revised, or Dropped Course
(For a **new required course,** complete a separate request for the appropriate program revisions.)

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

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

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 <u>underlines</u> for additions.)

Spanish/Teaching (B.A.)
CIP Code: 13.1330

Major Requirements...30 hours
A student may major in Spanish by completing a minimum of 30 hours in courses numbered 200 and above; 21 of these hours must be at the 300 level or above. The following courses are required: SPA 206 (waived in case of demonstrable oral proficiency); 301 and 360; 380 or 381; three hours from 405, 406, 407. A grade of "C" or higher is required in each course for credit toward the major. Students must attain a ~~2.5~~ <u>2.75</u> GPA in their teaching major and must pass a departmental proficiency exam, which covers spoken and written language, culture, and literature, to be recommended for student teaching. ~~Strongly recommended: six hours in a second foreign language; three hours each in upper division English courses in grammar and composition; HIS 384.~~

Professional Education Requirements.........................34 hours
EDF 103, 203, 319, 413, SED 401; EME 442, ESE 490, 543, and EMS 499.

General Education Requirements...............................48 hours
Standard General Education Program. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement..1 hour
A SO 100.

Free Electives...~~15~~ <u>7</u> hours

Total Curriculum Requirements ....~~128~~ <u>120</u> hours

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

Part I

(Check one)	Department Name	Geography & Geology
___ New Course (Parts II, IV)	College	Arts &Sciences
___ Course Revision (Parts II, IV)	*Course Prefix & Number	
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	
___ Course Dropped (Part II)	*Program Title	Earth Science / Teaching (B.S.)
___ New Program (Part III)		(Major _X_, Option ___; Minor ___; or Certificate ___)
X Program Revision (Part III)		
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	10-26-2009	Graduate Council*	NA
Is this a SACS Substantive Change? **Yes****** ___ **No** X		Council on Academic Affairs	
College Curriculum Committee	11/16/2009	Approved X Disapproved	1/21/10
General Education Committee*	NA	Faculty Senate**	2/1/10
Teacher Education Committee*	11/24/09	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.)

- Revise Major and Supporting Course Requirements.
- Editorial corrections of General Education Requirements, Teacher Education Requirements and hours totals.

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 Kentucky Department of Education released a new version of Core Content for Assessment 4.1 several years ago; the current degree program does not adequately address the content that earth science teachers will be required to teach; therefore, the curriculum has been changed to cover gaps and remove courses that no longer address the core content standards.

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 <u>underlines</u> for additions.)

Earth Science/Teaching (B.S.)
CIP Code: 40.0703

Major Requirements...~~30-32~~ <u>33</u> hours
~~AGR 215~~; AST <u>130 or</u> 135<u>, 330</u>; GEO ~~315~~ <u>115</u>; GLY ~~108~~ <u>102</u>,
 109, 303, 304~~, 351~~; ~~two~~ <u>three</u> from the following: <u>GEO 315;</u>
GLY 309, <u>315,</u> 408, 410, 415, 420, ~~512~~ <u>482</u>, and ~~550~~ <u>490</u>.
Minor Requirements...~~14~~<u>13</u>-21 hours
~~A minor must be taken in an approved base teaching~~
~~certificate area.~~ <u>A teaching minor in biology, chemistry,</u>
<u>mathematics, or physics is required</u>.
Supporting Course Requirements.........................~~18-22~~ <u>15-21</u> hours
BIO 100 or BIO 121; GLY 210 or CHE 100 or 101 and 107
or 111 and ~~115~~ <u>111L</u>; MAT 108 or higher; PHY 101~~,~~ <u>or</u> 102~~,~~ or 131;
CSC 104 <u>or CIS 212</u>.
Teacher Education Requirements.........................31 hours
EDF 103, 203; 319, 413; SED 401; ESE 490, 499, and ~~551~~ <u>561</u>.
General Education Requirements.........................36 hours
Standard General Education program excluding blocks II,
~~VA, VB~~, <u>IVA, IVB</u> and VII (QS). Refer to Section Four of this
Catalog for details on the General Education and University
requirements.
University Requirement..1 hour
ASO 100.
Total Curriculum Requirements...........................~~130~~ <u>126</u>-143 hours

EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

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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 6, 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 January 21, 2010:

AFIS:

1. New Course(s)

Course	Proposal	Pages
FIN 310, Entrepreneurial Finance	To add FIN 310 as a new course that covers financial issues in entrepreneurial small businesses with syllabus.	AFIS 1-9
FIN 311, Personal Financial Planning	To add FIN 311 as a new course that covers personal financial planning with syllabus.	AFIS 10-20
FIN 390S, Community Financial Literacy	To add FIN 390S as a new service learning course in Financial Literacy with syllabus.	AFIS 21-28

2. Course Revision(s)

Course	Revision	Pages
FIN 201, Personal Money Management	To remove restrictions on this course.	AFIS 29-31

3. New Certificate Program(s)

Program/Certificate	Proposal	Pages
Certificate in Financial Literacy (Undergraduate)	To establish an undergraduate university certificate in Financial Literacy.	AFIS 32-33

COMM:

    1. **Course Revision(s)**

Course	Revision	Pages
COM 201, Writing and Reporting News I	To add HON 102 to the list of prerequisites.	COMM 1-3
JOU 425, Community Journalism	Change the prerequisites from JOU 201 to COM 201.	COMM 4-6
JOU 480, Writing and Selling Nonfiction	To change HON 105 to 102 in the prerequisites.	COMM 7-9

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

Part I

(Check one)	Department Name	Accounting, Finance & Information Systems
x New Course (Parts II, IV)	College	Business & Technology
Course Revision (Parts II, IV)	*Course Prefix & Number	FIN 310
Course Dropped (Part II)	*Course Title (30 characters)	Entrepreneurial Finance
New Program (Part III)	*Program Title	
Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	12/4/2009	Graduate Council*	NA
Is this a SACS Substantive Change? **Yes****** ☐ **No** X		Council on Academic Affairs	
College Curriculum Committee	12/16/2009	Approved x Disapproved ___	1/21/10
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.)

To add FIN 310 as a new course that covers financial issues in entrepreneurial small businesses.

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:

FIN 310 will serve as a small business financial planning course for Financial Literacy Certificate Program that is proposed in another curriculum proposal.

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

AFIS 1

Part II. Recording Data for New, Revised, or Dropped Course
(For a **new required course,** complete a separate request for the appropriate program revisions.)

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

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

<u>**FIN 310 Entreprenurial Finance. (3) I, II.**</u>

<u>Selection of business form, tax planning, financing and cash flow planning; motivating and retaining employees; compensation planning; debt and equity financing; legal, tax and behavioral considerations.</u>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
FIN	310	FALL 2010	AS ___ JS ___ BT x EM ___ ED ___ PC ___ HS	AFIS

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. ___
3	Lecture 3 Laboratory ___ Other ___	Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
1 Lecture	3	N Normal	FR ___ JR ___ SO ___ SR ___
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis	Date of data entry ___
		Internship ___	
		Independent Study ___	Data entry person ___
		Practicum	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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)			

AFIS 3

Instructor: Dr. Zekeriya Eser
Office: BTC 266
Phone: 859.622.6156
E-mail: Zekeriya.Eser@eku.edu
Fax: 859.622.8071

Office Hours: TBA

Required Texts: *Entrepreneurial Finance: Finance and Business Strategies for the Serious Entrepreneur*, 2nd Edition, 2009, Steven Rogers, McGraw-Hill.

