

5-20-2010

Council on Academic Affairs Minutes, May 20, 2010

Eastern Kentucky University

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**COUNCIL ON ACADEMIC AFFAIRS MINUTES
May 20, 2010**

Members Present: Rich Boyle, Bob Brubaker, Ed Davis, Verna Freer, Claire Good, Jaleh Rezaie, Norman Spain, Sherwood Thompson, Janna Vice, Deborah Whitehouse.

Members Absent: Steve Byrn, Tina Davis*, Linda Fossen, Michael Foster*, Linda Frost*, DaJuane Harris, E.J. Keeley, Sandra Moore.
*indicates prior notification

Non-Members Present: Sandy Cain (for Tina Davis), Gary Kuhnhenh (for Michael Foster), Derrick Morton.

Dr. Janna Vice called the Council on Academic Affairs to order at 1:00 p.m. on May 20, 2010.

Approval of the Minutes – April 15, 2010

The minutes were approved as distributed.

CURRICULUM ITEMS

Justice and Safety

Safety, Security and Emergency Management (SSEM)

New Option

Approved SSEM Ergonomics Option – *Discussion Item in April, Action Item in May* Fall 2011

New Certificate

Approved SSEM Ergonomics Certificate - *Discussion Item in April, Action Item in May* Fall 2011

Criminal Justice and Police Studies

New Course

Approved CRJ 823 Social Justice and Music Fall 2010

University Programs

Program Revision

Approved General Education Policy and *Catalog Text – revise the General Education policy and Catalog text, Regarding Block VII.* Fall 2010

Business and Technology

Communication

Hybrid Course

Approved JOU 305W Feature Writing Fall 2010

Program Revisions

Approved Journalism B.A. – *add JOU 305W as an option for JOU 305 in the degree program* Fall 2011

Approved Public Relations B.A. – *add JOU 305W as an option for JOU 305 in the degree program* Fall 2011

Approved Journalism Minor – *add JOU 305W as an option for JOU 305 in the degree program* Fall 2011

Anthropology, Sociology, & Social Work

New Programs

Approved	AGS Concentration in Anthropology	Fall 2011
Approved	AGS Concentration in Sociology	Fall 2011
	Program Revision	
Approved	Sociology minor in Deviance/Criminology- <i>Change requirements</i>	Fall 2011

Biological Sciences

New Course

Approved	BIO 810 Biostatistics – <i>Create new course to replace BIO 510/710</i>	Fall 2010
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Program Revision

Approved	Biology M.S. - <i>Replace BIO 710 (now dropped) with BIO 810 (new course) from each program and option</i>	Fall 2011
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Courses Dropped

Approved	BIO 510	Biostatistics	Spring 2010
	BIO 710	Biostatistics	
	MAR 300	Marine Science I: Oceanography	
	MAR 300L	Marine Science I: Oceanography Lab	
	MAR 301	Marine Science II: Marine Biology	
	MAR 301L	Marine Science II: Marine Biology Lab	
	MAR 503/703	Marine Invertebrate Zoology	
	MAR 503L/703L	Marine Invertebrate Zoology Lab	
	MAR 504/704	Parasites of Marine Animals	
	MAR 504L/704L	Parasites of Marine Animals Lab	
	MAR 505/705	Marine Ecology	
	MAR 505L/705L	Marine Ecology Lab	
	MAR 506/706	Fauna and Faunistic Ecology of Tidal Marshes, Seagrasses and Sand Beaches	
	MAR 506L/706L	Fauna and Faunistic Ecology of Tidal Marshes, Seagrasses and Sand Beaches Lab	
	MAR 507/707	Marine Aquaculture	
	MAR 507L/707L	Marine Aquaculture Lab	
	MAR 508/708	Marine Ichthyology	
	MAR 508L/708L	Marine Ichthyology Lab	
	MAR 509/709	Marine Microbiology	
	MAR 509L/709L	Marine Microbiology Lab	
	MAR 510/710	Marine Fisheries Management	
	MAR 510L/710L	Marine Fisheries Management Lab	
	MAR 520/720	Marine Phycology	
	MAR 520L/720L	Marine Phycology Lab	
	MAR 521/721	Coastal Vegetation	
	MAR 521L/721L	Coastal Vegetation Lab	
	MAR 522/722	Salt Marsh Plant Ecology	
	MAR 522L/722L	Salt Marsh Plant Ecology Lab	
Approved	MAR 530/730	Comparative Histology of Marine Organisms	Spring 2010

	MAR	531L/731L	Comparative Histology of Marine Organisms Lab	
	MAR	541/741	Marine Chemistry	
	MAR	541L/741L	Marine Chemistry Lab	
	MAR	543/743	Environmental Estuarine Chemistry	
	MAR	543L/743L	Environmental Estuarine Chemistry Lab	
	MAR	557/757	Marine Science for Teachers	
	MAR	558/758	Marine Science: Elementary Teachers	
	MAR	558L/758L	Marine Science: Elementary Teachers Lab	
	MAR	559/759	Coastal Ecology for Teachers	
	MAR	559L/759L	Coastal Ecology for Teachers Lab	
	MAR	582/782	Coastal Marine Geology	
	MAR	582L/782L	Coastal Marine Geology Lab	
	MAR	590/790	Special Problems in Marine Science	
	MAR	591/791	Special Topics in Marine Sciences	
	MAR	805	Early Life History of Marine Fishes	
	MAR	805L	Early Life History of Marine Fishes Lab	

Economics

Course Revisions

Approved	ECO 230 Principles of Economics I – <i>change the title from Principles of Economics I to Principles of Microeconomics</i>	Fall 2010
Approved	ECO 231 Principles of Economics II – <i>change the title from Principles of Economics II to Principles of Macroeconomics</i>	Fall 2010

English and Theatre

Course Revisions

Approved	ENW 800 On-Campus Writing Residency - <i>Change the title and catalog description of this course.</i>	Fall 2010
Approved	ENW 810 Topics in Creative Writing - <i>Change the title and catalog description of this course in order to accurately reflect its role and content in the curriculum of the MFA program.</i>	Fall 2010
Approved	ENW 820 Low Residency Mentoring - <i>Change the title and catalog description of this course in order to accurately reflect its role and content in the curriculum of the MFA program.</i>	Fall 2010

New Course

Approved	ENW 801 Summer MFA Residency - <i>Create a new course number and course name to distinguish the MFA program's Summer MFA Residency from the program's Winter MFA Residency.</i>	Fall 2010
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Foreign Languages & Humanities

Course Revision

Approved	SPA 206 Conversational Fluency - <i>Remove this course from Block VIII General Education.</i>	Fall 2010
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Government

New Program

Approved	AGS Concentration in Political Science	Fall 2011
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History

Program Revision

Approved	History Teaching B.A. - <i>To reflect the dropped courses (HIS 415 & 450) and the course changes (HIS 290 and 450W)</i>	Fall 2011
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New Program

Approved	AGS Concentration in History	Fall 2011
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Mathematics & Statistics

Course Revisions

- Approved MAT 109 Precalculus Mathematics-*Allow another option for students to meet the prerequisite.* Fall 2010
Approved MAT 124 Calculus I - *Allow another option for students to meet the prerequisite.* Fall 2010

New Program

- Approved AGS Concentration in Mathematical Sciences Fall 2011

Music

Course Revisions

- Approved MUS 181 Beginning Theory I- *Decrease the number of credit hours* Fall 2010
Approved MUS 182 Beginning Theory II- *Decrease the number of credit hours* Fall 2010
Approved MUS 281 Intermediate Theory III-*Decrease the number of credit hours* Fall 2010
Approved MUS 282 Intermediate Theory IV- *Decrease the number of credit hours* Fall 2010
Approved MUS 889 Advanced Composition - *Increase the number of maximum credits from 4 to 6* Fall 2010

New Course

- Approved MUS 510/710 Special Topics in Music: _____ Fall 2010

Program Revision

- Approved Master of Music in Theory/Composition- *Revise courses required for the Master of Music in Theory/Composition* Fall 2011

Physics and Astronomy

Course Revision

- Approved AST 130 Introductory Astronomy - *Add a prerequisite of MAT 105* Spring 2011
Approved AST 135 Introductory Astronomy - *Add a prerequisite of MAT 105* Spring 2011
Approved AST 330 Stars, Blackholes: the Cosmos - *Add a prerequisite of MAT 105 and ENG 102* Spring 2011
Approved PHY 101 Concepts of the Physical World- *Add a prerequisite of MAT 105 and remove NAT 171 as equivalent course.* Spring 2011
Approved PHY 102 Inquiry Physics for Teachers - *Add a prerequisite of MAT 105 and remove NAT 171 as equivalent course.* Spring 2011
Approved PHY 131 College Physics I - *Change the prerequisite from MAT 107 to MAT 108 and add language in course description addressing PHY 129* Spring 2011

Psychology

Course Revision

- Approved ANS 200 Introduction to Animal Studies - *Add ANS 200 to Gen Ed Block VB* Fall 2010

ACTION ITEMS

- Approved 1. Associate Degree in General Studies (A.G.S.), *Catalog Revision* Office of the Registrar
-Add new language for Optional Departmental Concentration and University requirement.

The Council on Academic Affairs was adjourned at 2:05 p.m.

COUNCIL ON ACADEMIC AFFAIRS AGENDA

May 20, 2010

1. Call to Order
 2. Approval of the Minutes – April 15, 2010
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Curriculum Items

Justice and Safety

ACTION ITEMS – Returning Items from the April 15, 2010, CAA meeting:

Safety, Security and Emergency Management (SSEM)

New Option

SSEM Ergonomics Option

New Certificate

SSEM Ergonomics Certificate

Criminal Justice and Police Studies

New Course

CRJ 823 Social Justice and Music

University Programs

Program Revision

General Education Policy and *Catalog* Text – *revise the General Education policy and Catalog text, Regarding Block VII.*

Business and Technology

Communication

Hybrid Course

JOU 305W Feature Writing

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COMM 1

Program Revisions

Journalism B.A. – *add JOU 305W as an option for JOU 305 in the degree program*

COMM 18

Public Relations B.A. – *add JOU 305W as an option for JOU 305 in the degree program*

COMM 20

Journalism Minor – *add JOU 305W as an option for JOU 305 in the degree program*

COMM 22

Arts and Sciences

Anthropology, Sociology, & Social Work

New Programs

AGS Concentration in Anthropology

Page
ANSW 1

AGS Concentration in Sociology

ANSW 3

Program Revision

Sociology minor in Deviance/Criminology- *Change requirements*

ANSW 5

Biological Sciences

New Course

BIO 810 Biostatistics – *Create new course to replace BIO 510/710*

BIOS 1

Program Revision

Biology M.S. - *Replace BIO 710 (now dropped) with BIO 810 (new course) from each program and option*

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BIOS 7

Courses Dropped

BIO	510	Biostatistics	BIOS 9
BIO	710	Biostatistics	
MAR	300	Marine Science I: Oceanography	
MAR	300L	Marine Science I: Oceanography Lab	
MAR	301	Marine Science II: Marine Biology	
MAR	301L	Marine Science II: Marine Biology Lab	
MAR	503/703	Marine Invertebrate Zoology	
MAR	503L/703L	Marine Invertebrate Zoology Lab	
MAR	504/704	Parasites of Marine Animals	
MAR	504L/704L	Parasites of Marine Animals Lab	
MAR	505/705	Marine Ecology	
MAR	505L/705L	Marine Ecology Lab	
MAR	506/706	Fauna and Faunistic Ecology of Tidal Marshes, Seagrasses and Sand Beaches	
MAR	506L/706L	Fauna and Faunistic Ecology of Tidal Marshes, Seagrasses and Sand Beaches Lab	
MAR	507/707	Marine Aquaculture	
MAR	507L/707L	Marine Aquaculture Lab	
MAR	508/708	Marine Ichthyology	
MAR	508L/708L	Marine Ichthyology Lab	
MAR	509/709	Marine Microbiology	BIOS 11
MAR	509L/709L	Marine Microbiology Lab	
MAR	510/710	Marine Fisheries Management	
MAR	510L/710L	Marine Fisheries Management Lab	
MAR	520/720	Marine Phycology	
MAR	520L/720L	Marine Phycology Lab	
MAR	521/721	Coastal Vegetation	
MAR	521L/721L	Coastal Vegetation Lab	
MAR	522/722	Salt Marsh Plant Ecology	
MAR	522L/722L	Salt Marsh Plant Ecology Lab	
MAR	530/730	Comparative Histology of Marine Organisms	
MAR	531L/731L	Comparative Histology of Marine Organisms Lab	
MAR	541/741	Marine Chemistry	
MAR	541L/741L	Marine Chemistry Lab	
MAR	543/743	Environmental Estuarine Chemistry	
MAR	543L/743L	Environmental Estuarine Chemistry Lab	

MAR	557/757	Marine Science for Teachers	
MAR	558/758	Marine Science: Elementary Teachers	Page
MAR	558L/758L	Marine Science: Elementary Teachers Lab	BIOS 11
MAR	559/759	Coastal Ecology for Teachers	
MAR	559L/759L	Coastal Ecology for Teachers Lab	
MAR	582/782	Coastal Marine Geology	
MAR	582L/782L	Coastal Marine Geology Lab	BIOS 13
MAR	590/790	Special Problems in Marine Science	
MAR	591/791	Special Topics in Marine Sciences	
MAR	805	Early Life History of Marine Fishes	
MAR	805L	Early Life History of Marine Fishes Lab	

Economics

Course Revisions

ECO 230 Principles of Economics I – <i>change the title from Principles of Economics I to Principles of Microeconomics</i>	ECON 1
ECO 231 Principles of Economics II – <i>change the title from Principles of Economics II to Principles of Macroeconomics</i>	ECON 4

English and Theatre

Course Revisions

ENW 800 On-Campus Writing Residency - <i>Change the title and catalog description of this course.</i>	ENTH 1
ENW 810 Topics in Creative Writing - <i>Change the title and catalog description of this course in order to accurately reflect its role and content in the curriculum of the MFA program.</i>	ENTH 11
ENW 820 Low Residency Mentoring - <i>Change the title and catalog description of this course in order to accurately reflect its role and content in the curriculum of the MFA program.</i>	ENTH 25

New Course

ENW 801 Summer MFA Residency - <i>Create a new course number and course name to distinguish the MFA program's Summer MFA Residency from the program's Winter MFA Residency.</i>	ENTH 44
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Foreign Languages & Humanities

Course Revision

SPA 206 Conversational Fluency - <i>Remove this course from Block VIII General Education.</i>	FRLH 1
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Government

New Program

AGS Concentration in Political Science	GOVN 1
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History

Program Revision

History Teaching B.A. - <i>To reflect the dropped courses (HIS 415 & 450) and the course changes (HIS 290 and 450W)</i>	HIST 1
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New Program

AGS Concentration in History	HIST 3
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Mathematics & Statistics

Course Revisions

MAT 109 Precalculus Mathematics- <i>Allow another option for students to meet the prerequisite.</i>	MTST 1
MAT 124 Calculus I - <i>Allow another option for students to meet the prerequisite.</i>	MTST 4

New Program

AGS Concentration in Mathematical Sciences

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MTST 7

Music

Course Revisions

MUS 181 Beginning Theory I- <i>Decrease the number of credit hours</i>	MUSC 1
MUS 182 Beginning Theory II- <i>Decrease the number of credit hours</i>	MUSC 4
MUS 281 Intermediate Theory III- <i>Decrease the number of credit hours</i>	MUSC 7
MUS 282 Intermediate Theory IV- <i>Decrease the number of credit hours</i>	MUSC 10
MUS 889 Advanced Composition - <i>Increase the number of maximum credits from 4 to 6</i>	MUSC 13

New Course

MUS 510/710 Special Topics in Music: _____	MUSC 16
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Program Revision

Master of Music in Theory/Composition- <i>Revise courses required for the Master of Music in Theory/Composition</i>	MUSC 28
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Physics and Astronomy

Course Revision

AST 130 Introductory Astronomy - <i>Add a prerequisite of MAT 105</i>	PHAS 1
AST 135 Introductory Astronomy - <i>Add a prerequisite of MAT 105</i>	PHAS 4
AST 330 Stars, Blackholes: the Cosmos - <i>Add a prerequisite of MAT 105 and ENG 102</i>	PHAS 7
PHY 101 Concepts of the Physical World- <i>Add a prerequisite of MAT 105 and remove NAT 171 as equivalent course.</i>	PHAS 10
PHY 102 Inquiry Physics for Teachers - <i>Add a prerequisite of MAT 105 and remove NAT 171 as equivalent course.</i>	PHAS 13
PHY 131 College Physics I - <i>Change the prerequisite from MAT 107 to MAT 108 and add language in course description addressing PHY 129</i>	PHAS 17

Psychology

Course Revision

ANS 200 Introduction to Animal Studies - <i>Add ANS 200 to Gen Ed Block VB</i>	PSYC 1
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Action Item

The following item was presented for discussion in the April 15, 2010, CAA meeting and is returning for action in the May CAA meeting:

1. Associate Degree in General Studies (A.G.S.), *Catalog Revision*
-Add new language for Optional Departmental Concentration and University requirement.

Office of the Registrar

Information Items

Faculty Senate Update

The following items were approved by the Faculty Senate at the May 3, 2010, meeting:

Curriculum Proposals

New Programs

1. Doctor of Nursing Practice (D.N.P.)
2. Minor in Personal Finance
3. Fire Protection Administration B.S.
4. Fire, Protection, and Safety Engineering Technology B.S.
5. Fire, Arson, and Explosion Investigation B.S.
6. Occupational Safety B.S.
7. Certificate in Emergency Management
8. Certificate in Homeland Security
9. Minor in Emergency Management

Program Suspension

1. Fire and Safety Engineering Technology B.S.

Program Revisions

1. Minor in Fire and Safety Engineering Technology
-Modify the minor to reflect course prefix changes within the Fire and Safety Curriculum
2. Post-Master of Science in Nursing Certificate
-Revise Post-Master's Admission Certificate
3. Post-Master of Science in Nursing Certificate
-Revise General Information in Catalog text
4. Master of Science Nursing (M.S.N.) Program
-Revise number 4 of Advanced Nursing practice outcomes to meet updated terminology for advanced nursing requirements from an accrediting body
5. Master of Science Nursing (M.S.N.) Program Progression Plan
-Revise Progression Plan Policy
6. Social Work Minor
-Revise course requirements within the Minor
7. Wildlife Management B.S.
-Add BIO 382W as option to BIO 382 in list of major requirements
8. Music B.M.
-Add the following courses to the degree: MUS 161, 162, 261, 262
9. Clinical Psychology M.S.
-Substitute the S version of PSY 857 to fulfill requirements for the M.S. in Clinical Psychology
10. Associate Degree in General Studies (A.G.S.)
-Add new Psychology Concentration to the program
11. Master of Arts in Education (MAEd) – Library Science
-Revise the program to change LIB 769 to LIB 801
12. Rank I – Library Science
-Revise the program to change LIB 769 to LIB 801
13. English B.A.
-Removal of a block of "diversity" courses from the creative writing and technical writing emphases. The courses include ENG 360, 361, 362, 363, 364, 365 and 366; removal of a three-hour theatre requirement from the creative writing and technical writing emphases

The following item was not approved by the Faculty Senate at the May 3, 2010, meeting:

1. Doctor of Education (Ed.D.) in Counselor Education & Supervision



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

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

TO: Council on Academic Affairs

FROM: 

Dr. Allen Ault, Dean
College of Justice & Safety

DATE: May 12, 2010

RE: Agenda Items

Please include the enclosed curriculum proposals on the agenda for the next meeting of the Council on Academic Affairs scheduled for May 20, 2010.

Department of Safety, Security & Emergency Management
Approved December 18, 2009, at Graduate Council

New Option:
SSEM Ergonomics Option

New Certificate:
SSEM Ergonomics Certificate

Department of Criminal Justice

New Course: CRJ 823 Social Justice and Music
Approved February 19, 2010, at Graduate Council



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Safety, Security & Emergency Management (SSEM)</u> College <u>Justice & Safety</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>SSEM Ergonomics</u> (Major ____, Option <u>X</u> __; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/19/09</u> Graduate Council* Approved <u>Dec 18.2009</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>Oct. 27, 2009</u> Approved <u>x</u> Disapproved _____ <u>5/20/10</u> General Education Committee* <u>NA</u> Faculty Senate** <u>9/20/10</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>1/26/11</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Approval for Safety, Security & Emergency Management (SSE) Ergonomics Option (4 course option- 4 new courses)

A. 2. Effective date: (Example: Fall 2001)
~~08/01/2010~~ 08/01/2010

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

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

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

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

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

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

Master of Science

Safety, Security & Emergency Management Program

Core Requirements.....18 Hours

SSE 815, 822, 826, 833, 865, 880

Support Courses.....12 Hours

Twelve Hours selected from the following:

SSE 820, 824, 825, 827, 828, 829, 832, 834, 839**, 841**, 845, 890*, 897**

HLS 800, 810, 820, 830, INS 876, 878

Thesis or Electives.....6 Hours

SSE 898 or electives

Total Curriculum Requirements.....36 Hours

*SSE 890 may be taken for a maximum of 6 credit hours.

** Only nine credit hours of SSE 839, 841, 897 will count toward degree completion.

Master of Science

Option in (SSE) – Ergonomics

Core Requirements.....18 Hours

SSE 815, 822, 826, 833, 865, 880

Option Requirements.....12 Hours

SSE 850, 851, 852, 853

Thesis or Electives.....6 Hours

SSE 898 or Approved Electives

Total Curriculum Requirements.....36 Hours

The Master of Science degree in Safety, Security & Emergency Management (SSEM) which includes the Option in Ergonomics may be completed online. In addition to satisfying Eastern Kentucky University's (EKU) requirements for admission or for provisional admission, to an online program requires either that students reside at least 60 miles from campus, or if they reside closer, demonstrate a rationale that is satisfactory to the department for pursuing requirements online. Contact the SSEM Graduate Coordinator for additional details.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Safety, Security & Emergency Management (SSEM)</u> College <u>Justice & Safety</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>SSEM Ergonomics</u> (Major ____, Option ____, Minor ____, or Certificate <u>X</u>) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>10/19/09</u> Graduate Council* Approved <u>Dec 18. 2009</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> <u>Council on Academic Affairs</u> College Curriculum Committee <u>Oct. 27, 2009</u> Approved <u>x</u> Disapproved _____ <u>5/20/10</u> General Education Committee* <u>NA</u> Faculty Senate** <u>9/20/10</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>1/26/11</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Approval for Safety, Security & Emergency Management (SSE) Ergonomics Certificate (4 new courses)</p> <p>A. 2. Effective date: (Example: Fall 2001) 09/01/09 <u>09/01/09</u></p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: Courses have already been created at the Bachelor level, the College of Justice & Safety has a national reputation in areas that comprise homeland security, emergency response, fire protection, hazardous materials, security, emergency medicine and risk management. Expressed interest from professionals in the field and current SSE students for the opportunity to specialize in Ergonomics at the masters of science level.</p> <p>C. The projected cost (or savings) of this proposal is as follows: Funding will be provided for personnel, expenses and equipment as needed in accordance with our agreement with the ECU Board of Regents.</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>
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Part II. Recording Data for New, Revised, or Dropped Course

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

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

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

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

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

Master of Science

Certificate in (SSE) – Ergonomics

Certificate Requirements.....12 Hours

SSE 850, 851, 852, 853

Total Curriculum Requirements.....12 Hours

The Master of Science degree in Safety, Security & Emergency Management (SSEM) which includes the Option in Ergonomics may be completed online. In addition to satisfying Eastern Kentucky University’s (EKU) requirements for admission or for provisional admission, to an online program requires either that students reside at least 60 miles from campus, or if they reside closer, demonstrate a rationale that is satisfactory to the department for pursuing requirements online. Contact the SSEM Graduate Coordinator for additional details.

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

Part I

(Check one)	Department Name	Criminal Justice & Police Studies
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice & Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CRJ 823
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Social Justice and Music
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/20/2009	Graduate Council* Approved	2-19-2010
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	2-5-2010	Approved <input checked="" type="checkbox"/> Disapproved	5/20/10
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.)
 Add this graduate course to the optional graduate course listing

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

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

B. The justification for this action:
 There is no course on this topic. Music plays a significant role in articulating social justice.

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

Personnel Impact: none

Operating Expenses Impact: none

Equipment/Physical Facility Needs: none

Library Resources: none

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

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

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

New or Revised* Catalog Text

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

CRJ 823 Social Justice and Music. (3) I,II. This course analyzes how American society and justice are reflected in popular music and its performance. The course examines connections between music, culture, history and society. A knowledge of music is not a pre-requisite.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	823	Fall 2010	AS _____ JS x BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
1	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. none	
Course Prefix and No.	

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

Course Prefix and No. none	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No. none	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No. none	
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Department of Criminal Justice
CRJ 823 Social Justice and Music
3 credits

Professor: Dr. Ellen C. Leichtman
Office: 405 Stratton
Phone: 2-8108; off campus: (859) 622-8108
e-mail: Ellen.Leichtman@eku.edu

Catalogue Course Description

This course analyzes how American society and justice are reflected in popular music and its performance. The course examines connections between music, culture, history and society. A knowledge of music is not a pre-requisite.

Student Learning Objectives

Students will demonstrate through course assignments, class participation, and papers and presentations, and that they can critically analyze and evaluate how music and its performance can be used to forward a particular social justice view.

At the end of the course, the student should be able to: 1) demonstrate the ability to analyze the connections between culture and music; 2) demonstrate the ability to analyze how music can be a voice of social consciousness; and 3) demonstrate the ability to analyze how historical connections between changes in both culture and in ideas of social justice are reflected in changes in music.

Course Requirements

Attendance

Class attendance is required. Missing more than **1** class will result in a grade reduction unless there is a medical reason. More than **2** missed classes will result in a grade of **AF@** for the course.

Homework

Homework will consist of readings, listening, and response papers. You are expected to have completed these before the class meets.

Preparation

Failure to come to class prepared will result in a grade reduction.

Participation

Students are expected to be able to demonstrate their class preparation through discussion in an intelligent, open-minded manner. Participation refers to the quality of the contribution made to class discussion. Learning is an interactive, communicative experience, which makes class preparation and participation essential to the quality of the course.

Article Response Papers

Papers must be typed, double spaced, in 12-point font, and 1 inch margins. No handwritten papers will be accepted. Papers should not exceed 2 pages. This does not include a cover page which should include your name, date due, and the titles of the articles reviewed. The paper should include two parts: 1) themes; and 2) opinion. In order for me to grade fairly, all papers must be structured the same. Therefore, do not change or add headings. Your writing is important. Bad grammar, incorrect spelling, and poor sentence structure will result in a lowered grade.

Themes. In a concise manner, explain what underlying theme(s) you have found in the articles. If other, previous articles relate, add them to your analysis. Methodology *may* be one of the themes.

Opinions. Your opinion of the articles.

For class, be able to illustrate your understanding of those points through musical (and music video?) examples, and explain why you chose those examples. Response papers constitute 20 points each.

Papers and Presentations

Each student will write and present a 7-8 page paper (100 pts.) on a topic chosen by the student and OKed by me. The paper should include: 1) a question that is pertinent to social justice and is illustrated by music; 2) how (the particular type of) music is related to the justice issue; and 3) what the music brings to, or how the music underscores, an understanding of that issue. Students are expected to know how to write research papers, and use embedded citations, footnotes, and references. However, if you don't know the correct form for college papers, ask me for help. Points will be deducted for bad grammar, and incorrect reference, citation, and footnote style. You can use Chicago Manual of Style or Turabian as a guide. **Do not use extensive quotes.**

The presentation will be 15-20 minutes in length. It will demonstrate that the student can analyze and think critically, evaluate ideas, and put forth arguments.

Grades

Grades will be based on the response papers (20 pts. each), class participation (25 pts.), and final research papers (100 pts.), and presentations (40 pts.).

Academic Integrity Policy

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

Special Needs

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

Readings

The assigned readings are journal articles, all of which are on Blackboard. There will also be 4 films assigned that correspond with the readings.

Week

- 1 Introduction
- 2 Content Analysis
Bryson AAnything but Heavy Metal@
Finley ALyrics of *Rage Against the Machine*@
ArmstrongBAGangsta Rap@
- 3 Gangsta Rap
Quinn ANever Should Been Let out the Penitentiary@
Kubrin AI See Death Around the Corner@
Nicker AOnly God can Judge Me@: Tupac Shakur
- 4 Rap
Binder AConstructing Racial Rhetoric@
Rose AFear of a Black Planet@
Wheeler AMost of My Heroes Don=t Appear on No Stamps@
- 5 Blues as Foundational
Switzer ASignifying the Blues@
Bromell AThe Blues and the Veil@
- 6 Blues and Rock
Whitely AProgressive Rock and Psychedelic Coding in Jimi Hendrix@
Zak III ABob Dylan and Jimi Hendrix@ folk, blues
- 7 Folk, Rock, and Politics
Jackson AIs This Song Your Song Anymore?@
DVD *Bound For Glory* The story of Woody Guthrie
James AThe Vietnam War and American Music@
Cowie ADead Man=s Town@

- 8 Punk and Nazi Symbolism
 Mattson ADid Punk Matter?@
 Stratton APunk, Jews, and the Holocaust@
 Ward AThis is Germany! It=s 1933!@
 Hanley AThe Land of Rape and Honey@ Ministry and Laibach
- 9 Listening
 Berger ADeath Metal Tonality and the Act of Listening
 Platoff AJohn Lennon, Revolution,@ and the Politics of Musical Reception@
- 10 Country Music
 Fox AThe Jukebox of History@
 Franke AThe >Broken Heart= and >The Trouble with the Truth=:
 Understanding Cliches in Country Music@
- 11 Gender and Prejudice
 Medovoi AMapping the Rebel Image@ Masculinities and Rock
 Katz AThe Eternal Irony of the Community@ Dixie Chicks
 DVD *Shut Up and Sing*
 Frank ADisco phobia: Prejudice and the 1979 Backlash against Disco@
- 12 Consumerism
 Zimmerman AConsuming Nature: The Grateful Dead=s Performance...@
 Frith ARock and the Politics of Memory@
- 13 Music and Film
 Gabbard ARace and Reappropriation: Spike Lee Meets Aaron Copland@
 DVD *He Got Game*
 Ness AA Lotta Night Music: The Sound of *Film Noir*@
 DVD *Laura*
 DVD Alfred Hitchcock=s *Shadow of a Doubt*
 Brackett ABanjoes, Bionics, and Compilation Scores: The Movies Go
 Country@

14-15 Student presentations and papers.