Catalog Course Description

FIN 310 Entrepreneurial Finance. (3) I, II. Selection of business form, tax planning, financing and cash flow planning; motivating and retaining employees; compensation planning; debt and equity financing; legal, tax and behavioral considerations.

Student Learning Outcomes:
     By the end of this course you should be able to:

- Develop a feasibility study for a new small business.
- Develop a business plan for a new small business.
- Examine the economic, social, political, and technological environment and demonstrate how small businesses are affected and how business plans should accommodate those environments.
- Prepare financing and cash-flow budgets, and tax plans for a small businesses.
- Explain the use of credit and purchasing decisions as they relate to small-businesses.
- Construct financial statements and use ratios and other techniques to analyze these statements.
- Design employee compensation schemes to enhance productivity.
- Develop effective policies for receivables and payables management.
- Identify the potential goals a small business may have, and evaluate strategies to achieve those goals.
- Prepare a small business financial plan.

Course Requirements

1. Weekly Online Tests (200 Points; 13.33% of Total Points):

For 10 of the first 13 weeks of the semester, you will be asked to complete a Blackboard assessment on the material covered that week. Each of these assessments are worth 20 points and will contain a varying number of multiple choice and true/false questions that have to be completed within 20 minutes of starting the assessment. For each 1-minute interval over the allowed time of 20 minutes, I will deduct 1 point from the score you get on that assessment. You will be given up to three attempts on any given quiz. Average of grades on the valid attempts serves as your grade for that assessment. You should note that you will get a different set of questions on different attempts. You will be given a 2-day window to complete your chosen number of attempts.

2. On-Campus Mid-Term Assessments and Cumulative Final Exam (350 Points; 23.33% of Total Points):

You will be required to take two on-campus mid-term exams and a cumulative final exam. Each mid-term exam will be worth 100 points, and the final exam will be worth 150 points. These exams will be "story based". You will be given a "story" of a business and will be asked to solve problems related to the story. Contrary to the chapter quizzes, I will not allow you to have unlimited resources during the on-campus assessments. These assessments will take place at BTC

AFIS 4

computer labs. You are allowed to use your textbook for reference and Excel as calculator. Using any other material will be regarded as cheating and will be dealt with according to the University Policies on Academic Dishonesty.

3. Take-home Assignments (270 Points; 18.00% of Total Points):

I will assign 6 take-home assessments on various topics given in the course outline. All of these assessments require you to produce a spreadsheet for the solution of a given problem. In addition, you are to produce a video that gives a narrative of how you organized the solution of the problem and how you implemented that solution.

4. Assessment of Take-home Assignments (210 Points; 14.00% of Total Points):

After the take-home assignments are turned in, I will ask each of you to assess the quality of assignments turned in by 5 randomly selected students. You will be given clear criteria for the assessment of each take-home assignment. You are to give an overall grade on a scale of 5-stars; 1-star for a very poorly done assignment and 5-stars for excellent assignment. In addition to given a star-rating to these assignments, I also expect you to give a well reasoned rationale for your rating. I will randomly pick 10 take-home assignments and check the quality of your evaluation and/or rationale. If your assessment of the quality deviates from my assessment by (a) 2-stars, 1.5-point reduction (b) 3-stars, 3-point reduction (c) 3-stars, 4.5-point reduction.

5. Semester Project (470 Points; 31.33% of Total Points):

You are required to complete a semester project of 10-20 pages in length addressing in depth a problem or issue relating to small businesses. The project can address in-depth an issue that we discussed during the term, or some other topic that interests you. All projects must represent original work. Any act of plagiarism or inappropriate use of other materials will result in a zero grade for the project. You can develop a project that was submitted in another course, but the project submitted in this course must reflect additional material and development. Further information on the form and content of the term project will be distributed later in the term. You are required to turn-in an outline of the semester project by the end of week 6 of the semester. The final project is due the day of the final examination.

6. Course Outline and Schedule of Assessments

Week	Content	Assignments

1	Time value of money and applications
	   a. Review of basics (financial calculator, spreadsheets)
	   b. Uneven cash flows
	   c. Sensitivity of interest rates and time
	   d. APR
	   e. Real vs. nominal
		. Online Quiz # 1
		
		. Take home assignment on time value of money: Students will turn in a spreadsheet and a brief video.

2	Financial statements
	   a. Balance Sheet
	   b. Income Statement
	   c. Working Capital Statement
		. Online Quiz # 2
		
		. Evaluate time value of money assignments of 5 students.

3	Financial Statements (continued)
	   a. Cash flow statements
	   b. Pro forma financial statements
	   c. Liquidity Ratios
	   d. Profitability Ratios
	   e. Asset Utilization Ratios
		. Online Quiz # 3
		
		. Take home assignment on ratio analysis: Students will turn in a spreadsheet and a brief video.

4	Introduction to Small Business
	   a. Starting a business
	   b. Choosing form of business
	   c. Purchasing a business
		. Online Quiz # 4
		
		. Evaluate ratio analysis assignments of 5 students.

5	Case Study on Small Business Startup	. Mid-term Exam # 1
6	Case Study on Feasibility of a Proposed Business	. Outline of Semester Project

AFIS 5

Week	Content	Assignments
7	Developing a Business Plan a. Assessing your market b. Choice of Location c. Sources of Funds d. Choice of suppliers e. Employee compensation f. Pricing and credit strategies	. Online Quiz # 5 . Evaluate Term-paper Outline of 5 students. . Take home assignment on business plan: Students will turn in a spreadsheet and a brief video.
8	Cash-flow management a. Receivable and payable cycles b. Bank lines of credit c. Business credit cards	. Online Quiz # 6 . Evaluate business plan assignments of 5 students. . Take home assignment on cash-flow management: Students will turn in a spreadsheet and a brief video.
9	Case Study on Cash-Flow Management	. Evaluate cash-flow management assignments of 5 students.
10	Tax-planning and owner compensation	. Online Quiz # 7 . Take home assignment on tax planning and owner compensation: Students will turn in a spreadsheet and a brief video . Mid-term Exam # 2.
11	Employee Compensation and Human Resources a. Motivating family employees b. Motivating non-family employees c. Employee productivity	. Online Quiz # 8 . Evaluate tax-planning assignments of 5 students.
12	Employee Compensation and Human Resources (continued) a. Fringe Benefit Planning b. Risk and Insurance Planning c. Productivity Related Compensation schemes	. Online Quiz # 9 . Take home compensation planning: Students will turn in a spreadsheet and a brief video
13	Obtaining Debt and Equity Financing	. Online Quiz # 10 . Evaluate compensation planning assignments of 5 students.
14	Case Study on Debt and Equity Financing	
15	Complete Financial Plan a. Focus on integration	. Semester project . Cumulative Final Exam

AFIS 6

7. Grading

Points will be assigned for the following items during the semester:

	Points
Online Blackboard Tests (10)	**200** (20 Points Each)
Mid-Term Exams (2)	**200** (100 Points Each)
Cumulative Final Exam (1)	**150**
Take-Home Assignments (6)	**270** (45 Points Each)
Assessment of Take-Home (7)	**210** (30 Points Each)
Outline of Semester Project (1)	**100**
Semester Project (1)	**370**
Total	**1500 Points**

8. Assigning Grades:

Letter grades will be assigned based on your total points as well as your performance on three groups of assessments. In order to earn a given letter grade you need to satisfy 4 conditions:

> **In order to earn a Course Grade of A**

- At least **280 Total Points** from Mid-terms and Final **(80% of Possible)**
- At least **384 Total Points** from Take-homes and Assessment of Take-homes **(80% of Possible)**
- At least **376 Total Points** from Outline and Final Semester Project **(80% of Possible)**
- At least **1350 TOTAL Points. (90% of Possible)**
- **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN an A.**

> **In order to earn a Course Grade of B**

- At least **245 Total Points** from Mid-terms and Final **(70% of Possible)**
- At least **336 Total Points** from Take-homes and Assessment of Take-homes **(70% of Possible)**
- At least **329 Total Points** from Outline and Final Semester Project **(70% of Possible)**
- At least **1200 TOTAL Points. (80% of Possible)**
- **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN a B.**

> **In order to earn a Course Grade of C**

- At least **210 Total Points** from Mid-terms and Final **(60% of Possible)**
- At least **288 Total Points** from Take-homes and Assessment of Take-homes **(60% of Possible)**
- At least **282 Total Points** from Outline and Final Semester Project **(60% of Possible)**
- At least **1050 TOTAL Points. (70% of Possible)**
- **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN a C.**

> **In order to earn a Course Grade of D**

- At least **175 Total Points** from Mid-terms and Final **(50% of Possible)**
- At least **240 Total Points** from Take-homes and Assessment of Take-homes **(50% of Possible)**
- At least **235 Total Points** from Outline and Final Semester Project **(50% of Possible)**
- At least **900 TOTAL Points. (60% of Possible)**
- **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN a D.**

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.

Communication

All communications will be done through Blackboard and E-Mail. It is your responsibility to be comfortable with Blackboard. At the very least you should be able to: (a) access and download posted course materials; (b) access and take posted Blackboard quizzes; (c) access and contribute to the posted discussion forums.

Attendance and make-ups

- If an absence is unavoidable, **please contact the instructor as soon as possible** to explain the absence.
- If an exam is missed due to unavoidable circumstances, contact the instructor immediately with an explanation.

Academic Integrity

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Departmental policy on Incompletes: Failure to complete the course requirements will result in a grade of "F." A grade of "I" must be authorized **before final grades are due for that course** by the department chair upon review of documented evidence that the student was unable to complete the course requirements due to unavoidable circumstances.

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Disclaimer

This syllabus (including topic list, class schedule, and other components) represents a tentative plan for course proceedings. I reserve the right to make changes as student needs and other factors may warrant. Changes to the syllabus will be announced in class and posted on Blackboard. Students are responsible for all announced changes even if they miss the class in which the change is announced.

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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.

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Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:
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- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- Listing sources in a bibliography not directly used in the academic exercise;
- Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- **Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.**

AFIS 9

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

Part I

(Check one)		Department Name	Accounting, Finance & Information Systems
x	New Course (Parts II, IV)	College	Business & Technology
	Course Revision (Parts II, IV)	*Course Prefix & Number	FIN 311
	Course Dropped (Part II)	*Course Title (30 characters)	Personal Financial Planning
	New Program (Part III)	*Program Title	
	Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	12/4/2009	Graduate Council*	NA
Is this a SACS Substantive Change? **Yes****** [ ] **No** [X]		Council on Academic Affairs	
College Curriculum Committee	12/16/2009	Approved _x_ Disapproved ____	1/21/10
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.)

To add FIN 311 as a new course that covers personal financial planning.

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:

FIN 311 will serve as a capstone financial planning course for Financial Literacy Certificate Program that is proposed in another curriculum proposal.

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

AFIS 10

Part II. Recording Data for New, Revised, or Dropped Course
        (For a **new required course,** complete a separate request for the appropriate program revisions.)

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

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

<u>**FIN 311 Personal Financial Planning. (3) I, II.**</u>

<u>Prerequisite: FIN 201 or 310. Time value of money applications; personal financial statements development and assessment; cash flow and debt management; asset acquisition; education planning; planning elements of risk management; investment planning; and retirement planning.</u>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
FIN	311	FALL 2010	AS ___ JS ___ BT _x_ EM ___ ED ___ PC ___ HS ___	AFIS

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. _____
3	Lecture _3_ Laboratory _____ Other _____	Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
1 Lecture	3	N Normal	FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis _____	Date of data entry _____
		Internship _____	
		Independent Study _____	Data entry person _____
		Practicum	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Prerequisite: FIN 201 or 310.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

AFIS 12

Instructor:	Dr. Zekeriya Eser
Office:	BTC 266
Phone:	859.622.6156
E-mail:	Zekeriya.Eser@eku.edu
Fax:	859.622.8071

Office Hours: TBA

Required Texts: *Focus on Personal Finance* by Jack R. Kapoor & Les R. Diabay and Robert J. Hughes, 2nd Edition, 2007, McGraw-Hill. Students will also use the SMART MONEY online curriculum package that is offered by the Federal Deposit Insurance Corporation (FDIC).

Catalog Course Description

FIN 311 Personal Financial Planning. (3) I, II. Prerequisites: FIN 201 or 310. Time value of money applications; personal financial statements development and assessment; cash flow and debt management; asset acquisition; education planning; planning elements of risk management; investment planning; and retirement planning;.

Student Learning Outcomes:
   By the end of this course you should be able to:

- Demonstrate an understanding of the importance of the time value of money in financial planning.
- Examine the economic, social, political, and technological environment and be able to determine how financial plans should accommodate those environments.
- Explain budgeting, savings alternatives, and tax planning as they relate to individuals and households.
- Explain the use of credit and purchasing decisions as they relate to individuals and households.
- Explain the importance of insurance and the various types of insurance plans available to individuals.
- Identify and explain the key long-term investments available to individuals.
- Construct personal financial statements and use ratios and other techniques to analyze these statements.
- Identify the potential goals an individual may have, enunciate goals and evaluate strategies achieve those goals.
- Prepare a personal financial plan.

Course Requirements

1. Weekly Online Tests (280 Points; 18.7% of Total Points):

For each of the first 14 weeks of the semester, you will be asked to complete a Blackboard assessment on the material covered that week. Each of these assessments are worth 20 points and will contain a varying number of multiple choice and true/false questions that have to be completed within 20 minutes of starting the assessment. For each 1-minute interval over the allowed time of 20 minutes, I will deduct 1 point from the score you get on that assessment. You will be given up to three attempts on any given quiz. Average of grades on the valid attempts serves as your grade for that assessment. You should note that you will get a different set of questions on different attempts. You will be given a 2-day window to complete your chosen number of attempts.

2. On-Campus Mid-Term Assessments and Cumulative Final Exam (350 Points; 23.3% of Total Points):

You will be required to take two on-campus mid-term exams and a cumulative final exam. Each mid-term exam will be worth 100 points, and the final exam will be worth 150 points. These exams will be "story based". You will be given a "story" of an individual and/or household and will be asked to solve problems related to the story. Contrary to the chapter quizzes, I will not allow you to have unlimited resources during the on-campus assessments. These assessments will take place at BTC computer labs. You are allowed to use your textbook for reference and Excel as calculator. Using any other material will be regarded as cheating and will be dealt with according to the University Policies on Academic Dishonesty.

3. Take-home Assignments (270 Points; 18.0% of Total Points):

I will assign 9 take-home assessments on various topics given in the course outline. All of these assessments require you to produce a spreadsheet for the solution of a given problem. In addition, you are to produce a video that gives a narrative of how you organized the solution of the problem and how you implemented that solution.

4. Assessment of Take-home Assignments (200 Points; 13.3% of Total Points):

After the take-home assignments are turned in, I will ask each of you to assess the quality of assignments turned in by 5 randomly selected students. You will be given clear criteria for the assessment of each take-home assignment. You are to give an overall grade on a scale of 5-stars; 1-star for a very poorly done assignment and 5-stars for excellent assignment. In addition to given a star-rating to these assignments, I also expect you to give a well reasoned rationale for your rating. I will randomly pick 10 take-home assignments and check the quality of your evaluation and/or rationale. If your assessment of the quality deviates from my assessment by (a) 2-stars, 1-point reduction (b) 3-stars, 2-point reduction (c) 3-stars, 3-point reduction.

5. Financial Planning Project (400 Points; 26.7% of Total Points):

Your semester project is to find a real household; find out about their "story"; gather data on their current financial situation; find out about their financial objectives and goals in the short-run and long-run; and develop a financial plan appropriate for their given objectives and goals. You are required to turn-in an outline of the semester project by the end of week 6 of the semester. This outline should summarize the "story" of the household; their current financial situation; and their goals and objectives. The final project is due the day of the final examination.

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6. Course Outline and Schedule of Assessments

Week	Content	Assignments
1	Introduction to financial planning a. Financial planning process b. Economic, social, political, and technological environmental impacts to financial planning c. Content of a comprehensive plan	. Online Quiz # 1
2	Individual and household characteristics a. Household composition and its impact on financial status b. Role of economy when developing a financial plan c. Establishing objectives and goals d. Mechanics of data gathering for financial planning process	. Online Quiz # 2
3	Time value of money and applications a. Review of basics (financial calculator, spreadsheets) b. Uneven cash flows c. Sensitivity of interest rates and time d. Growing annuities (geometric varying annuities) e. APR f. Real vs. nominal g. Structured and legal settlements h. Monetary windfalls	. Online Quiz # 3 . Take home assignment on time-value of money: Students will turn in a spreadsheet and a brief video.
4	Personal financial statements a. Statement of financial position 1. Treatment of retirement resources 2. Treatment of taxation and liquidation costs on net worth b. Differences between GAAP and household accounting c. Cash flow statements d. Pro forma e. Interpretation of statements through financial ratios	. Online Quiz # 4 . Evaluate time-value of money assignments of 5 students. . Take home assignment on personal financial statements: Students will turn in a spreadsheet and a brief video.
5	Budgeting and emergency fund a. Income projection and purchasing power b. Discretionary and non-discretionary c. Budgeting techniques d. Planning discretionary cash flow e. Emergency fund adequacy f. Liquidity	. Online Quiz # 5 . Evaluate personal financial statement assignments of 5 students. . Take home assignment on budgeting: Students will turn in a spreadsheet and a brief video. . Mid-term Exam # 1
6	Credit and debt management (depository/lending institutions) a. Financing strategies b. Credit reports and FICO c. Types of credit d. Bankruptcy e. Consumer protection laws	. Online Quiz # 6 . Evaluate budgeting assignments of 5 students. . Outline of Semester Project: Financial Plan of a household

AFIS 15

7	Financing asset acquisitions
	   a. Buying vs. leasing
	       1. Computation of lease payment
	       2. Impact on financial statements
	   b. Mathematics of installment loans
	   c. Mortgage types and selection
	   d. How much home is affordable?
	   e. Mortgage math (e.g., amortization)
	   f. Refinancing
		. Online Quiz # 7
		
		. Evaluate Semester Project Outline of 5 students.
		
		. Take home assignment on asset acquisition: Students will turn in a spreadsheet and a brief video.

8	Educational funding
	   a. Needs analysis
	   b. Financing education
	       1. Financial aid process and determinants of financial aid
	       2. Sources of financial aid (e.g., loans, grants, scholarships)
	       3. §529 Plans, Coverdell ESAs
	       4. UTMA/UGMA
	       5. Treasury bonds
	       6. Retirement plans
	       7. Strategies
	   c. Taxes and education (credits, deductions)
	   d. Education planning policy statement
		. Online Quiz # 8
		
		. Evaluate asset acquisition assignments of 5 students.
		
		. Take home assignment on education financing: Students will turn in a spreadsheet and a brief video.

9	Risk management
	   a. Introductory topics
	       1. Protecting standard of living (disability, life insurance, long-term care)
	       2. Protecting wealth and property (auto, homeowners, liability, umbrella, disaster)
	       3. Health Care coverage (HMOs, PPOs)
	   b. Applications
	       1. Introduction to insurance needs analysis
	       2. Policy selection (group, government, and private)
		. Online Quiz # 9
		
		. Evaluate education financing assignments of 5 students.
		
		. Take home assignment on insurance needs and policy selection: Students will turn in a spreadsheet and a brief video.

10	Retirement
	   a. Sources of income
	       1. Pensions
	       2. Social Security and other government plans
	       3. Personal savings
	       4. Reverse annuity mortgages
	   b. Retirement needs analysis
	   c. Tax-advantaged accounts
	   d. Techniques for retirement projections
		. Online Quiz # 10
		
		. Evaluate insurance needs assignments of 5 students.
		
		. Take home assignment on retirement needs: Students will turn in a spreadsheet and a brief video
		
		. Mid-term Exam # 2.

AFIS 16

11	Investments
	    a. Introductory topics
	         1. Review of investment vehicles
	         2. Difference between insurance risk and investment risk
	         3. Risk and return
	         4. Types of investment risk
	         5. Measurement of risk
	    b. Applications
	         1. Objective risk tolerance
	         2. Matching goals and risk tolerance to portfolio allocation
	         3. Passive vs. active management
		. Online Quiz # 11
		
		. Evaluate retirement needs assignments of 5 students.
		
		. Take home assignment on measurement of risk in various investment vehicles: Students will turn in a spreadsheet and a brief video.

12	Special circumstances
	    a. Divorce
	    b. Remarriage
	    c. Disability
	    d. Terminal illness
	    e. Non-traditional families
	    f. Job change and job loss, including severance packages
	    g. Dependents with special needs
	    h. Retired households
		. Online Quiz # 12
		
		. Evaluate risk measurement assignments of 5 students.