EASTERN KENTUCKY UNIVERSITY

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Office of Academic Affairs and Research
Office of the Dean
University Programs

201 Keen Johnson
521 Lancaster Avenue
Richmond, Kentucky 40475-3163
(859) 622-2222 Fax (859) 622-5018

TO: Council on Academic Affairs

FROM: Dr. Onda Bennett
Interim Dean, University Programs

DATE: May 6, 2010

RE: Agenda Items for May 20, 2010 Council on Academic Affairs meeting

The following item is being submitted to the Council on Academic Affairs for consideration at the May 20, 2010 meeting:

Program Revision

PROGRAM

General Education

ACTION

To revise the General Education policy, and catalog text,
Regarding Block VII.



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><i>Department Name</i></td> <td style="width: 50%;"></td> </tr> <tr> <td><i>College</i></td> <td><u>University Programs</u></td> </tr> <tr> <td><i>*Course Prefix & Number</i></td> <td></td> </tr> <tr> <td><i>*Course Title (30 characters)</i></td> <td></td> </tr> <tr> <td><i>*Program Title</i></td> <td><u>General Education</u></td> </tr> <tr> <td></td> <td><i>(Major __, Option __; Minor __; or Certificate __)</i></td> </tr> <tr> <td colspan="2"><i>*Provide only the information relevant to the proposal.</i></td> </tr> </table>	<i>Department Name</i>		<i>College</i>	<u>University Programs</u>	<i>*Course Prefix & Number</i>		<i>*Course Title (30 characters)</i>		<i>*Program Title</i>	<u>General Education</u>		<i>(Major __, Option __; Minor __; or Certificate __)</i>	<i>*Provide only the information relevant to the proposal.</i>															
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<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"><i>Proposal Approved by:</i></td> <td style="width: 25%; text-align: center;"><u>Date</u></td> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;"><u>Date</u></td> </tr> <tr> <td><i>Departmental Committee</i></td> <td style="text-align: center;"><u>NA</u></td> <td><i>Graduate Council*</i></td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i> </td> <td><i>Council on Academic Affairs</i></td> <td></td> </tr> <tr> <td><i>College Curriculum Committee</i></td> <td style="text-align: center;"><u>NA</u></td> <td><i>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></i></td> <td style="text-align: center;"><u>5/20/10</u></td> </tr> <tr> <td><i>General Education Committee*</i></td> <td style="text-align: center;"><u>4.13.10</u></td> <td><i>Faculty Senate**</i></td> <td style="text-align: center;"><u>9/20/10</u></td> </tr> <tr> <td><i>Teacher Education Committee*</i></td> <td style="text-align: center;"><u>NA</u></td> <td><i>Board of Regents**</i></td> <td></td> </tr> <tr> <td></td> <td></td> <td><i>Council on Postsecondary Edu.***</i></td> <td style="text-align: center;"><u>NA</u></td> </tr> </table> <p><i>*If Applicable (Type NA if not applicable.)</i> <i>**Approval needed for new, revised, or suspended programs</i> <i>***Approval/Posting needed for new degree program or certificate program</i> <i>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</i></p>		<i>Proposal Approved by:</i>	<u>Date</u>		<u>Date</u>	<i>Departmental Committee</i>	<u>NA</u>	<i>Graduate Council*</i>	<u>NA</u>	<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i>		<i>Council on Academic Affairs</i>		<i>College Curriculum Committee</i>	<u>NA</u>	<i>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></i>	<u>5/20/10</u>	<i>General Education Committee*</i>	<u>4.13.10</u>	<i>Faculty Senate**</i>	<u>9/20/10</u>	<i>Teacher Education Committee*</i>	<u>NA</u>	<i>Board of Regents**</i>				<i>Council on Postsecondary Edu.***</i>	<u>NA</u>
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<i>Teacher Education Committee*</i>	<u>NA</u>	<i>Board of Regents**</i>																											
		<i>Council on Postsecondary Edu.***</i>	<u>NA</u>																										

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 revise the GE policy, and catalog text, regarding Block VII.

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

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

B. The justification for this action: The current language causes difficulty in administration. The revision is being proposed to provide flexibility to students.

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs:

Library Resources:

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

GENERAL EDUCATION REQUIREMENTS
(Page 52 of the 2009-10 *Undergraduate Catalog*)

VII. Breadth of Knowledge.

Select six hours (two courses) from two of the following four areas ~~not closely related to the major.~~ Consult your advisor to determine areas ~~not closely related to the major.~~



EASTERN KENTUCKY UNIVERSITY

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College of Business and Technology
Office of the Associate Dean

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

TO: Council on Academic Affairs

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

DATE: May 5, 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 May 20, 2010:

Department of Communication:

1. New Course(s)

Course	Revision	Page
JOU 305W, Feature Writing	To create a JOU 305 course incorporating substantive writing assignments and designated as a writing intensive course with syllabus and TCAC Advisory Board Approval Letter	COMM 1-17

2. Program Revision(s)

Program	Revision	Page
Journalism (BA)	Add JOU 305W as an option for JOU 305 in the JOU BA Degree.	COMM 18-19
Public Relations (BA)	Add JOU 305W as an option for JOU 305 in the PUB BA Degree.	COMM 20-21
Journalism Minor	Add JOU 305W as an option for JOU 305 in the JOU Minor.	COMM 22-23



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Communication Business & Technology JOU 305W Feature Writing (Major ____, Option ____, Minor ____, or Certificate ____)
---	---	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	3/19/2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	5/5/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/20/10
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
TCAC Approval	3/19/2010	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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>To create a JOU 305 course incorporating substantive writing assignments and designated as a writing intensive course.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>NA</p>	<p>B. The justification for this action:</p> <p>Courses with substantive writing requirements can be identified with a W following the course number. This course meets the requirements set forth by the Thinking and Communicating Across the Curriculum Advisory Board. This needs to be perpetuated throughout the catalog for prerequisites.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>
---	---

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

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

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

New or Revised* Catalog Text

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

JOU 305W Feature Writing (3) I, II. Prerequisites: ENG 101 and 102 (or ENG 105) and COM/JOU 201 or permission of instructor. Writing and submitting articles for publication in newspapers and magazines. Involves studying requirements of periodicals to which sale is attempted and freelancing methods in general. Credit will not be awarded for both JOU 305W and JOU 305.

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	305W	Fall 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Cip Code (first two digits only) 42				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
		A	SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<div style="border: 2px solid black; padding: 5px;"> <p align="center">FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p> </div>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>ENG 101 and 102 (or ENG 105) and COM/JOU 201 or permission of instructor.</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	<u>Credit will not be awarded for both JOU 305W and JOU 305</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)			

JOU 305W: Feature Writing

Department of Communication

Eastern Kentucky University

Fall 2010, CRN XXXXX

3 credit hours

Instructor

Mrs. Jennifer E. Thornberry, M.S.
E-mail: jennifer.thornberry@eku.edu
Office: Combs 300
Phone: 622-1877
Office hours: TBD

Catalog Course Description

Prerequisites: ENG 101 and 102 (or ENG 105) and COM 201 or JOU 201
Writing and submitting articles for publication in newspapers and magazines. Involves studying requirements of periodicals to which sale is attempted and freelancing methods in general.

Class Meets

Tuesdays and Thursdays, 11 a.m. to 12:15 p.m., Combs 217

Required Texts

- 1) *The Art of Feature Writing: From Newspaper Features and Magazine Articles to Commentary* by Earl R. Hutchinson. Oxford University Press, 2008.
- 2) *The Associated Press Stylebook, 2009*. Edited by Darrell Christian, Sally Jacobsen and David Minthorn.
- 3) *Grammar Girl's Quick and Dirty Tips for Better Writing* by Mignon Fogarty. Henry Holt and Company, LLC, 2008.

Recommended Reading:

Writers Market, a description of thousands of outlets for articles. This is available in the Reference Room of the Crabbe Library and at bookstores. Also online at www.writersmarket.com

Writer's Digest, a monthly magazine of story ideas and advice on how to write and sell stories. Available in the Periodicals section of the Crabbe Library. Also available online at www.writersdigest.com

All newspapers, news magazine or magazines of all types are recommended as regular reading.

Student Learning Objectives

By the end of the semester, students should be able to:

- Demonstrate a writing process that produces effective documents appropriate to course level.
- Understand the differences and similarities between feature writing and other types of journalistic and non-journalistic writing.
- Generate original ideas, evaluate their quality and develop them into three different types of feature stories for newspapers and magazines: a coattail feature, a public records feature, and a personality profile.
- Evaluate the quality of sources for relevancy, credibility and accuracy while conducting in-depth interviews and background research for feature stories. Analyze the appropriate audience and synthesize information into a well-organized and interesting feature story.
- Integrate color and description into feature stories, as well as demonstrate effective journalistic writing skills and improved basic grammar and copyediting skills.
- Evaluate and critique feature stories written by their peers and industry professionals.
- Evaluate and reflect on their own progress according to self-selected and stated goals of writing development.

Assignment Submission Policy

Content requirements: Type your assignments in a word processing software program. Use these three lines to identify your paper in the UPPER LEFT CORNER:

Your Name

Date

Title

Then space a couple of lines and start typing the first sentence of your story. Be sure to use **TAB** to indent new paragraphs. The body of your story **must be DOUBLE-SPACED!!** After your last sentence, type a ## or – 30-. This is a traditional way of signaling the end or “no more copy.”

Run spell check and copyedit your work carefully for punctuation, grammar and spelling mistakes. Save your document on your hard drive or a flash drive. Name your file as directed on the assignment instructions, then submit your assignment through the Assignments button on Blackboard.

If you do not use this format, points will be deducted for not following instructions. Keep in mind that I am downloading assignments from all of you at the same time. Be sure your name is on yours so I have no room to get them mixed up.

If I am unable to open your attachment, I will let you know and suggest other ways of sending the assignment.

File formats: I will use Microsoft Word to grade your assignments. I can accept files in one of three formats: .docx (Word 2008), .doc (older versions of Word), .rtf (rich text format). Your assignment **MUST** be saved in one of these three formats in order for me to be able to open it. Any other formats **ARE NOT** acceptable.

Note: If you use a program such as Word Perfect or Microsoft Works, that is fine, but I cannot open it unless you save it as a rich text format.

Attendance Policy

You are expected to be present for every class meeting. Attendance will be taken at the beginning of each class meeting. Information that is vital to your success in this class is given at each class meeting, and if you are not present consistently, you will find it difficult to keep up.

TARDINESS: If you are more than 10 minutes late for class, you will be counted absent for that day.

EXCUSED ABSENCES: You must notify the instructor **in advance** if you will miss a class for an excused reason. Excused absences include:

- illness of yourself or serious illness of a member of your immediate family. This includes yourself, your parents, your spouse, your children, your siblings or your grandparents. Appropriate verification will be required.
- the death of an immediate family member. This includes your parents, your spouse, your children, your siblings or your grandparents. Again, verification is required.
- university-sponsored trips. You must notify the instructor **in advance**. Verification from your coach, sponsor or adviser is required.
- *Court appearances are evaluated on an individual basis.*

Students with no more than one absence for the semester will earn 50 bonus points to be applied to their final grade. **NOTE:** You will not earn the bonus points unless you are physically present for class meetings. **No excuses of any type (including late enrollment) are accepted for the bonus points.**

If you are going to be absent for an extended period of time, tell me as soon as you know. Do not expect special consideration at the end of the semester if you have made no effort to contact me before or during your absences.

If you begin to have problems or need to talk about the class, your schedule, your grades or anything interfering with your academic success, see me during regular office hours or make an appointment. Do not wait until it is too late to help yourself.

The instructor reserves the right to take into account your attendance, effort, communication and attention in class when considering personal problems, special circumstances or final grades.

Respect in class

Out of respect for your instructor, your classmates and your own learning opportunities, turn off cell phones and remove them from your desk prior to the beginning of class. If I hear your cell phone ring or see you sending text messages, I will ask you to leave class and you will be counted absent for that day.

Please do not surf the Internet, send text messages, check e-mail or play around on social networking sites during class. If I see you engaged in non-class related activities on the Internet, I will ask you to leave class and you will be counted absent for that day.

Class notes must be taken on paper and not on the computer. We will use Blackboard and other Web sites to support the class from time to time. You may access the computer during class only when I direct you to do so.

I make every effort to teach you during class time, and I expect you to make every effort to learn.

Course Requirements

FEATURE STORIES: You will write three major feature stories. Each story will begin as an outline (to include the idea, who you will contact and what questions you will ask). It will then be turned in as a complete story for a grade. You will then be required to rewrite the story, with the second grade replacing the first. With each story, you will turn in a list of all sources you use, including telephone numbers for people you interview.

PEER CRITIQUES: You will be expected to critique stories written by your peers. Critique partners will be assigned for each story. Peer critiques will consist of a written portion and an oral portion. The written portion will be a checklist, with which you will evaluate specific aspects of the story. The oral portion of the critique will occur in class, where you will be expected to critique your partner verbally.

NOTE: If the first version of your story is not at least 50% complete, it will not be eligible to be critiqued. There must be enough content for the instructor and your peers to evaluate.

NOTE: If you are not present in class on the day critique pairs are assigned, you will not be included in the pairings, and you will not be able to complete a critique. Thus, you will receive a zero on both the written and oral portion of the critique.

CLASS DISCUSSIONS AND READING RESPONSES: You are expected to be prepared for every class period. For chapter discussions, you will be asked to answer a specific reading response question and write reflection of your own from the assigned text on 3x5 index card. These are to be given to the instructor at the beginning of the class period. These will be worth 5 points each.

NOTE: You must personally turn in your own reading response card. You may not give your card to another classmate to turn in on your behalf, nor should you accept reading response cards from other classmates to turn in on their behalf. If you do not turn in your own reading response card, it will not be accepted.

SELF-ANALYSIS: You will be expected to complete four self-analysis papers, one at the beginning of the semester and one after each story is completed. In the first paper at the beginning of the semester, you will evaluate yourself as a writer thus far and state goals that you wish to accomplish in this class. In each subsequent paper, you will reflect on your progress toward your stated goal.

OTHER WRITTEN ASSIGNMENTS: Throughout the semester you will have a number of other writing assignments and exercises, some of which will occur in class. You must be present to complete these exercises. If necessary, you may also have occasional quizzes over reading assignments.

DEADLINES will be rigorously enforced. Journalists are required to write under tight deadlines. This class is no exception. They are not negotiable. Please do not ask. Late papers **will not be accepted**.

Evaluation

Grades will be calculated from the following point system:

Three major stories:	
Coattail feature :	150 points
Public Records feature:	200 points
Personality profile:	250 points
3 Written peer critiques:	30 points each
3 Oral peer critiques:	20 points each
4 Self-analysis papers:	25 points each
12 Reading response cards:	4 points each
Other writing assignments:	15-45 points each

Grading scale based on 100 percent:

90%-100 %	A
80.0%-89.9%.	B
70.0%-79.9%	C
60.0%-69.9%	D
below 60%	F

Stories will be graded based on the following criteria:

A: The story recognizes and engages the audience and sets a relevant tone. The lead is clear, concise and interesting. The sources used are relevant and significant. The writing is exceptionally clear and thorough, using accurate and precise vocabulary throughout. The story is well edited and free of spelling, grammar, punctuation, sentence structure and AP Style errors. The story is well-organized and contains effective transitions, quotations, descriptions and anecdotes if applicable.

B: The story recognizes the audience, but may not engage it as well as could be or the tone may not be relevant. The lead clearly and accurately summarizes and presents the story, but may need improvement. Most of the sources are relevant and significant. The writing presents all of the information necessary for a comprehensive story, but may not be objective or thorough, or the accuracy and precision of vocabulary may need improvement. The story contains some minor errors and needs some editing. Most of the information is presented in a cohesive, well-organized manner.

C: The story is inconsistent in recognizing its audience and setting a relevant tone. The lead may be too wordy or may fail to clearly emphasize the most interesting and most important part of the story. The story does not use enough sources, or the sources used are not relevant or significant. The information presented is superficial, and the vocabulary is not accurate or precise. The story is disorganized and contains many opinions and errors.

D: The story does not recognize its audience at all, nor does it set a relevant tone. The lead fails to emphasize the point of the story. The story does not use enough sources, nor does it integrate them properly. The information is not complete, vocabulary is not accurate or precise, and the story is disorganized and confusing. The story contains many careless errors and needs to be rewritten.

F The story is not journalistically appropriate, misses the point of the assignment entirely, is incomplete, and is riddled with errors.

You are encouraged to save your best work from this class for your portfolio.

Chapter question cards will be graded according to the following criteria:

4 points: It is obvious that the chapter has been fully read and understood because the answer synthesizes and integrates information from the chapter. Questions are answered clearly, logically and completely, using accurate and precise vocabulary. The handwriting or printing is legible, and is free of spelling or grammar errors. The reflection is deep, thorough and thoughtful.

3 points: It is obvious that the chapter has been read and mostly understood because the answer synthesizes and integrates information from the chapter, but may not do so accurately or precisely. Questions are fully answered, but are not as clear and complete as they could be. The handwriting or printing is legible, but may have some spelling and grammar errors. The reflection is thoughtful, but needs more depth.

2 points: A complete reading or understanding of chapter is not obvious from the answer because the answer only superficially synthesizes and integrates information from the chapter. Questions are not fully answered, and the vocabulary is not accurate or precise. The handwriting or printing is not legible, or many spelling or grammar errors are present. The reflection is either not present or is superficial.

1 point: It is obvious that the writer did not read the chapter at all because the answer is superficial and does not integrate any information from the chapter. Questions are not completely answered, and the vocabulary is not accurate or precise. The handwriting or printing is not legible, and many errors make the meaning difficult to understand. The reflection is either not present or is superficial.

Class Standards

1. Plagiarism, or taking credit for work that is not your own, will result in a FAILING grade for the course. When students use verbatim material from another source, the source of the material must be cited, and in newspaper articles, the excerpt must be enclosed in quotation marks. When someone else's speech or writing is paraphrased, the source still must be cited.
2. This is a non-fiction course. Sources, quotations and facts must be verifiable, accurate and based on interviews conducted this semester. Manufacturing quotes, sources or facts or recycling old work will result in a FAILING grade for the course.
3. Appropriate university officials will be notified if any student is found cheating or plagiarizing. In addition to a failing grade, additional sanctions also are possible. See the University Handbook for Students for university policy concerning plagiarism and cheating.

Academic Integrity

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

JOU 305 E-mail Policies

1. I will distribute any announcements to your primary e-mail account. It is now campus policy that all instructors and students use their ECU account for official campus communications. Therefore, you will be expected to use your ECU student account for this class.
2. You may use ONLY your own e-mail account. Use of another student's, a parent's or a friend's account is not permitted under any circumstances.

3. Although the EKU e-mail system is the official campus system, e-mail servers can go down at inopportune times. If the EKU server should fail at a time you need to communicate with me, you may send e-mails from a backup account. This account also must be yours and yours only. You must notify me that it is your backup account and explain why you are using it. (If you do not have a second e-mail account, I recommend setting up a free Internet-based account such as gmail, hotmail or yahoo for this purpose.)
4. You are required to check your primary e-mail account on a regular basis.
5. You are expected to keep your e-mail inbox from getting too full. When I send e-mails to you, you need to be able to receive them in a timely manner.

Student Progress and Mid-term Grade Notification

Students will receive a mid-term grade. It will be available for you to view on Oct. 15. One major feature and several smaller writing exercises will be completed before the last day to withdraw from the course.

Students with Disabilities

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

Important Dates to Remember

August 29: Last day to drop a class without a "W"
September 6: Labor Day holiday
October 11-12: Fall Break
October 16: Mid-term grades available
October 29: Last day to withdraw from full-semester classes
November 24-26: Thanksgiving Break
December 10: Classes end
December 13-17: Final exam week
December 21: Final grades available

JOU 305W Feature Writing, Fall 2010

Tentative Schedule of Readings and Assignments

- Week 1: Tuesday, Aug. 24: Introduction to class, syllabus.
Thursday, Aug. 26: Discussion: What can print do better than any other medium? What is objectivity, conflict of interest and bias? (Read Appendix C, E and G in the textbook.)
Directions for Self Analysis I
- Week 2: Tuesday, Aug. 31: Workshop I: Grammar, Spelling and Punctuation
Self Analysis I due by the beginning of class
Thursday, Sept. 2: Workshop II: Sentence Clarity and Wordiness
- Week 3: Tuesday, Sept. 7: Workshop III: AP Style, Formatting Quotes & Identifying Sources
Thursday, Sept. 9: Workshop IV: Putting It All Together
Directions for Coattail Feature
- Week 4: Tuesday, Sept. 14: Chapter 1: Becoming a Freelance Writer
Outline for Coattail Feature due
Thursday, Sept. 16: Discuss Coattail Feature ideas and writing goals
- Week 5: Tuesday, Sept. 21: Writing day: Work on Coattail Feature. (We will not meet. I will be in my office for consultation. Come talk to me if you have questions. Use your time wisely!)
Coattail Feature due by midnight
Thursday, Sept. 23: Chapter 2: On Defining a Newspaper Feature
Exercises 1, 3, & 5 due by the beginning of class.
- Week 6: Tuesday, Sept. 28: Chapter 3: Writing the Newspaper Feature
Coattail Features returned; Story critiques passed out
Thursday, Sept. 30: Oral critiques of Coattail Feature
Written critiques due by beginning of class. (Bring a hard copy to class to consult and to give to the story author.)
- Week 7: Tuesday, Oct. 5: Chapter 4: Writing Investigative and Survey Features
Rewrite of Coattail Feature due by beginning of class
Directions for Public Records Feature and Self Analysis II
Thursday, Oct. 7: Chapter 8: The Art of Interviewing
Outline for Public Records Feature and Self Analysis II due
- Week 8: Tuesday, Oct. 12: Fall Break! No class!
Thursday, Oct. 14: Discuss Public Records Feature ideas and writing goals
- Week 9: Tuesday, Oct. 19: Writing day: Work on Public Records Feature. (We will not meet. I will be in my office for consultation. Come talk to me if you have questions. Use your time wisely!)
Public Records Feature due by midnight
Thursday, Oct. 21: Chapter 9: The Search for Information
- Week 10: Tuesday, Oct. 26: Communications Dept. Advising Day! No class!
Thursday, Oct. 28: Instructor out of town at CMA Conference in Louisville

- Week 11: Tuesday, Nov. 2: Chapter 10: Focusing, Outlining
Public Records Features returned; Story critiques passed out
Thursday, Nov. 4: Oral critiques of Public Records Feature
Written critiques due by beginning of class. (Bring a hard copy to class to consult and to give to the story author.)
- Week 12: Tuesday, Nov. 9: Chapter 5: Magazine Writing and Reader Interest Plane
Rewrite of Public Records Feature due by beginning of class
Directions for Personality Profile and Self Analysis III
Thursday, Nov. 11: Chapter 7: The Art of Writing
Outline for Personality Profile and Self Analysis III due
- Week 13: Tuesday, Nov. 16: Discuss Personality Profile ideas and writing goals
Thursday, Nov. 18: Chapter 6: Commentary
- Week 14: Tuesday, Nov. 23: Writing day: Work on Personality Profile. (We will not meet. I will be in my office for consultation. Come talk to me if you have questions. Use your time wisely!)
Personality Profile due by midnight
Thursday, Nov. 25: Thanksgiving Break! No class!
- Week 15: Tuesday, Nov. 30: Chapter 11: Business of Freelancing, Part 1
Personality Profiles returned; Story critiques passed out
Directions for Query Letter
Thursday, Dec. 2: In-class critiques of Personality Profile
Story critiques due by beginning of class. (Bring a hard copy to class to consult and to give to the story author.)
- Week 16: Tuesday, Dec. 7: Chapter 12: Business of Freelancing, Part 2
Rewrite of Personality Profile due by beginning of class
Query Letter due by the beginning of class.
Thursday, Dec. 9: Class evaluation; final words.
Self Analysis IV due by the beginning of class
- Week 17: Finals week: There is no final exam for this class.

Sample Writing Assignment I

Directions for Public Records Feature

A public records feature is based on data available publicly, such as survey data, census data or government data. Choose a topic based on public records and analyze some aspect of that data, answering a question based on that data to inform your readers. Your topic can come from local, state or national data.

The story should include:

1. A summary and enough background on the topic to inform the reader.
2. Citations from the source of the data and enough numbers and statistics to inform the reader, but not so much that you compromise the flow of the story.
3. Interviews with at least three people who can lend expertise on the topic and data in question. You cannot interview the following: friends, boyfriends, girlfriends, roommates, family members, employers or co-workers, close teachers or advisers, classmates within this department.

Final length requirement: 1,300-1,350 words

Part 1: The outline, which needs to include:

The topic and data source

Sources you expect to contact

Some questions you expect to ask

Other background research/information you will use

You will submit this through Blackboard. Use the following filename when you submit your file: Yourlastname-Public Records Feature Idea. For example, if I were submitting an assignment, I would use: Thornberry-Public Records Feature Idea.

The outline is due by the beginning of class Thursday, Oct. 7. It is worth 10 points.

Part 2: The complete story:

Submit a fully developed story to be graded and critiqued. Use the following filename when you submit your file: Yourlastname-Public Records Feature Story. For example, if I were submitting an assignment, I would use: Thornberry- Public Records Feature Story.

The story is due by midnight on Tuesday, Oct. 19. It is worth 200 points.

Part 3: Rewrite:

You will be required to rewrite your story based on instructor and peer feedback. Your second grade will replace your first story grade. Use the following filename when you submit your file: Yourlastname-Public Records Feature Rewrite. You will submit the rewrite through the same assignment link as the story.

The rewrite is due by the beginning of class Tuesday, Nov. 9.

Sample Writing Assignment II

Directions for personality profile story

A personality profile is a story about a specific person. The story must focus on your chosen subject, and the reader should come away with an understanding of how the person looks, sounds and talks.

Requirements:

1. You cannot interview the following: friends, boyfriends, girlfriends, roommates, family members, employers or co-workers, classmates within this department.
2. The piece should paint a word portrait of the subject, including colorful descriptions to help the subject come to life in the reader's mind.
3. You can interview your subject in a variety of settings: at work, at home, doing a hobby, at church, or wherever. This may require one lengthy interview or several short ones.
4. You must also interview at least two other sources who know that person and can talk about them.
5. This story will include many quotes, both from the chosen subject and the people who know them.

Final length requirement: between 1,600-1,650 words.

Part 1: The outline, which needs to include:

The subject's name and who they are

Sources you expect to contact

Some questions you expect to ask

Other background research/information you will use

Use the following filename when you submit your file: Yourlastname-Personality Profile Outline. For example, if I were submitting an assignment, I would use: Thornberry-Personality Profile Outline.

The outline is due by the beginning of class Thursday, Nov. 11. It is worth 10 points.

Part 2: The complete story:

Submit a fully developed story to be graded and critiqued. Use the following filename when you submit your file: Yourlastname-Personality Profile. For example, if I were submitting an assignment, I would use: Thornberry-Personality Profile.

The story is due by midnight on Tuesday, Nov. 23. It is worth 250 points.

Part 3: Rewrite:

You will be required to rewrite your story based on instructor and peer feedback. Your second grade will replace your first story grade. Use the following filename when you submit your file: Yourlastname-Personality Profile Rewrite. You will submit the rewrite through the same assignment link as the story.

The rewrite is due by the beginning of class Tuesday, Dec. 7.

Sample Reading Response Questions

Chapter 1: Becoming a Freelance Writer

Question: Why are observation and attention to detail important qualities of a good feature writer?

Reflection: How observant are you? What can you do to be more observant?

Chapter 4: Writing Investigative and Survey Features

Question: Why is it important to prepare your information before you begin to write a feature?

Reflection: What could you have done on your Coattail Feature to be better prepared?

Chapter 8: The Art of Interviewing

Question: Why is the interview an important tool in gathering information for features?

Reflection: What do you need to do to improve your interviewing skill?

Self Analysis I

Compose an essay analyzing your life as a writer up to this point. The essay needs to include the following points:

1. Early inspirations and aspirations
2. People who encouraged or discouraged you
3. Successes and failures
4. Writing strengths and weaknesses

In your conclusion, answer the following question: What is your goal as a writer by the end of this course, and how do you plan to achieve it?

Your version of this file must be named as follows: Yourlastname-Self Analysis. For example, if I were submitting this assignment, I would call it Thornberry-Self Analysis.

You will submit this through Blackboard by clicking on the View/Complete Assignment link. This assignment is due Tuesday, Aug. 31, by the beginning of class.

Final length: 1 ½ to 2 pages

This assignment is worth 25 points.

Self Analysis II and III

Compose an essay analyzing your writing development so far in this course. The essay needs to include the following points:

1. In what ways did this story challenge you as a writer?
2. What did you like/dislike about writing this story?
3. What weaknesses in interviewing, researching, or writing do you need to work on?
4. How much closer are you to achieving the goal you set in Self Analysis I?

Conclude by setting a mini-goal for your next story that will bring you closer to your final goal for the course.

Your version of this file must be named as follows: Yourlastname-Self Analysis. For example, if I were submitting this assignment, I would call it Thornberry-Self Analysis.

You will submit this through Blackboard by clicking on the View/Complete Assignment link. This assignment is due Thursday, Oct. 7 (and Thursday, Nov. 11), by the beginning of class.

Final length: 1 ½ to 2 pages

This assignment is worth 25 points.

Self Analysis IV

Compose an essay analyzing your writing development so far in this course. The essay needs to include the following points:

1. In what ways did this story challenge you as a writer?
2. What did you like/dislike about writing this story?
3. This is the last story for this course. What writing weaknesses do you still need to work on?
4. Have you achieved the goal you set in Self Analysis I? If not, why?

Conclude by discussing your future as a writer. Analyze how this course has helped you overall. In what ways will you continue to improve? What is your next goal?

Your version of this file must be named as follows: Yourlastname-Self Analysis. For example, if I were submitting this assignment, I would call it Thornberry-Self Analysis.

You will submit this through Blackboard by clicking on the View/Complete Assignment link. This assignment is due Thursday, Dec. 9, by the beginning of class.

Final length: 1 ½ to 2 pages

This assignment is worth 25 points.



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Fax (859) 622-3156

Professor Jennifer Thornberry
Department of Communication
Combs 317
EKU CAMPUS

19 March 2010

Dear Jennifer:

I'm writing to confirm that the TCAC Advisory Board has approved your proposal for JOU 305W. We're very happy to be adding this course to those available to students. You are set to go in offering the course as soon as it clears the College and other levels of approval. As you know, you need to initiate that approval path through your department channels.