13	Tax overview and analysis
	    a. Review the interrelationship between taxes and financial planning recommendations
	    b. Determine possible tax planning opportunities and threats to an individual within the context of the financial planning topic areas
		. Online Quiz # 13
		
		. Take home assignment on tax-planning: Students will turn in a spreadsheet and a brief video

14	Financial services regulation
	    a. Registration and licensing
	    b. Reporting
	    c. Compliance
	    d. Suitability and due diligence
	    e. State securities and insurance laws
	    f. Investment advisors act
	    g. Self-regulatory organizations
	    h. Regulatory issues and related professions
		. Online Quiz # 14
		
		. Evaluate tax planning assignments of 5 students.

15	Revisiting the financial planning process a. Focus on integration	. Semester Project: Financial Plan of a household . Cumulative Final Exam

7. Grading

Points will be assigned for the following items during the semester:

Points

Online Blackboard Tests (14)	**280** (20 Points Each)
Mid-Term Exams (2)	**200** (100 Points Each)
Cumulative Final Exam (1)	**150**
Take-Home Assignments (9)	**270** (30 Points Each)
Assessment of Take-Home (10)	**200** (20 Points Each)
Outline of Semester Project (1)	**100**
Semester Project (1)	**300**
Total	**1500 Points**

AFIS 17

8. Assigning Grades:

Letter grades will be assigned based on your total points as well as your performance on three groups of assessments. In order to earn a given letter grade you need to satisfy 4 conditions:

- **In order to earn a Course Grade of A**

  - At least **280 Total Points** from Mid-terms and Final **(80% of Possible)**
  - At least **376 Total Points** from Take-homes and Assessment of Take-homes **(80% of Possible)**
  - At least **320 Total Points** from Outline and Final Semester Project **(80% of Possible)**
  - At least **1350 TOTAL Points. (90% of Possible)**
  - **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN an A.**

- **In order to earn a Course Grade of B**

  - At least **245 Total Points** from Mid-terms and Final **(70% of Possible)**
  - At least **329 Total Points** from Take-homes and Assessment of Take-homes **(70% of Possible)**
  - At least **280 Total Points** from Outline and Final Semester Project **(70% of Possible)**
  - At least **1200 TOTAL Points. (80% of Possible)**
  - **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN a B.**

- **In order to earn a Course Grade of C**

  - At least **210 Total Points** from Mid-terms and Final **(60% of Possible)**
  - At least **282 Total Points** from Take-homes and Assessment of Take-homes **(60% of Possible)**
  - At least **240 Total Points** from Outline and Final Semester Project **(60% of Possible)**
  - At least **1050 TOTAL Points. (70% of Possible)**
  - **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN a C.**

- **In order to earn a Course Grade of D**

  - At least **175 Total Points** from Mid-terms and Final **(50% of Possible)**
  - At least **235 Total Points** from Take-homes and Assessment of Take-homes **(50% of Possible)**
  - At least **200 Total Points** from Outline and Final Semester Project **(50% of Possible)**
  - At least **900 TOTAL Points. (60% of Possible)**
  - **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN a D.**

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.

Communication

All communications will be done through Blackboard and E-Mail. It is your responsibility to be comfortable with Blackboard. At the very least you should be able to: (a) access and download posted course materials; (b) access and take posted Blackboard quizzes; (c) access and contribute to the posted discussion forums.

Attendance and make-ups

- If an absence is unavoidable, **please contact the instructor as soon as possible** to explain the absence.
- If an exam is missed due to unavoidable circumstances, contact the instructor immediately with an explanation.

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AFIS 19

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- Facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

Fabrication

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- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- Listing sources in a bibliography not directly used in the academic exercise;
- Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- **Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.**

AFIS 20

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

Part I

(Check one)		Department Name	Accounting, Finance & Information Systems
x	New Course (Parts II, IV)	College	Business & Technology
	Course Revision (Parts II, IV)	*Course Prefix & Number	FIN 390S
	Course Dropped (Part II)	*Course Title (30 characters)	Community Financial Literacy
	New Program (Part III)	*Program Title	
	Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
	Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	12/4/2009	Graduate Council*	NA
Is this a SACS Substantive Change? **Yes****** ☐ **No** ☒		Council on Academic Affairs	1/21/2010
College Curriculum Committee	12/16/2009	Approved x Disapproved ___	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
Service Learning Committee	1/13/2010	Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

To add FIN 390S as a new service learning course in Financial Literacy.

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:

FIN 390S will require students in the Financial Literacy Certificate Program use their financial planning knowledge in the community by developing financial plans for community members and by teaching financial literacy to the communities in EKU's service region.

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

AFIS 21

Part II. Recording Data for New, Revised, or Dropped Course
　　　　(For a **new required course,** complete a separate request for the appropriate program revisions.)

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

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

<u>FIN 390S Community Financial Literacy. (3) A.</u> <u>Pre-requisites: FIN 201, 310, and 311 with a grade of C or better in each course. Application of financial planning for community members; teaching financial literacy to EKU's service areas and surrounding communities .</u>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:		Dept. (4 letters)*
FIN	390S	FALL 2010	AS _____ JS _____ BT x _____ EM _____ ED _____ PC _____ HS _____		AFIS

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. _____
3	Lecture 3 Laboratory _____ Other _____	Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1 Lecture	3	N Normal	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**	
		Thesis _____	Date of data entry _____	
		Internship _____		
		Independent Study _____	Data entry person _____	
		Practicum		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	FIN 201, 310, and 311 with a grade of C or better in each course.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

AFIS 23

Instructor:	Dr. Zekeriya Eser
Office:	BTC 266
Phone:	859.622.6156
E-mail:	Zekeriya.Eser@eku.edu
Fax:	859.622.8071

Office Hours: TBA

Required Texts: *Students will use the SMART MONEY online curriculum package that is offered by the Federal Deposit Insurance Corporation (FDIC) to develop training seminars and other relevant materials.*

Catalog Course Description

FIN 390S Community Financial Literacy. (3) A. Pre-requisites: FIN 201, 310, and 311 with a grade of C or better in each course. Application of financial planning for community members; teaching financial literacy to EKU's service areas and surrounding communities .

Topic:
This course will serve as the basis for a service-learning project. Service learning is described as an academic experiential education method in which students participate in an organized service activity that meets community needs and in reflection on the service activity in such a way as to:
- Gain further understanding of course content
- Develop critical thinking skills, and
- Develop an enhanced sense of civic responsibility.

The service learning project will focus on the financial literacy needs of communities by having students partner with a community organization to analyze household financial literacy needs, assemble materials, acquire resources, and work with their community partner organization to deliver financial literacy training seminars.

Course-specific Student Learning Outcomes:

1. Students will identify major financial literacy deficiencies in communities in EKU service area.
2. Students will develop training seminars appropriate for community needs.
3. Students will conduct training seminars for members of the community in basics of financial literacy.
4. Students will train members of the community in basics of financial planning and implementation of financial plans.
5. Students will guide members of the community through the development and implementation of financial plans.