Please remember to include on your syllabus this statement (filling in your own information, of course):

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

Also, please be sure that your syllabus includes the Writing Intensive SLO: "Students will demonstrate a writing process that produces effective documents appropriate to course level"

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

I also want to mention that you are eligible for a course reduction (or the equivalent payment) the first time you teach the W class. When the course is in the schedule book for a given semester, let me know and I will start the paperwork for your payment. You are also eligible to apply for funds to be used in faculty development activities that will help you teaching writing-intensive courses better. If you want to use these funds, let me know and I will walk you through the process. These funds need to be used within a year from the date on this letter.

Thanks again for your hard work in making JOU 305W reality. If there's anything I can do to help, please let me know.

Best regards,

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

Deborah Core
Director, TCAC
Professor of English

cc. Dr. R. Everett
Dr. O. Bennett

Comm 17

Kentucky

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Communication Business & Technology Journalism (B.A.) (Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	3/19/2010	Graduate Council*	N/A
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	5/5/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/20/10
General Education Committee*	N/A	Faculty Senate**	9/20/10
Teacher Education Committee*	N/A	Board of Regents**	1/26/11
		Council on Postsecondary Edu.***	N/A

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add JOU 305W as an option for JOU 305 in the JOU BA Degree.</p> <p>A. 2. Effective date: (Example: Fall 2001) U: 10 / 08 / 08</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p>	
<p>B. The justification for this action: To allow JOU majors to use either JOU 305 or JOU 305W to fulfill requirements for the JOU major.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

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

Journalism (B.A.)

University Requirement.....1 hour

BTO 100.

General Education Requirements.....48 hours

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

College Requirement: Professional Skills Seminar

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

Free Electives.....12 hours

Minor Requirements.....18 hours

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

Major Requirements.....41 hours

COM 200 or 200W, 201, 301, 405 and 415, JOU 302 (1), 305 or 305W, 310, 325, 401, 425(4), and 491(1); and 8 hours selected from COM 330, 430, 471; JOU 302, 307, JOU 320 or PUB 320, 410, JOU 412 or PUB 412, 450, or 480.

Total Curriculum Requirements.....120 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Communication Business & Technology Public Relations (B.A.) (Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	03/19/2010	Graduate Council* N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	5/5/2010	Council on Academic Affairs
General Education Committee*	N/A	Approved <u> x </u> Disapproved <u> </u> 5/20/10
Teacher Education Committee*	N/A	Faculty Senate** 9/20/10
		Board of Regents** 1/26/11
		Council on Postsecondary Edu.*** N/A
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add JOU 305W as an option for JOU 305 in the PUB BA Degree. A. 2. Effective date: (Example: Fall 2001) U: 10/10 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: To allow PUB majors to use either JOU 305 or JOU 305W to fulfill requirements for the PUB major.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

Public Relations (B.A.)
Cip Code: 09.0902

University Requirement.....1 hour

BTO 100.

General Education Requirements.....42 hours

Standard General Education program excluding block VB and block VC. Refer to Section Four of this *Catalog* for details on General Education and University requirements.

College Requirement: Professional Skills Seminar

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

Supporting Course Requirements.....21 hours

COM 420, ECO 130 or 230 or 231, JOU 320 or PUB 320, MGT 301 or BEM 425, POL 101 and six hours from the following courses: COM 301, 309, 325, 390, 425, GCM 211, JOU 412 or PUB 412, MKT 301, PUB 385, 480, or 520.

Free Electives.....26 hours

Major Requirements.....38 hours

BEM 295 (4); 375, COM 200 or 200W, 201, 405, JOU 305 or 305W, 325 or TEC 313, PUB 375, 380, 470 (1) or 349 (1), 475, 490 (4), and 491 (2).

Total Curriculum Requirements.....128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Communication</u> College <u>CB&T</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Minor in Journalism</u> (Major ____, Option ____; Minor <u>X</u> __; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	03/19/2010	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	5/5/2010	Council on Academic Affairs _____
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*	NA	Faculty Senate** <u>9/20/10</u>
		Board of Regents** <u>1/26/11</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add JOU 305W as an option for JOU 305 in the JOU minor. A. 2. Effective date: (Example: Fall 2001) U-13 * /OFF /2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: To allow JOU minors to use either JOU 305 or JOU 305W to fulfill requirements for the JOU minor.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

Minor in Journalism

Requirements.....18 hours

Courses required for a minor in journalism are COM 200 or 200W, 201, 301, JOU 305 or 305W, 310, and three hours from JOU 307, 325, or 401. Courses counted toward a major may not be counted toward the minor in journalism.



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

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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: May 6, 2010

SUBJECT: Agenda items for 5-20-2010 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the May 20, 2010 meeting of the Council on Academic Affairs.

AGENDA

Department of Anthropology, Sociology, & Social Work

New Program

AGS Concentration in Anthropology

AGS Concentration in Sociology

Program Revision

Sociology minor in deviance/criminology- Change requirements

Department of Biological Sciences

New Courses

BIO 810 (Biostatistics) – Create new course to replace BIO 510/710

Program Revision

Biology (M.S.) - Replace BIO 710 (now dropped) with BIO 810 (new course) from each program and option

Courses Dropped

BIO	510	Biostatistics
BIO	710	Biostatistics
MAR	300	Marine Science I: Oceanography
MAR	300L	Marine Science I: Oceanography Lab
MAR	301	Marine Science II: Marine Biology
MAR	301L	Marine Science II: Marine Biology Lab
MAR	503/703	Marine Invertebrate Zoology
MAR	503L/703L	Marine Invertebrate Zoology Lab
MAR	504/704	Parasites of Marine Animals
MAR	504L/704L	Parasites of Marine Animals Lab
MAR	505/705	Marine Ecology
MAR	505L/705L	Marine Ecology Lab
MAR	506/706	Fauna and Faunistic Ecology of Tidal Marshes, Seagrasses and Sand Beaches
MAR	506L/706L	Fauna and Faunistic Ecology of Tidal Marshes, Seagrasses and Sand Beaches Lab
MAR	507/707	Marine Aquaculture
MAR	507L/707L	Marine Aquaculture Lab
MAR	508/708	Marine Ichthyology
MAR	508L/708L	Marine Ichthyology Lab
MAR	509/709	Marine Microbiology
MAR	509L/709L	Marine Microbiology Lab
MAR	510/710	Marine Fisheries Management
MAR	510L/710L	Marine Fisheries Management Lab
MAR	520/720	Marine Phycology
MAR	520L/720L	Marine Phycology Lab
MAR	521/721	Coastal Vegetation
MAR	521L/721L	Coastal Vegetation Lab
MAR	522/722	Salt Marsh Plant Ecology
MAR	522L/722L	Salt Marsh Plant Ecology Lab
MAR	530/730	Comparative Histology of Marine Organisms
MAR	531L/731L	Comparative Histology of Marine Organisms Lab
MAR	541/741	Marine Chemistry

MAR	541L/741L	Marine Chemistry Lab
MAR	543/743	Environmental Estuarine Chemistry
MAR	543L/743L	Environmental Estuarine Chemistry Lab
MAR	557/757	Marine Science for Teachers
MAR	558/758	Marine Science: Elementary Teachers
MAR	558L/758L	Marine Science: Elementary Teachers Lab
MAR	559/759	Coastal Ecology for Teachers
MAR	559L/759L	Coastal Ecology for Teachers Lab
MAR	582/782	Coastal Marine Geology
MAR	582L/782L	Coastal Marine Geology Lab
MAR	590/790	Special Problems in Marine Science
MAR	591/791	Special Topics in Marine Sciences
MAR	805	Early Life History of Marine Fishes
MAR	805L	Early Life History of Marine Fishes Lab

Department of Economics

Course Revision

ECO 230 (Principles of Economics I) - Change the title of ECO 230 “Principles of Economics I” to “Principles of Microeconomics”

ECO 231 (Principles of Economics II) - Change the title of ECO 231 “Principles of Economics II” to “Principles of Macroeconomics”

Department of English and Theatre

Course Revision

ENW 800 (On-Campus Writing Residency) - Change the title and catalog description of this course.

ENW 810 (Topics in Creative Writing) - Change the title and catalog description of this course in order to accurately reflect its role and content in the curriculum of the MFA program.

ENW 820 (Low Residency Mentoring) - Change the title and catalog description of this course in order to accurately reflect its role and content in the curriculum of the MFA program.

New Course

ENW 801 (Summer MFA Residency) - Create a new course number and course name to distinguish the MFA program’s Summer MFA Residency from the program’s Winter MFA Residency.

Department of Foreign Languages & Humanities

Course Revision

SPA 206 (Conversational Fluency) - Remove this course from Block VIII General Education.

Department of Government

New Program

AGS Political Science

Department of History

Program Revision

History (B.A) teaching - Reflect the dropped courses (415 & 450) and the course changes (290 and 450W).

New Program

AGS Concentration in History

Department of Mathematics & Statistics

Course Revision

MAT 109 (Precalculus Mathematics)-Allow another option for students to meet the prerequisite.
MAT 124 (Calculus I) - Allow another option for students to meet the prerequisite.

New Program

AGS Concentration in Mathematical Sciences

Department of Music

Course Revision

MUS 181 (Beginning Theory I)- Decrease the number of credit hours
MUS 182 (Beginning Theory II)- Decrease the number of credit hours
MUS 281 (Intermediate Theory III)-Decrease the number of credit hours
MUS 282 (Intermediate Theory IV)- Decrease the number of credit hours
MUS 889 (Advanced Composition) - Increase the number of maximum credits from 4 to 6

New Courses

MUS 510/710 (Special Topics in Music:_____)

Program Revision

Master of Music in Theory/Composition- Revise courses required for the Master of Music in Theory/Composition

Department of Physics and Astronomy

Course Revision

AST 130 (Introductory Astronomy) - Add a prerequisite of MAT 105
AST 135 (Introductory Astronomy) - Add a prerequisite of MAT 105
AST 330 (Stars, Blackholes: the Cosmos) - Add a prerequisite of MAT 105 and ENG 102
PHY 101 (Concepts of the Physical World)- Add a prerequisite of MAT 105 and remove NAT 171 as equivalent course.
PHY 102 (Inquiry Physics for Teachers) - Add a prerequisite of MAT 105 and remove NAT 171 as equivalent course.
PHY 131 (College Physics I) - Change the prerequisite from MAT 107 to MAT 108 and add language in course description addressing PHY 129

Department of Psychology

Course Revision

ANS 200 (Introduction to Animal Studies) - Add ANS 200 to Gen Ed Block VB

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANSW</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>AGS Concentration in Anthropology</u> (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	4/16/2010	Graduate Council* NA
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/>		
College Curriculum Committee	5/3/2010	Approved <input checked="" type="checkbox"/> Disapproved 5/20/10
General Education Committee*	NA	Faculty Senate** 9/20/10
Teacher Education Committee*	NA	Board of Regents** 1/26/11
		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: Establish a Concentration in Anthropology for the Associate of General Studies degree program

A. 2. Effective date: ~~1/13/11~~ 5/13/11

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

B. The justification for this action: The 12 hours of course work in the proposed Anthropology Concentration will provide students with a sound introduction to the discipline (through the required courses, ANT 120, 200 and 201) and allow them to sample more specialized content suited to their academic and/or career interests. Since these courses are prerequisites for most upper division ANT courses, AGS graduates who elect to pursue the baccalaureate and major in Anthropology will be on track for completing the remainder of the degree requirements with an additional four semesters of course work.

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

Personnel Impact: None. All of the courses in the proposed concentration are currently offered.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: None.

Library Resources: Existing resources are adequate.

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Associate Degrees

GENERAL STUDIES (A.G.S.)

CIP Code 24.0102

The Associate of General Studies degree provides students, especially adult learners, the opportunity to pursue a flexible degree program to meet their unique interests, career goals, and academic needs. Reflecting EKV's commitment to a liberal arts education, the degree allows students to concentrate in an area of interest while selecting from a wide variety of courses to meet personal, educational, or career goals. This degree is designed for students who want to advance in their careers, change careers, pursue a lifelong interest beyond their careers, or use the degree as a pathway to a baccalaureate degree.

Anthropology Concentration.....12 hours

Course Requirements.....

ANT 120, 200, and 201, plus one course chosen from ANT 351W, 341, 357, 360, or 355 toward the B.A.

Anthropology degree major requirements.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANSW</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>AGS Concentration in Sociology</u> (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	4/16/2010	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input type="checkbox"/>		
College Curriculum Committee	5/3/2010	Council on Academic Affairs <u>NA</u>
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>5/20/10</u>
Teacher Education Committee*	NA	Faculty Senate** <u>9/20/10</u>
		Board of Regents** <u>1/26/11</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Establish a Concentration in Sociology for the Associate of General Studies degree program

A. 2. Effective date: ~~01/13/11~~ 06/11/11

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

B. The justification for this action: The 12 hours of course work in the proposed Sociology Concentration will provide students with a sound introduction to the discipline (through the required courses, SOC 131, 232 and 235) and allow them to sample more specialized content suited to their academic and/or career interests. Since two of these (131 and 232) courses are prerequisites or advised courses for several upper division SOC classes, AGS graduates who elect to pursue the baccalaureate and major in Sociology will be on track for completing the remainder of the degree requirements with an additional four semesters of course work.

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

Personnel Impact: None. All of the courses in the proposed concentration are currently offered.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: None.

Library Resources: Existing resources are adequate.

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Associate Degrees

GENERAL STUDIES (A.G.S.)

CIP Code 24.0102

The Associate of General Studies degree provides students, especially adult learners, the opportunity to pursue a flexible degree program to meet their unique interests, career goals, and academic needs. Reflecting EKV's commitment to a liberal arts education, the degree allows students to concentrate in an area of interest while selecting from a wide variety of courses to meet personal, educational, or career goals. This degree is designed for students who want to advance in their careers, change careers, pursue a lifelong interest beyond their careers, or use the degree as a pathway to a baccalaureate degree.

Sociology Concentration.....12 hours

Course Requirements.....

SOC 131, 232, and 235 plus one course chosen from SOC 313, 320, 340, 345, 363, or 383 toward the

B.A. Sociology degree major requirements.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANSW</u> College <u>Arts & Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Deviance/Criminology</u> (Major ____, Option ____, Minor <u>x</u> ; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	4/16/2010	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	5/3/2010	Council on Academic Affairs <u>5/20/10</u>
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*	NA	Faculty Senate** <u>9/20/10</u>
		Board of Regents** <u>1/26/11</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change requirements in the Sociology curriculum minor in deviance/criminology. A. 2. Effective date: (Example: Fall 2001) Ujjg * 10/11/2011	A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: This change is needed to update deviance minor requirements of the Deviance minor for Sociology majors. This offers students a wider selection of electives for this minor. CRJ 331, Perspectives on Crime and Delinquency, will be added to the Deviance/Criminology minor.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: none Operating Expenses Impact: none Equipment/Physical Facility Needs: none Library Resources: none	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Minor in Deviance/Criminology

A student may minor in Deviance/Criminology by completing the following courses: SOC 131, 313, 340, 375, and nine hours of electives from the following courses: ANT 380, FOR 301, HEA 345, CRJ 325, CRJ 331, or PSY 308. Note that some of the required and elective courses have prerequisites.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Biological Sciences Arts & Sciences BIO 810 Biostatistics _____ _____ _____
---	---	---

Proposal Approved by:		<u>Date</u>			<u>Date</u>
Departmental Committee		1/20/2010	Graduate Council*		4/30/2010
<i>Is this a SACS Substantive Change?</i>		Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs		
College Curriculum Committee		3/29/2010	Approved <input checked="" type="checkbox"/> Disapproved		5/20/10
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.) New course BIO 810 to replace dropped BIO 510/710 A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: To increase availability of 800 level courses to facilitate degree requirements for Master's students in Biological Sciences. This is a required course for graduate students in Biological Sciences and is offered once per year in the Fall semester. Very few undergraduates enroll in BIO 510 (on average, less than 1 per semester), so this action will not have negative impact on other programs. C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None expected. Operating Expenses Impact: None expected Equipment/Physical Facility Needs: No additional needs expected. Library Resources: No additional resources expected.
---	--

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

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

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

New or Revised* Catalog Text

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

BIO 810 Biostatistics. (3) I. Statistical analysis of biological data. Students participate in the taking and processing of data by use of well-established statistical techniques. 2 Lec/2 Lab-Disc.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
BIO	810	Fall 2010	AS <input checked="" type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	BIOS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>2</u> Laboratory <u>2</u> Other _____		Cip Code (first two digits only) 30	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>2</u>	<u>N</u>	FR _____	JR _____
<u>2</u>	<u>1.5</u>		SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

Course Prefix and No.	BIO 710
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Biological Sciences
Syllabus: Biostatistics, BIO 810
3 credit hours
Fall 2010

Dr. David Brown
Office: 329 Beckham
email: david.brown@eku.edu, phone: 622-2283

Catalog description: BIO 810 Biostatistics. (3) I. Statistical analysis of biological data. Students participate in the taking and processing of data by use of well-established statistical techniques. 2 Lec/2 Lab-Disc.

Class hours: Lectures: MW 9:05-9:55 AM, 127 Moore Science Building
Laboratory: F 8:00-9:55 AM, 127 Moore Science Building

Optional reference text: Zar, J. H. 2010. Biostatistical Analysis, 5th edition. Prentice Hall, Upper Saddle River, New Jersey.

Also useful: Graphing calculator (*bring to class every day*)

Student Learning Outcomes

- (1) Students will demonstrate comprehension of the basic concepts, skills, tests, assumptions, and limitations in analyzing and presenting biological data (see specific topic list below).
- (2) Students will demonstrate an understanding and appreciation of Statistical Inference- particularly the power and limitations of hypothesis testing concepts.
- (3) Students will examine procedures of basic statistical tests of Hypothesis and Estimation- aim at understanding methods as opposed to memorizing formulas.
- (4) Students will demonstrate comprehension of a framework of Statistical Notation and Terminology that will be necessary for understanding the biological literature and will allow one to communicate with other biologists and statisticians. These skills will aid in presentation of results in a thesis or when giving a presentation at a meeting, students will also appear statistically literate during job interviews.

Grading:	Exam I	100 pts
	Exam II	100 pts
	Comprehensive Final Exam	150 pts
	Lab Assignments	110 pts (10 pts each)
	Lab Exam	50 pts

Grading Scale: A = 90-100%, B = 80-89.9%, C = 70-79.9%, D = 60-69.9%, F = < 60%

Exam Schedule: Exam I – Sept. 25
Exam II – October 30
Lab Exam – Dec 11, 8:00 – 9:55 am
Final Exam – Wednesday, Dec 16, 8:00 – 10: 00 am

Lab meetings & assignments: Labs will provide hands-on experience and reinforcement of the concepts and tests covered in class. In particular the lab will be used to develop skills using Program SPSS. Occasionally lab time will be used to catch up with lecture material. Most lab meetings will take place in one of the University computing labs, either Combs 230 (white room) or the Arts & Sciences computer lab in Memorial Science. Lab meetings will generally involve review of the lab assignment from the previous week; an instructor guided computer-based exercise; followed by self-paced work on the lab assignment. Lab assignments will be due at the beginning of the next lab period. Students may work together during the lab period, in fact this is key to success in this class, but *the work submitted for homework assignments must be your own analysis and writing*. It's okay to get tips and help from fellow students, but you must complete the assignment independently. The **lab final** is a computer-based assessment of the skills and concepts of graphing and data analysis.

Attendance: Attendance is required. Students missing more than one lecture or lab will lose 3 pts from their grade for each absence. Class will start on time, and frequent tardiness will result in loss of points from your grade.

Academic Integrity Statement: Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu.

Disabilities 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.

Lab Schedule		BIO 810
Fridays 8:00-9:55 am		
Date	Topic	Assignment due
28-Aug	Introduction to SPSS	
4-Sep	Descriptive stats & Histograms	1
11-Sep	Hypothesis testing: one sample T-test	2
18-Sep	F-test, Two sample T-test	3
25-Sep	Exam 1	4
2-Oct	Mann-Whitney U-test & Chi-square	
9-Oct	One-factor ANOVA	5
16-Oct	Contrasts & Post-hoc tests	6
23-Oct	Two-factor ANOVA	7
30-Oct	Exam 2	8
6-Nov	Factorial ANOVA & test assumptions	
13-Nov	Block designs	9
20-Nov	Regression	10
27-Nov	No class: Thanksgiving break	
4-Dec	Catch-up and Review	11
11-Dec	Lab Final	

Lecture Schedule		
Biostatistics BIO 810		
Day	Date	Lecture Topic
Mon	24-Aug	Introduction
Wed	26-Aug	Notation & central tendency
Mon	31-Aug	Dispersion & Uncertainty
Wed	2-Sep	Frequency Distributions & Probability
Mon	7-Sep	No class- Labor Day holiday
Wed	9-Sep	Hypothesis testing
Mon	14-Sep	T-tests
Wed	16-Sep	T-tests & F-tests
Mon	21-Sep	F-tests
Wed	23-Sep	Non-parametric equivalents
Fri	25-Sep	Exam 1
Mon	28-Sep	Chi-square
Wed	30-Sep	Contingency Tables
Mon	5-Oct	One-factor ANOVA
Wed	7-Oct	One-factor ANOVA
Mon	12-Oct	No class- Fall break
Wed	14-Oct	Contrasts & Post-hoc tests
Mon	19-Oct	Contrasts & Post-hoc tests
Wed	21-Oct	Two-factor ANOVA
Mon	26-Oct	Two-factor ANOVA
Wed	28-Oct	Catch up & Review
Fri	30-Oct	EXAM 2
Mon	2-Nov	Factorial ANOVA
Wed	4-Nov	Factorial ANOVA
Mon	9-Nov	Block designs
Wed	11-Nov	Block designs
Mon	16-Nov	Regression
Wed	18-Nov	Regression
Mon	23-Nov	Regression
Wed	25-Nov	No class, Thanksgiving break
Mon	2-Dec	Regression
Wed	4-Dec	Regression
Mon	7-Dec	ANCOVA
Wed	9-Dec	Review
Fri	11-Dec	Lab Exam
Wed	16-Dec	Final Exam
8:00 - 10:00 am		

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Biological Sciences Arts & Sciences and Graduate Master of Science- Biology (Major __, Option __; Minor __; or Certificate __)
---	---	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/20/2010	Graduate Council*	4/30/2010
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/29/2010	Approved <input checked="" type="checkbox"/> Disapproved	5/20/10
General Education Committee*	NA	Faculty Senate**	9/20/10
Teacher Education Committee*	NA	Board of Regents**	1/26/11
		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.)
 Replace BIO 710 (now dropped) with BIO 810 (new course) from each program and option

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

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

B. The justification for this action:
 New course BIO 810 replaces BIO 710. This action helps graduate students in Biology graduate programs to meet program requirements.

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

Personnel Impact: None expected

Operating Expenses Impact: None expected

Equipment/Physical Facility Needs: No changes expected

Library Resources: No changes expected.

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

MASTER OF SCIENCE Biology

III. PROGRAM REQUIREMENTS

Curriculum for the Biology Thesis Program

Biology Core.....6 hours

BIO ~~740-810~~ or STA 700, BIO 801, 890.

Electives.....18 hours

Thesis.....6 hours

BIO 891 (credit will not be given for BIO 880 or BIO 881 in this program).

Total Curriculum Requirements.....30 hours

Curriculum for the Biology Non-Thesis Program

Biology Core.....6 hours

BIO ~~740-810~~ or STA 700, BIO 801, 890.

Electives.....27 hours

Current Review in Biology.....3 hours

BIO 880 (credit will not be given for BIO 891 in this option)

Total Curriculum Requirements.....36 hours*

Applied Ecology Option

Biology Core.....6 hours

BIO ~~740-810~~ or STA 700, BIO 801, 890.

Thesis.....6 hours

BIO 891.

Applied Ecology.....11 hours

BIO 848, 849, 850; One course from BIO 714, 718, 721, 722, 724, 725, 742, 753, 754, 756, 757, 758, 761, 802, 806, 816, 845, 846, GEO 755, 756.

Electives.....7 hours

Total Curriculum Requirements.....30 hours

Bioinformatics Option

Biology Core.....6 hours

BIO ~~740-810~~ or STA 700, BIO 801, 890.

Bioinformatics*.....27 hours

BIO 711, CSC 730, 740 or 745, 815, 831, 834.

At the University of Louisville: CECS 660.

6 hours of applied research at the University of Louisville or the University of Kentucky.

Total Curriculum Requirements.....33 hours

*Courses equivalent to BIO 121, 315, 348, CSC 190, 191, 195 may be required as prerequisites.

Curriculum Change Form Course Drop

Department Name	Biological Sciences		
College A&S	Arts & Sciences		
Proposal Approved by:	<u> Date </u>		<u> Date </u>
Departmental Committee:	<u> 1/20/10 </u>	Graduate Council*	<u> 4/30/2010 </u>
College Curriculum Committee:	<u> 3/29/10 </u>	Council on Academic Affairs	<u> 5/20/10 </u>
General Education Committee*:	<u> NA </u>	Approved	<input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*:	<u> NA </u>		
*If Applicable (Type NA if not applicable.)			

Completion of A and B is required:

A. Effective date: (Example: Fall 2009)

Spring 2010

B. The justification for this action: (course no longer taught/comment if other)

List all courses to be dropped

Prefix	Number	Title	Comments:
BIO	510	Biostatistics	
BIO	710	Biostatistics	
MAR	300	Marine Science I: Oceanography	
MAR	300L	Marine Science I: Oceanography Lab	
MAR	301	Marine Science II: Marine Biology	
MAR	301L	Marine Science II: Marine Biology Lab	
MAR	503/703	Marine Invertebrate Zoology	
MAR	503L/703 L	Marine Invertebrate Zoology Lab	
MAR	504/704	Parasites of Marine Animals	
MAR	504L/704 L	Parasites of Marine Animals Lab	
MAR	505/705	Marine Ecology	
MAR	505L/705 L	Marine Ecology Lab	
MAR	506/706	Fauna and Faunistic Ecology of Tidal Marshes, Seagrasses and Sand Beaches	
MAR	506L/706 L	Fauna and Faunistic Ecology of Tidal Marshes, Seagrasses and Sand Beaches Lab	
MAR	507/707	Marine Aquaculture	
MAR	507L/707 L	Marine Aquaculture Lab	
MAR	508/708	Marine Ichthyology	
MAR	508L/708 L	Marine Ichthyology Lab	

For Registrar Office Use Only:

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02/26/09

Date: _____

Initial: _____

Version 1.2

MAR	509/709	Marine Microbiology	

For Registrar Office Use Only:
Copy Sent to: Graduate Council
02/26/09

Date: _____
Initial: _____

Version 1.2

Curriculum Change Form Course Drop

Department Name	Biological Sciences		
College A&S	Arts & Sciences		
Proposal Approved by:	<u> Date </u>		<u> Date </u>
Departmental Committee:	<u> 1/20/10 </u>	Graduate Council*	<u> 4/30/2010 </u>
College Curriculum Committee:	<u> 3/29/10 </u>	Council on Academic Affairs	<u> 5/20/10 </u>
General Education Committee*:	<u> NA </u>	Approved	<input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*:	<u> NA </u>		
*If Applicable (Type NA if not applicable.)			

Completion of A and B is required:

A. Effective date: (Example: Fall 2009)

Spring 2010

B. The justification for this action: (course no longer taught/comment if other)

List all courses to be dropped

Prefix	Number	Title	Comments:
MAR	509L/709 L	Marine Microbiology Lab	
MAR	510/710	Marine Fisheries Management	
MAR	510L/710 L	Marine Fisheries Management Lab	
MAR	520/720	Marine Phycology	
MAR	520L/720 L	Marine Phycology Lab	
MAR	521/721	Coastal Vegetation	
MAR	521L/721 L	Coastal Vegetation Lab	
MAR	522/722	Salt Marsh Plant Ecology	
MAR	522L/722 L	Salt Marsh Plant Ecology Lab	
MAR	530/730	Comparative Histology of Marine Organisms	
MAR	531L/731 L	Comparative Histology of Marine Organisms Lab	
MAR	541/741	Marine Chemistry	
MAR	541L/741 L	Marine Chemistry Lab	
MAR	543/743	Environmental Estuarine Chemistry	
MAR	543L/743 L	Environmental Estuarine Chemistry Lab	
MAR	557/757	Marine Science for Teachers	
MAR	558/758	Marine Science: Elementary Teachers	
MAR	558L/758	Marine Science: Elementary Teachers Lab	

For Registrar Office Use Only:

Date: _____ Initial: _____

Copy Sent to: Graduate Council

Version 1.2

02/26/09

	L		
MAR	559/759	Coastal Ecology for Teachers	
MAR	559L/759 L	Coastal Ecology for Teachers Lab	

For Registrar Office Use Only:
Copy Sent to: Graduate Council
02/26/09

Date: _____
Initial: _____

Version 1.2

Curriculum Change Form Course Drop

Department Name	Biological Sciences		
College A&S	Arts & Sciences		
Proposal Approved by:	<u> Date </u>		<u> Date </u>
Departmental Committee:	<u> 1/20/10 </u>	Graduate Council*	<u> 4/30/2010 </u>
College Curriculum Committee:	<u> 3/29/10 </u>	Council on Academic Affairs	<u> 5/20/10 </u>
General Education Committee*:	<u> NA </u>	Approved	<input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
Teacher Education Committee*:	<u> NA </u>		

*If Applicable (Type NA if not applicable.)

Completion of A and B is required:

A. Effective date: (Example: Fall 2009)

Spring 2009

B. The justification for this action: (course no longer taught/comment if other)

List all courses to be dropped

Prefix	Number	Title	Comments:
MAR	582/782	Coastal Marine Geology	
MAR	582L/782 L	Coastal Marine Geology Lab	
MAR	590/790	Special Problems in Marine Science	
MAR	591/791	Special Topics in Marine Sciences	
MAR	805	Early Life History of Marine Fishes	
MAR	805L	Early Life History of Marine Fishes Lab	

For Registrar Office Use Only: Copy Sent to: Graduate Council 02/26/09	Date: _____	Initial: _____	Version 1.2
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For Registrar Office Use Only:
Copy Sent to: Graduate Council
02/26/09

Date:

Initial:

Version 1.2

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

Part I

<u>(Check one)</u>	Department Name	<u>Economics</u>
<input type="checkbox"/> New Course (Parts II, IV)	College	<u>AS</u>
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	<u>ECO 230</u>
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title <small>(30 characters)</small>	<u>Principles of Economics I</u>
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	<u>(Major __, Option __; Minor __; or Certificate __)</u>
<input type="checkbox"/> New Program (Part III)		
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	<u>3/15/2010</u>	Graduate Council*	<u>NA</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	<u>3/29/2010</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	<u>5/20/10</u>
General Education Committee*	<u>4.13.10</u>	Faculty Senate**	<u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents**	<u>NA</u>
		Council on Postsecondary Edu.***	<u>NA</u>

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change the title of ECO 230 "Principles of Economics I" to "Principles of Microeconomics"

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:
 Removing the Roman numerals from the titles of ECO 230 and ECO 231 will eliminate any misperception that the former is a prerequisite for the latter.