To accomplish each of these learning objectives, students will work under the guidance of an instructor. Early in the semester, students will be matched with a community partner organization as a semester-long service learning project to identify and target members of the community in most need of financial literacy training by interviewing two households in the EKU service area to determine their individual literacy needs. Students will develop training seminars, assemble materials, acquire resources, and work with the community partner to conduct the training seminars. Service projects will involve students in work that directly relates to class objectives, i.e., partnering with a community organization, gathering information from two households on financial literacy needs in specific areas (ex: budgeting, saving, paying for car or school), and conduct financial literacy training with the community partner organization. It is anticipated that students will be engaged in a minimum of 80 hours of community service as part of this course.

Students will be working with community groups based on the needs of the community, therefore, the number and types of community partners will vary from semester to semester. Examples of community groups with whom students may partner are: the U.S. Department of the Treasury, the Christian Appalachian Project, Citizens Guaranty Bank, Kentucky River Foothills, Economic Development Organizations, Chambers of Commerce, United Way, and local civic organizations.

AFIS 24

Course Requirements

1. Household Financial Plan (40 Points):

In coordination with a community partner organization, you will identify two households in the EKU service area, conduct an interview with the purpose of gathering financial and other data about the households, develop financial goals and objectives in cooperation with the households, develop a financial plan and help the households implement that plan.

2. Community Financial Literacy Training (60 Points)

Based on the analysis of the household plans, you are expected to deliver three, one hour financial literacy seminars to members of community in EKU service area in partnership with your community organization. The topics of these seminars must be based on a community needs assessment.

3. Reflective Assignment

As part of your course requirement, you will be required to maintain a journal of your activities during the semester. Included in this journal will be notes from your meetings with the instructor, community partner, members of the households for which you develop financial plans, and the development of your seminars. You are required to make reflective comments in your journal concerning what went well and what did not and what you have learned from this experience. The journal will be turned in after the last seminar. A debriefing with the course instructor will be scheduled before the end of the semester to assess what you have learned from your experiences. **No grade for the course will be awarded unless until this assignment is complete.**

4. Course Outline and Schedule of Assessments

Week	Activity
1	Lecture: Goals, objectives and policies of course
2	Lecture: Multimedia content delivery: hand-out development
3	Lecture: Multimedia content delivery: Slide presentations
4	Lecture: Multimedia content delivery: Video and audio content
5	Identify households for Financial Plan and conduct initial interviews
6	Determine goals and objectives for the households.
7	Lecture: Discussion of household goals and objectives and rough draft of financial plan
8	Final Draft of household financial plans
9	Lecture: Delivery of household plans with community partners.
10	Analysis of household plan to determine content of three financial literacy seminars.
11	Present draft of financial literacy seminars to faculty advisors.
12	Finalize content of training seminars.
13	Financial Literacy Seminar # 1
14	Financial Literacy Seminar # 2
15	Financial Literacy Seminar # 3

5. Assigning Grades:

Letter grades will be assigned based on your total points as well as your performance on course requirements. In order to earn a given letter grade you need to satisfy 4 conditions:

- ➤ **In order to earn a Course Grade of A**

  - At least **32 Total Points** from Household Financial Plans **(80% of Possible)**
  - At least **48 Total Points** from Financial Literacy Seminars **(80% of Possible)**
  - At least **90 TOTAL Points. (90% of Possible)**
  - **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN an A.**

- ➤ **In order to earn a Course Grade of B**

  - At least **28 Total Points** from Household Financial Plans **(70% of Possible)**
  - At least **42 Total Points** from Financial Literacy Seminars **(70% of Possible)**
  - At least **80 TOTAL Points. (80% of Possible)**
  - **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN a B.**

- ➤ **In order to earn a Course Grade of C**

  - At least **24 Total Points** from Household Financial Plans **(60% of Possible)**
  - At least **36 Total Points** from Financial Literacy Seminars **(60% of Possible)**
  - At least **70 TOTAL Points. (70% of Possible)**
  - **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN a C.**

- ➤ **In order to earn a Course Grade of D**

  - At least **20 Total Points** from Household Financial Plans **(50% of Possible)**
  - At least **30 Total Points** from Financial Literacy Seminars **(50% of Possible)**
  - At least **60 TOTAL Points. (60% of Possible)**
  - **If you fail to satisfy ANY ONE of these conditions YOU CANNOT EARN a D.**

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.

Communication

All communications will be done through Blackboard and E-Mail. It is your responsibility to be comfortable with Blackboard. At the very least you should be able to: (a) access and download posted course materials; (b) access and take posted Blackboard quizzes; (c) access and contribute to the posted discussion forums.

Attendance and make-ups

- If an absence is unavoidable, **please contact the instructor as soon as possible** to explain the absence.
- If an exam is missed due to unavoidable circumstances, contact the instructor immediately with an explanation.

AFIS 26

Academic Integrity

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity. I have attached a copy of the University's "Academic Dishonesty Defined" on this syllabus for your reference. **You should be aware that a notification of a violation of the Academic Integrity policy must be made to the Office of Academic Integrity and that the notice will become a part of your permanent student records.**

Repeats

EKU Business Policy: A business student may only repeat a course twice. The second repeat requires a College Exception Form with the approval of his/her advisor, department chair, and the Dean of the College of Business and Technology.

Incomplete Grades – Grade of "I"

Departmental policy on Incompletes: Failure to complete the course requirements will result in a grade of "F." A grade of "I" must be authorized **before final grades are due for that course** by the department chair upon review of documented evidence that the student was unable to complete the course requirements due to unavoidable circumstances.

Retained Work

I reserve the right to retain, for pedagogical reasons, an electronic copy of any student's work submitted for a grade in this class. Students' names will be deleted from any retained items.

Blackboard

I use Blackboard as the ONLY means to communicate with students. All grades on quizzes, exams, and projects are posted on Blackboard along with the current course average grade. Copies of the syllabus, handouts, assignments, and supplementary material are posted on Blackboard. **You should check Blackboard at least once daily to see if I have posted any new material.**

Email

All EKU students are assigned an EKU Webmail account. Blackboard has a Messaging feature that allows you to send email from within Blackboard to me or any other student enrolled in the class. Blackboard will allow you to change their email address to your home email address (AOL, Yahoo, Hotmail, etc.). Some email accounts (AOL is one of the worst) have spam-blockers that will block mail from EKU. If you change your email address, it is your responsibility to make sure that your home email account will not block email from EKU. If you email me and do not receive a reply within 3 days, test to see that your email account is not blocking EKU email. (Send yourself an email from your EKU Webmail account to your home email address. If it does not get through to your home email, check with your ISP to find out how to unblock EKU email.)

Disclaimer

This syllabus (including topic list, class schedule, and other components) represents a tentative plan for course proceedings. I reserve the right to make changes as student needs and other factors may warrant. Changes to the syllabus will be announced in class and posted on Blackboard. Students are responsible for all announced changes even if they miss the class in which the change is announced.

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.

Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:
- **Giving or receiving assistance not authorized by the instructor or University representative;**
- Participating in unauthorized collaboration on an academic exercise;
- Using unapproved or misusing electronic devices or aids during an academic exercise.

Plagiarism

Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:
- Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
- Facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

Fabrication

Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- Listing sources in a bibliography not directly used in the academic exercise;
- Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- **Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.**

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

Part I

(Check one)	Department Name	Accounting, Finance and Information Systems
___ New Course (Parts II, IV)	College	Business and Technology
x Course Revision (Parts II, IV)	*Course Prefix & Number	FIN 201
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	Personal Money Management
___ Course Dropped (Part II)	*Program Title	
___ New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
___ Program Revision (Part III)		
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	12/4/2009	Graduate Council*	NA
Is this a SACS Substantive Change? **Yes****☐** **No** ✓		Council on Academic Affairs	
College Curriculum Committee	12/16/2009	Approved x Disapproved ___	1/21/10
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.)

Remove restrictions on this course.

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 change the course to allow finance and general business majors to use FIN 201 toward their degree requirements.

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

Personnel Impact:

None

Operating Expenses Impact:

None

Equipment/Physical Facility Needs:

None

Library Resources:

None

Part II. Recording Data for New, Revised, or Dropped Course
(For a **new required course,** complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text. 2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.
New or Revised* Catalog Text (*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
 FIN 201 Personal Money Management. (3) I, II. A consumer approach to insurance, family budgeting, income taxes, elementary investment principles, and estate planning. ~~Does not count toward the major in finance or general business.~~ Credit will not be awarded to students who have credit for FRM 352.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
FIN	201	Fall 2010	AS ___ JS ___ BT X EM ___ ED ___ PC ___ HS ___	AFIS

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. ___
	Lecture ___ Laboratory ___ Other ___	Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
			FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis ___	Date of data entry _____
		Internship ___	
		Independent Study ___	Data entry person _____
		Practicum ___	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one)	Department Name	Accounting, Finance and Information Systems
___ New Course (Parts II, IV)	College	Business and Technology
___ Course Revision (Parts II, IV)	*Course Prefix & Number	
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	
___ Course Dropped (Part II)	*Program Title	Certificate in Financial Literacy (undergraduate)
x New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate _X_)
___ Program Revision (Part III)		
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	12/4/2009	Graduate Council*	NA
Is this a SACS Substantive Change? **Yes****** [ ] **No** [X]		Council on Academic Affairs	
College Curriculum Committee	12/16/2009	Approved __x__ Disapproved ____	1/21/10
General Education Committee*	NA	Faculty Senate**	2/1/10
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.)

To establish an undergraduate university certificate in Financial Literacy

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

Fall 2010

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

NA

B. The justification for this action:

Recent turmoil in financial markets has highlighted once more the deficiencies in financial literacy in our service area. We are proposing a certificate in financial literacy to train our students in financial planning tools for households and small businesses.

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.

<div align="center">

New or Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

</div>

<u>**Certificate in Financial Literacy**</u>

<u>This certificate prepares students for training youth and adults for their financial literacy needs. This certificate includes 12 hours of required courses.</u>

<u>**Requirements…………………………………………….12 hours**</u>

<u>FIN 201, FIN 310, FIN 311, FIN 390S</u>

<u>**Total Requirements…………………………………..12 hours**</u>

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

Part I

(Check one)	Department Name	Communication
___ New Course (Parts II, IV)	College	Business and Technology
X Course Revision (Parts II, IV)	*Course Prefix & Number	COM 201
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	Writing and Reporting News I
___ Course Dropped (Part II)	*Program Title	
___ New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
___ Program Revision (Part III)		
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	11/20/09	Graduate Council*	N/A
Is this a SACS Substantive Change? **Yes****** ___ **No** X		Council on Academic Affairs	
College Curriculum Committee	12/16/2009	Approved ^X Disapproved ___	1/21/10
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	N/A	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

To add HON 102 to the list of prerequisites for COM 201

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 correct an oversight in the course prerequisites for COM 201.

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

COMM 1

Part II. Recording Data for New, Revised, or Dropped Course
(For a **new required course,** complete a separate request for the appropriate program revisions.)

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

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COM 201 Writing and Reporting News I. (3) I, II. Prerequisites: ~~ENG 101 and 102 (or 105)~~ <u>ENG (101 and 102) or 105 or HON 102</u>. Study of the elements of news for print and electronic media; style, structure, sources, interviewing, story types, libel and ethics. Practice in gathering, writing and evaluating news.

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)*
COM	201	Fall 2010	AS ____ JS ____ BT X EM ____ ED ____ PC ____ HS	COMM

Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____
	Lecture ____ Laboratory ____ Other ____		Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
			FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis ____	Date of data entry _____
		Internship ____	
		Independent Study ____	Data entry person _____
		Practicum	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Prerequisites: ~~ENG 101 and 102 (or 105)~~ ENG (101 and 102) or 105 or HON 102.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

COMM 3

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

Part I

(Check one)	Department Name	Communication
___ New Course (Parts II, IV)	College	Business and Technology
X Course Revision (Parts II, IV)	*Course Prefix & Number	JOU 425
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	Community Journalism
___ Course Dropped (Part II)	*Program Title	
___ New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
___ Program Revision (Part III)		
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	11/20/09	Graduate Council*	N/A
Is this a SACS Substantive Change? **Yes****** ☐ **No** X		Council on Academic Affairs	
College Curriculum Committee	12/16/2009	Approved X Disapproved ___	1/21/10
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	N/A	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Change the prerequisites from **JOU** 201 and JOU 310 to **COM** 201 and JOU 310

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 correct an error in the course prefix for COM 201.

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

COMM 4

Part II. Recording Data for New, Revised, or Dropped Course
(For a **new required course,** complete a separate request for the appropriate program revisions.)

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

JOU 425 Community Journalism. (4) A. Prerequisite: ~~JOU~~ <u>COM</u> 201 and <u>JOU</u> 310. Intensive study of community newspapers and their relationship to their communities, including methods of assessment.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
JOU	425	Fall 2010	AS ___ JS ___ BT _X_ EM ___ ED ___ PC ___ HS ___	COMM

Credit Hrs.	Weekly Contact Hrs.			Repeatable Maximum No. of Hrs. _____
	Lecture _____	Laboratory _____	Other _____	Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
			FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	**FOR BANNER USE ONLY**
			Date of data entry _____
		Thesis _____	
		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.	~~JOU~~ <u>COM</u> 201 and <u>JOU</u> 310
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	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	Communication
___ New Course (Parts II, IV)	College	Business and Technology
X Course Revision (Parts II, IV)	*Course Prefix & Number	JOU 480
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	Writing and Selling Nonfiction
___ Course Dropped (Part II)	*Program Title	
___ New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
___ Program Revision (Part III)		
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	11/20/09	Graduate Council*	N/A
Is this a SACS Substantive Change? **Yes****** ___ **No** X		Council on Academic Affairs	
College Curriculum Committee	12/16/2009	Approved _X_ Disapproved ___	1/21/10
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	N/A	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

To change HON 105 to 102 in the prerequisites.

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 correct an oversight in the course prerequisites for JOU 480.

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 <u>underlines</u> for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

JOU 480 Writing and Selling Nonfiction. (3) A. Prerequisites: ~~ENG 101 and 102 or 105 (or HON 105).~~ <u>ENG (101 and 102) or 105 or HON 102.</u> How to write and sell nonfiction articles for magazines. Credit will not be awarded to students who have credit for ENG 500/700 taught as "Writing for the Popular Media."