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

Personnel Impact:
 NA

Operating Expenses Impact:
 NA

Equipment/Physical Facility Needs:
 NA

Library Resources:
 NA

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

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

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

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
ECO 230 Principles of ~~Economics~~ Microeconomics. (3) I, II. Prerequisite: ENG 095, ENR 095, and MAT 095; or equivalent. Microeconomic principles, including the study of opportunity cost, consumer and producer choices, market demand and supply, pricing and resource allocation, comparative advantage, and international trade. Gen. Ed. VB, VC, or VII (SBS).

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ECO	230	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ECON
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Economics
<input type="checkbox"/> Course Revision (Parts II, IV)	College	AS
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	ECO 231
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Principles of Economics II
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	3/15/2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3.29.10	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/20/10
General Education Committee*	4.13.10	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Change the title of ECO 231 "Principles of Economics II" to "Principles of Macroeconomics"

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:
Removing the Roman numerals from the titles of ECO 230 and ECO 231 will eliminate any misperception that the former is a prerequisite for the latter.

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

Personnel Impact:
NA

Operating Expenses Impact:
NA

Equipment/Physical Facility Needs:
NA

Library Resources:
NA

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

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

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

New or Revised* Catalog Text

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

ECO 231 Principles of ~~Economics~~ Macroeconomics. (3) I, II. Prerequisite: ENG 095, ENR 095, and MAT 095; or equivalent. Macroeconomic principles, including the study of measures of national economic performance, determinants of aggregate production, employment and prices, monetary and fiscal policy, balance of payments, economic growth and development. Gen. Ed. VB, VC, or VII (SBS).

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ECO	231	Fall 2010	AS <input checked="" type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	ECON
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>English and Theatre</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>Master of Fine Arts in Creative Writing</u> (Major __, Option __; Minor __; or Certificate __) _____ *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/12/2010	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/1/2010	Approved x Disapproved
General Education Committee*	N/A	5/20/10
Teacher Education Committee*	N/A	Faculty Senate**
		9/20/10
		Board of Regents**
		1/26/11
		Council on Postsecondary Edu.***
		N/A
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To alter the existing catalog description of the MFA program's curriculum and exit requirements to reflect significant changes agreed upon by the current faculty members teaching in the program. These include: 1) Revised dates for the Summer and Winter Residencies; 2) A formal creative thesis (previously not required); 3) A written exit examination (previously not required).

A. 2. Effective date: (Example: Fall 2001)
~~01/13/2011~~ * 06/15/2011

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

B. The justification for this action:
 The current catalog descriptions of the MFA program's curriculum and exit requirements are outdated. In the time since these original descriptions were drafted and approved, the structure of the MFA program has changed significantly. The program's Winter Residency is now scheduled to be held in January each year at an off-campus residency site for ten to fourteen days, rather than on-campus for seven to ten days, as the current program description states. The program's Summer Residency is now scheduled to be held in June and/or July each year at an off-campus residency site for ten to fourteen days, rather than on-campus for seven to ten days, as the current program description states. Based on the suggestions of our new faculty members (three of the four permanent faculty members who now teach in the MFA program joined our department in the fall of 2008), and in keeping with the "best practices" guidelines established by the Associated Writing Programs for brief-residency creative writing programs like our own, we have opted to require a formal thesis and a written examination as exit requirements for each of our MFA students.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

MASTER OF FINE ARTS
Creative Writing

I. GENERAL INFORMATION

This graduate program in English is designed to train students in various areas of the creative writing discipline and provide them with both depth and breadth appropriate to the advanced level. As this degree is considered terminal in the field of creative writing, students are trained to be able to teach at the college level as well as to develop their own writing talent.

Graduate students in the MFA-CW program may prepare for careers of teaching on the college and pre-college level; engage in creative writing at a PhD level; or pursue other pre-professional or personal goals.

II. ADMISSION REQUIREMENTS

Applicants are required to submit a portfolio of work in their desired concentration (poetry, fiction, or creative nonfiction) to the Department's MFA committee and have the work approved. The writing sample will consist of 15 pages of poetry or 20 pages of prose. The portfolio will also include a two-page statement of purpose that addresses the applicant's reasons for applying. Applicants should also have completed an undergraduate bachelor's degree, with at least a minor in English and/or be prepared to complete additional hours to remove any deficiency in their undergraduate preparations. Ordinarily, a 3.0 standing must have been achieved in upper-division English courses. Applicants must meet the general requirements of the Graduate School, and achieve satisfactory scores on the Graduate Record Examination. The committee reserves the right to waive certain departmental requirements in the event that a writing sample is exceptional.

III. PROGRAM REQUIREMENTS

Students must complete 48 hours in the program ~~plus a comprehensive presentation, as well as an approved creative thesis. Students must also pass a written exit examination.~~ Each year in the program, ~~is comprised of full-time students generally attend two ten-to-fourteen-day residencies (during which students and faculty meet in person) and (for a total of six credit hours), and enroll in 18 credit hours of online classes under the direction of our faculty of practicing writers.~~ The Winter MFA Residency (ENW 800) is held in early January each year at a hotel/conference center in Lexington, KY. The Summer Writing Residency (ENW 801) is held each year during June/July in an international location, such as *San Miguel de Allende*, Mexico. The Summer Writing Residency is hosted by the ECU MFA program in partnership with the Brief-Residency MFA program of the University of New Orleans. ECU students who attend the Summer Residency study with students and faculty from a consortium of other creative writing programs from across the United States, including the creative writing programs of California State University at Fresno, Georgia State University, the University of Memphis, and the University of New Orleans. During both residencies, MFA students attend intensive creative writing workshops (in a selected genre), craft classes, lectures, public readings, and other events.

~~Normally, mentors will be assigned during the residency, and students will be allowed to choose mentors whenever possible. Once a mentor-student relationship has been established, the pair will draw up a fourteen-week course of study that allows the student to develop his/her writing skills. Similar to an independent study, students will work on their own (reading, writing, revising) sending in work to their mentor (amount to be determined by mentor) every three weeks.~~

Courses48 hours

ENW 800.....3 hours

~~(repeatable up to 12 hours with different topics)~~ Students must complete four sections of any combination of ENW 800 and/or ENW 801. Topic must vary in each section. Course content is not to be repeated.)

ENW 801..... 3 hours

~~(Students must complete four sections of any combination of ENW 801 and/or ENW 800. Topic must vary in each section. Course content is not to be repeated.)~~

ENW 810.....3 hours

~~(repeatable up to 12 hours with different topics)~~ Students must complete four sections of this course. Topic must vary in each section. Course content is not to be repeated.)

ENW 820.....6 hours

~~(repeatable up to 12 hours with different topics)~~ Students must complete four sections of this course. Topic must vary in each section. Course content is not to be repeated.)

IV. EXIT REQUIREMENTS

~~Thesis — By the time a student has taken completed the fourth required section of ENW 820 Low-Residency Mentoring MFA Writing Workshop/Mentorship (6 credits) the required four times, they should he/she will have produced a book-length work creative thesis of publishable quality. The thesis must be approved by the MFA Committee. (Detailed information concerning the preparation and submission of the creative thesis may be obtained from the MFA program coordinator.)~~

~~**Comprehensive Presentation Exit Examination**— During the student's final residency, he/she will be required to give a researched presentation on a published writer, an element of craft, an aspect of the writing process, or other topic as approved by the Creative Writing faculty. successfully pass a written exit examination. (Detailed information concerning the requirements for the exit examination may be obtained from the MFA program coordinator.)~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name English and Theatre <hr/> College Arts and Sciences <hr/> *Course Prefix & Number ENW 800 <hr/> *Course Title (30 characters) On-Campus Writing Residency <hr/> *Program Title Master of Fine Arts in Creative Writing (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	2/12/2010	4/3/2010
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
College Curriculum Committee	3/1/2010	5/20/10
General Education Committee*	N/A	N/A
Teacher Education Committee*	N/A	N/A
	Graduate Council*	Council on Academic Affairs
	Approved <input checked="" type="checkbox"/> Disapproved	Faculty Senate**
	Board of Regents**	Council on Postsecondary Edu.***
		N/A

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the title and catalog description of this course.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>
<p>B. The justification for this action:</p> <p>The current title and catalog description of this course do not accurately reflect the nature of this class. These changes will accurately reflect the role and content of the class in the curriculum of the MFA program.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

~~ENW 800 On-Campus Writing Residency Winter MFA Residency: _____.~~ **(3) A.** Corequisites: ENW 810, 820. Prerequisites: Departmental approval. ~~Intensive seven to ten-day course, taken to fulfill requirements for an M.F.A. in Creative Writing. May be repeated for credit up to 12 hours, as long as course content varies. Ten to fourteen-day writing residency involving intensive workshops, held off-campus during early January. May be taken up to four times. Topic/content must vary.~~

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ENW	800	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other <u>26.25</u>		Cip Code (first two digits only) 23	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<p>FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	ENW 810, 820.
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>Departmental approval</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

English 800.002: Winter MFA Residency Workshop

Spring 2010 3

credit hours **CRN: 24480**

Instructor: Derek Nikitas

Office: 393 Case Annex

Office Phone: 859.622-3091

Email: derek.nikitas@eku.edu (or through Blackboard)

Office hours: n/a for special term, except by appointment

Text(s):

The Evil B.B. Chow and Other Stories, Steve Almond

Out of the Woods, Chris Offutt

The Gravedigger's Daughter, Joyce Carol Oates

Course Description:

This course will highlight the skills, experiments and artistic discoveries that are involved in writing your own original fiction. You will write your own fiction and read compelling creative works for enjoyment and inspiration, and to study their techniques. You'll also write exercises intended to hone your skills and practice your ability to stretch your imagination beyond the boundaries of your personal experience and perspective. In addition, you'll engage in a workshop experience, partially guided by the author of each text, designed to refine your work and your understanding of how it affects its readers.

We'll discuss the sources and influences that spark writing ideas, the writers who inspire us, the people and places and fresh points of view that engage us, the formal conventions that guide us (and that we sometimes resist), the readers we affect, and even the "others" within ourselves that are waiting to be awakened through creative writing. We will form a community of diverse, unlike-minded literary artists who can learn to seek outside of themselves for inspiration and aesthetic development.

Course Objectives:

1. Students will create publishable work in a creative genre.
2. Students will evaluate and analyze creative writing using round table workshop.
3. Students will synthesize workshop criticism and apply that criticism in development of a personal aesthetic.
4. Students will apply knowledge of the literary market as they begin submitting creative work to appropriate venues.

Evaluation Methods:

Your final grade will be based on the following criteria:

--participation in class discussions	= 30%
--written responses to student stories	= 20%
--one short story	= 20%
--short exercises	= 15%
--final paper	= 15%
TOTAL	=100%

Participation in Class Discussion:

Writing and discussion courses like this require constant participation from students in order to thrive. You need to come to each class fully prepared, having done your homework, ready to talk about the work of your fellow students or of the published writers we'll be reading. Do what it takes to get here and be lively, ready, invigorated. Participation carries much of your grade in this course, so please don't assume these points are free or that I'm not assessing your participation. You have to earn them.

Written Responses to Student Stories:

Whenever a complete story is workshopped in class, each student is required to write a detailed response to the writer's work of at least 200 words. Handwritten or typed responses are acceptable. Please see "workshopping" section for more detailed information.

One Short Story or Novel Chapter:

Each student will write one short story or novel chapter before the start of the residency and email it to course instructor. Stories will be emailed to all workshop participants, and each participant will be obliged to make his/her own hard copies of all stories for workshop. The story should be about 15-20 pages in length, double-spaced.

Short Exercises:

Occasionally, students will be assigned short exercises or "flash fiction," topics to be announced. Each exercise will be one page, double spaced, eleven or twelve point font. Please keep it to a page. These are exercises in brevity and density. Please do not reduce the font, cram dialogue, or use any other techniques to disguise the fact that a piece is actually longer than a page. Remember, these pieces need not be full-fledged narratives. Please type the exercise and bring a copy to submit to the instructor.

Final Paper:

The final paper will be your written response to the assigned works of fiction and their relationship to each author's craft lecture. The response should be typed and at least 1500 words, or about 500 words devoted to each author (Oates, Offutt, Almond). Your objective will be to discuss how each author's craft lecture helped put the work that you read by that author into perspective, and/or what you learned as a writer from the author's fiction or craft lecture. *As always, try to focus on intrinsic, formal-level issues of craft (story structure, point of view, voice, detail, characterization, etc.), rather than extrinsic, content-level issues like the author's treatment of class, gender, race, etc.* (recognizing, of course, that sometimes the extrinsic and the intrinsic overlap).

A note on criticism:

I am not trying to banish criticism from the classroom or the message boards. In fact, accepting criticism is often the most powerful means for improving one's writing. I do, however, want to lay down some suggestions about *constructive* criticism that I will endeavor to follow and that I hope you will also follow. Please consider the following idea designed to help soften the blow and make the criticism more valuable:

1. try to say something nice first (see the "note on praise").
2. do not attack the writer or her ability; instead, question whether certain techniques work as well as they could have, or whether certain techniques effectively achieve the writer's apparent or stated goals.

3. be specific about your criticism; don't be wishy-washy and vague or else the writer is likely not to understand or accept your criticism; don't belabor your point (the same is true for praise—be specific about what you liked and exactly why. Otherwise the praise will seem empty and insincere).
4. avoid outright rudeness and sarcasm (subtle rudeness) at all costs.

Students with Disabilities:

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

Attendance and Tardiness: Due to the brief, intensive nature of this course, you're expected to be here for every workshop session, for the full session. Please be present for all workshop sessions, and on time. For every class session you are absent, or for every two class sessions you are tardy, your total grade will be reduced by one letter.

Class conduct: Please turn off cell phones and other electronics *before* class starts. Stay engaged with the class; don't sleep, do homework, or otherwise disengage yourself from class discussion. Don't distract others with inappropriate behavior. Class and group conversation should be limited to the discussion at hand. Be otherwise courteous to each other and to me.

Office Hours: If you're as passionate about writing as I am, you know everything about writing can't be said in class, so feel free to come talk. You can talk to me about any aspect of the class, or your writing, or your writing life. Since this is a special academic session (residency), I don't have any assigned office hours. However, I will be on-site here at the hotel throughout most of the residency and would be delighted to find a time and place to speak to any one of you. Just let me know.

Academic Integrity:

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

WORKSHOPPING

IN GENERAL

Because of our open community, our class will be devoted primarily to “workshopping;” that is, reading stories by fellow students and then conducting group discussions about those pieces. Workshopping is valuable because an author can learn from an entire community of readers, and the readers themselves can learn from each other. Remember that no particular workshop is useful only for the student whose piece is being discussed; all of the class members can learn from all workshops. Be open to the possibility that your breakthrough realization could well arrive during somebody else’s workshop.