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
JOU	480	Fall 2010	AS ___ JS ___ BT X EM ___ ED ___ PC ___ HS ___	COMM

Credit Hrs.	Weekly Contact Hrs.			Repeatable Maximum No. of Hrs. ___
	Lecture ___	Laboratory ___	Other ___	Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
			FR ___ JR ___
			SO ___ SR ___
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis ___	Date of data entry ___
		Internship ___	
		Independent Study ___	Data entry person ___
		Practicum ___	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Prerequisites: ~~ENG 101 and 102 or 105 (or HON 105)~~. ENG (101 and 102) or 105 or HON 102.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

COMM 9

Special Assistant to the Provost

Office of the Provost

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sherry.robinson@eku.edu

TO: **Council on Academic Affairs**

FROM: _____

Dr. Sherry Robinson, Special Assistant to the Provost
Office of the Provost

DATE: **January 13, 2009**

SUBJECT: Agenda items for 1-21-10 Council on Academic Affairs Meeting

The Office of the Provost submits the following agenda items for consideration at the January 21, 2010 meeting of the Council on Academic Affairs.

AGENDA

1.1.1P Policy on Policies

1.1.2P Authorization for Regulations

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~~ determine if further drafting or stakeholder feedback is necessary; ~~or~~

  ii. ~~makes~~ make a recommendation to the President;

  ~~The Administrative Council may~~

  ~~i.~~ iii. recommend that the Office of Policy, Compliance and Governance reconvene ~~the Drafting Team~~ 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.

Interim Policy

6) For all policy proposalsboth 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 andor 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 approvedadopted, 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 beis 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.

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 Assist 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.

Interim Policy

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.)

Page **6** of **10**

Policy Website A University website dedicated to housing University policies and all related information.

President's Cabinet 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.

As it pertains to this policy, the Cabinet functions as a senior level policy advisory body to the President.

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.

Recognized University Unit or Organization 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.

Section 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

University Academic Policy University policies that pertain to the academic mission and issues of the University.

University Non-Academic Policy University policies that pertain to matters not considered academic.

University Policy (both Academic and Non-Academic) A University policy includes the following characteristics:
- 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 All official policy documents have the following characteristics:
- 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)

Page **7** of **10**

Interim Policy

- 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

Interim Policy

	development of policies.
	• Archive policies that have been revised, suspended, or superseded.
	• Identifies need for policy development or revision as needed
Policy, Compliance, and Governance Executive Director	• 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).
Policy Originators(s)	• Complete the Impact Statement and submit to the Office of Policy Compliance and Governance or to the Office of the Associate Provost for Academic and Faculty Affairs to begin the policy process.
	• Consult key stakeholders during the development process, and considers all suggestions.
President	• Review and approve policies not required to be submitted to the Board of Regents.
	• Review and submit policies to the Board of Regents for approval.
President's Cabinet	• As it pertains to this policy, makes recommendations to the President on policy matters.
Provost	• Recommends Academic Affairs policies to the President.
	• Participate in policy recommendations as a member of the President's cabinet.
Provost Council	• 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	• 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)	• 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	• 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	• Assist with drafting and formulation of policies. ~~Will determine~~Will have input on whether a~~ if~~ policy goes to BOR ~~approval.~~
University Counsel	• Will ~~have final~~ review of all policies before approval. Will have input on whether a ~~f~~ policy goes to the Board of Regents for approval or is approved as a Regulation by the President.

Violations of the Policy

Interim 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

Date		Action
November 10, 2008	President Whitlock	Adopted interim policy
November 3, 2009	President Whitlock	Extended effective date until May 1, 2010

Interim Policy

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

Draft 12/1/09

Relevant Links

Policy on Policies 1.1.1P
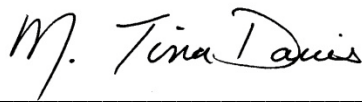
Policy Adoption Review and Approval

EASTERN KENTUCKY UNIVERSITY

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Office of the Registrar

Academic Affairs and Research
Enrollment Management
Office of the Registrar

SSB CPO 58
521 Lancaster Avenue
Richmond, Kentucky 40475-3158
(859) 622-3876
Tina.Davis@eku.edu

TO: **Council on Academic Affairs**

FROM: _____

University Registrar
Eastern Kentucky University

_____

DATE: **January 14, 2010**

SUBJECT: Discussion Items for 1-21-2010 Council on Academic Affairs Meeting

The Office of the Registrar submits the following items for discussion at the January 21, 2010, meeting of the Council on Academic Affairs:

1. Concurrent Degrees *Catalog* revision – *revise minimum number of hours required for two baccalaureate degrees*
2. Subsequent Degrees *Catalog* revision – *revise Catalog language to clarify requirements for subsequent degrees*

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~~ 150. The minimum number of hours required for concurrently earning an associate and a baccalaureate degree is the number required by the baccalaureate degree.

      It is the student's 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. See "Application for Graduation" section.

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.

EASTERN KENTUCKY UNIVERSITY

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Office of the Dean
College of Justice & Safety
A Program of Distinction
www.justice.eku.edu

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521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-3565 FAX: (859)-622-656
Allen.Ault@eku.edu

MEMORANDUM

approved Janna P. Vice 12-12-2009
Copies to Registrar Davis, Tina, Dr. Vic Kappeler, Dr. Rezaie

TO: Dr. Janna Vice
Chair, Council on Academic Affairs

FROM: Allen Ault, Dean
College of Justice & Safety

DATE: November 30, 2009

RE: College of Justice & Safety Academic Re-organization

The College of Justice and Safety is undergoing an academic re-organization. The Department of Correctional & Juvenile Justice Studies will merge with the Department of Criminal Justice & Police Studies. Per the instruction of the registrar, this will require moving the following degree programs and courses from the Department of Correctional and Juvenile Justice Services to the Department of Criminal Justice and police Studies in the 2009-2010 catalog:

1. Correctional and Juvenile Justice Studies (B.S.) [page 149 of the 2009-2010 undergraduate catalog] to the Department of Criminal Justice and Police Studies [page 150]. *will need to be (CAH agenda item)*
2. Minor in Correctional and Juvenile Justice Studies will be suspended immediately. *(CAH agenda item)*
3. Professional Certificate in Correctional Intervention Strategies [page 149 of the 2009-2010 undergraduate catalog] to the Department of Criminal Justice and Police Studies [page 150].
4. Professional Certificate in Youth Services, [page 149 of the 2009-2010 undergraduate catalog] to the Department of Criminal Justice and Police Studies [page 150].
5. Remove the heading [page 148 of the 2009-2010 undergraduate catalog] titled Department of Correctional and Juvenile Justice Studies, as well as the narration under that heading. Baccalaureate Degree in Correctional and Juvenile Justice Studies will remain.
6. Moving all COR courses to the Department of Criminal justice and Police Studies
7. Correctional/Juvenile Justice Studies (MS) [page 88 of the 2009-2010 Graduate Catalog] to Department of Criminal Justice and Police Studies [page 89], as well as all COR courses. Remove narrative [page 88] from title Department of Correctional and Juvenile Justice Studies to on-line course work [page 88]

Cc: Tina Davis
Jaleh Rezaie
Vic Kappeler

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