However, we must remember that writing and reading are subjective activities, so no amount of group consensus should be expected or encouraged. Each author is therefore encouraged to consider carefully all peer comments, but to accept only the advice, criticism and praise that makes sense to him/her after careful consideration (which, frankly, sometimes takes weeks or months or even years). Readers are obliged to offer advice, criticism and praise when appropriate, but always constructively and with the utmost courtesy and respect for the integrity of everyone involved.

THE METHOD

Before each discussion, we will have already read the student’s story several times, commented on it in writing, and prepared to involve ourselves in a conversation about it. Each story will be presented to the class with a “critique guide,” filled out by the author of the story, designed to help us put the piece into perspective, understand the author’s goals, and address the author’s concerns. The “critique guide” is a useful jumping off point, but it should not completely “hijack” the entire workshop. If the readers feel there are other pressing issues to address, beyond those highlighted in the “critique guide,” then such issues should be addressed, by all means.

Remember, each workshop should address two major goals: helping the writer improve the piece, and suggesting new strategies and approaches to the other members of the class. To those ends, no workshop should be merely about the writer’s needs, nor should it be merely about the reader’s reactions.

Each discussion should go roughly as follows:

- Class members discuss what the story is “about”/ what kind of story it is
- Class members discuss what they enjoy about the story
- Class members discuss what the author might do to improve the story
- Class members address the author’s concerns as stated on the “critique guide”
- The writer directs any specific questions to the rest of the class

Be honest, but be respectful. Remember the writer of the story is in the room, and that writer has a strong emotional investment in the story. Always say what you need to say, but always find the tactful way to say it. Of course, the occasional misunderstanding is inevitable, and the workshop is never about absolute praise or class consensus. If the class totally agrees about the effect and meaning of a story, then the story is probably not deep, interesting, or important enough.

The only major rule for workshopping is that the writer of the piece may not speak during the workshop, until the final segment. This rule prevents the writer from “justifying” or explaining what should otherwise be clear in the text without his/her input. Once the workshop is complete, the writer may ask questions or make statements. Otherwise, the discussion is open to everyone else. Speak up; there is no commenting order; you don’t have to raise your hand, but raising your hand will certainly get you a chance to speak.

THE INSTRUCTOR’S “PHILOSOPHY” ON WORKSHOPPING

I believe that workshopping is an integral part of a writer’s education, though by no means the only part, nor the most important part (obsessive reading and constant writing are the two *most* important ingredients). The main strength of workshopping is that it allows the writer to “publish” a work to a group of sophisticated readers who will, hopefully, provide keen insights and recommendations.

A workshop works best with a few key conditions in place, all of which I strive to maintain in my own workshops. First, each writer needs to understand that a workshop is not a back-patting session (no more than it is a back-stabbing session!). Though we’ll tell you what we enjoyed and what we think is working, our primary goal will be to tell you what we think you can do to hone your writing and storytelling abilities.

Remember that you’re here to learn, not to show everyone what a genius you already are. All workshopped stories are works in progress. Remember also that the learning process takes years and most students will write dozens of stories or hundreds of pages before they overcome certain fundamental flaws that will prevent them from getting published.

The participating members of the workshop should also remember our main goal, to help our peer writer improve. Keeping this goal in mind will prevent us from expressing ourselves in ways that are not constructive for the writer or the group.

We provide written comments and oral discussion because these two activities offer different benefits. The written comments provide specificity and clarity. The oral comments allow the discussion to evolve as the workshop members work through their own concerns about the stories, and synthesize their readings with the readings of others. Both methods are vital, and all students are expected to participate in both.

My responsibility in the group is to be the moderator for the discussion and the voice of professional experience. In this sense, I don’t believe that workshops are totally egalitarian. Ours is a master/apprentice relationship, and I do expect that you, as an apprentice writer, should commit yourself to practicing the methods I recommend, at least during the course of this workshop.

The same will be true as you study from other writers throughout this MFA program, gradually developing your own voice and methods as you progress from class to class, instructor to instructor—integrating, modifying and coming to terms with contradictory advice (always the fun part). Please consider: as an apprentice, *you do not yet have your own voice*. Your voice will develop as you listen to the voices of others. If you already have your own voice, you’d have no need to study fiction writing from anyone.

This point does not mean that my word is flawless (in fact, I encourage you to question my judgment in ways that will help deepen our understanding of the writing process). I learn from my students in every workshop I teach. However, I do hope you will leave yourself open to considering the validity of my judgments, as well as the judgments of all your peers.

Although fiction is quite obviously self-expression, I will consider all your work in light of how it affects readers, as this is my major concern. I believe we write to entertain others—that is, to affect people's emotions. Sometimes we do it in simple and obvious ways, and sometimes in subtle and complex ways. To this end, I will not assess the value of your work based upon its quality of self-expression. I will assess it based upon its progress toward publishability: its storytelling effectiveness and manipulative technique, its uniqueness, its subtlety and truth, its adherence to the fundamental conventions of fiction writing, its audaciousness and effective rule-breaking, and the interest level (dare I say...marketability?) of its approach to its subject matter.

We should also acknowledge some flaws in the workshopping process so that we can do our best to overcome them, or at least circumvent them. Workshops are often accused of bleeding uniqueness from a story by its tendency towards conventional consensus. Let's therefore carefully consider what a story's unique attributes might be and, instead of recommending their deletion, let's recommend ways to make them work within the story. The "critique guide," I hope, will help point us in the right direction.

Workshops are also accused of being either too nice or too critical. Let's remember that vague praise never helped a writer improve. Let's also remember, as we criticize, that our goal is to help make the story better, not to attack the writer or his/her personality. In particular, be careful when you feel that the story is withholding something from you, failing to deliver certain information. Ask yourself: is the withholding a disappointment, or is it good structure, good suspense, good mystery?

Questions to ask about student stories (for your oral and written comments):

1. What stands out most strongly in the story; what do you like best? (Dialogue, a particular character, description, imagery, sense of setting, etc.) And, why? What do you like about the way it affects you?
2. What in the story seemed surprisingly truthful to you? What is confusing to you; what didn't you understand? (This could be as small as a line or a word, or an action a character takes.) Don't be shy. There are no stupid questions. Caution: is the confusion artful irony or vague ambiguity?
3. Is the story's central conflict clear? Is there an external conflict (having to do with events, actions, the plot)? And is there an internal conflict (having to do with a character's feelings)?
4. Is the conflict simplistic, or too easily or melodramatically resolved (morals at the end of a story, obvious lessons learned)? Is it ultimately an action-driven story or a character-driven story, and what is the effect of that drive? How effective is the resolution?
5. How does the story's structure contribute to (or detract from) its emotional effect?
6. What mysteries/questions arise in the story, and how are these mysteries resolved or answered? If any are left unresolved or unanswered, is this a problem or a virtue in the story? Should more mystery/intrigue or questions be developed?
7. What are the central ironies in the story? Are they sufficiently cultivated?
8. What subtexts arise in the dialogue and actions of the characters? What has been left effectively unsaid? What's missing? Is a subtext present, and is it sufficiently suggestive or deep enough?
9. What is the effect of the chosen point of view? How does it matter? In what ways does the POV manipulate the reader's emotional relationship with the story? Is this manipulation evident or effective?
10. What risks in form or content is the author taking? Are these risks effective? If not, what might the author do to make them more effective?
11. Are there elements of the story or the writing that are too conventional—familiar to the point that the reader disengages emotionally? What are these elements and how might they be defamiliarized?
12. What scenes happened too quickly, or too slowly? (i.e., were there some scenes that seemed to go on too long, or scenes where you wanted to spend more time with the characters?)
13. Did the characters seem sufficiently developed, original, complex like real people, or are they sometimes a little stereotypical, one-dimensional, predictable?
14. How effective is the story's voice or sense of atmosphere? Where does it come from and how does it function?

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name English and Theatre <hr/> College Arts and Sciences <hr/> *Course Prefix & Number ENW 810 <hr/> *Course Title (30 characters) Topics in Creative Writing <hr/> *Program Title Master of Fine Arts in Creative Writing (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 2/12/2010	<u>Date</u> 4/30/2010
	Departmental Committee	Graduate Council*
	Is this a SACS Substantive Change? Yes *** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
	College Curriculum Committee	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
	General Education Committee*	Faculty Senate**
	Teacher Education Committee*	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the title and catalog description of this course in order to accurately reflect its role and content in the curriculum of the MFA program.	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: The current title and catalog description of this course do not accurately reflect the nature of this class.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

ENW 810 Topics in Creative Writing: _____. **(3) A. ONLINE ONLY. Prerequisites: Departmental approval.**
~~Selected topic on creative writing. A literature course for creative writers; topic focus determined by instructor. May be repeated with different topics to a maximum of 12 hours. Students take this course four times. Topic/content must vary.~~

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ENW	810	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 12	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 23	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Creative Writing (ENW) 810.001: Studies in Contemporary Fiction

Fall 2009

3 credit hours CRN: 13513

Online via gotomeetings (W 6-8)

Instructor: Derek Nikitas

Office: 393 Case Annex

Office Phone: 859.622-3091

Email: derek.nikitas@eku.edu (or through Blackboard)

Office hours: 9:30-12 T/Th (also by appointment)

COURSE DESCRIPTION

Catalog Description: An online literature course for creative writers. Students read extensively in contemporary literature, and write critical essays in response to these readings.

This is a reading and analysis course for practitioners of the art of fiction at the graduate level. We will approach fiction from three perspectives: as working writers immersed in creative projects, as close and careful readers who draw from the masters, and as active members of the contemporary community of fiction writers. Our goal will be to synthesize these three perspectives for the benefit of our art.

To that end we'll read popular and works of modern and contemporary fiction and examine them closely for what they can teach us about how to write. We'll discuss major trends in fiction writing, including Realism, Formalism, Naturalism, Metafiction, Magical Realism, and Minimalism. We will explicate the formal strategies of writers from Flaubert to Erdrich and learn how to more effectively and closely read like writers. Finally, we'll write our own fiction—exercises and larger projects—in response to our immersion in these works.

TEXTS

The Vintage Book of Contemporary Short Stories (Vintage) 0679745130

Madame Bovary, Gustave Falubert (Norton) 0393979172

Anton Chekhov's Short Stories (Norton Critical Editions) 0393090027

The Sun Also Rises, Ernest Hemingway (Scribner) 0743297332

The Annotated Lolita, Vladimir Nabokov (Vintage) 0679727299

Beloved, Toni Morrison (Plume) 0452280621

The Unbearable Lightness of Being, Milan Kundera (Perennial Classics) 0060932139

Blood Meridian, Cormac McCarthy (Vintage International) 0679728759

Love Medicine, Louise Erdrich (Harper Perennial) 0060786469

Graduate Program Objectives:

Learning Objective 1: Upon graduation, students will have knowledge of a variety of theoretical approaches and demonstrate application of rhetorical and critical theory to a literary text or practical problems of the classroom.

Learning Objective 2: Upon graduation, students will demonstrate knowledge of genres, trends and core concepts in their area of emphasis.

Learning Objective 3: Students will demonstrate an ability to write for a variety of purposes, including textual analysis, research in the field, and argumentative texts.

Student Learning Outcomes for Emphasis in Creative Writing:

1. Students will demonstrate an understanding, informed by current research and theory within the field, of the process of writing creative works from invention to revision.
2. Students will demonstrate the ability to master specific techniques and forms in at least one (and preferably in more than one) of the various genres of creative writing: poetry, fiction, creative nonfiction, play-writing.
3. Students will demonstrate the ability to compose effective, publishable poems or stories or creative nonfiction essays or plays suitable for theatrical production.

Course-Specific Learning Objectives:

1. understand the historical and formal development of fiction writing.
2. demonstrate an understanding of specific techniques and forms in fiction writing.
4. effectively explicate fiction on a formal level, using specific disciplinary terminology (as a writer sees fiction)
5. nourish a desire to create
6. synthesize various theoretical and practical approaches to fiction writing and reading
7. apply this research to actual development, writing and revision of one's work

Evaluation Methods:

Critical Responses to Course Texts (via Blackboard)	30%
Three Imitations (via Blackboard)	15%
Online Oral Participation	15%
Online Written Participation	15%
Oral Presentation	10%
Final Paper (approx 2000 words)	15%
TOTAL:	100%

No late assignments will be accepted except in extreme circumstances.

Letter Grade Conversion:

Final Average in Percent	Letter Grade
90 – 100%	A
79 – 89%	B
69 – 78%	C
59 – 68%	D
58 % or Below	F

Critical responses to course texts (via Blackboard):

About every week (consult course calendar for specific dates), I will ask you to post critical responses to the contemporary fiction we've been reading. Although I hope that the stories we read will inspire your creativity, these critical responses should be "academic writing"--critical/analytical, organized prose with evaluations and examples, written in clear, concise, grammatically correct English. All critical response should be carefully written and revised before submission.

Timely responses help facilitate class discussion. Therefore, **each required response is due before the class period begins on its due date.** Late journal entries will not be accepted and will have a detrimental effect on your online response grade.

Each of your responses will be guided by a prompt (see individual directions for each assignment) and should be about a page long (double-spaced, eleven or twelve point font). As the semester progresses and your critical vocabulary increases, I will expect you to make accurate use of that vocabulary (i.e., discussing the degree of psychic distance, the peculiarities of point of view, the syntactical decisions in a voice piece, etc).

Merely complete responses will be passable (C-level), while thoughtful responses making use of creative writing critical vocabulary will attain B and A -level scores. The responses should also be analytically objective. You're encouraged to evaluate the fiction you are discussing in your response, but please avoid facile, subjective responses ("this book sucked"/"this book rocked," "WTF?", etc). All opinions should be precise, concrete and supported by specific examples.

Online Written Participation (i.e., peer responses to critical pieces, via Blackboard):

After each critical response is due, every student is expected to participate frequently with the message board-style postings. For each assignment, you will read the responses of *at least three*

of your peers and write back to those students via the message board response function. Try to respond to different peers as the weeks go by.

Your "addendums" should be at least a well-developed paragraph in length. You should add your own ideas in agreement or disagreement and supply your own examples from the source texts. Again, unthoughtful responses that merely reiterate or vaguely praise are not sufficient. Compounding vague statements ("I really liked what you said. I'm in total agreement about X. When I read the book I was thinking the exact same thing. Your response really spoke to me because my reaction was so similar...") is the opposite of thoughtful critical writing. Rudeness of any kind (including hurtful sarcasm archly disguised as praise) will not be tolerated.

"Addendums" can be added as soon as peer responses begin to post, but are due *no later than one week following the original response due date*. Check back often, and respond to each other's responses. Try to get a conversation going. After a week, the message board for that particular assignment is considered "closed," for grading purposes, but feel free to keep a good conversation going.

Creative Imitations:

Three times during the semester (see course calendar for details), you will complete assigned creative exercises in which you will attempt to imitate the style, subject matter, voice, etc. of one of the writers you've read for this course, since the last time you submitted an imitation. The purpose of this assignment is to get you understanding a writer's method from the inside out. It also allows you to break out of your own "voice" comfort zone and do a little fruitful experimenting. You can be funny (as opposed to, well, every writer on our list), but please take the method seriously and avoid exercises that are *merely* parodies.

Each exercise should be about *one-two pages long*, double-spaced. Exercises should be carefully developed and honed through revision, so approach the revision process with the same passion and vigor you'd approach a full story or poem. Also be prepared to discuss during class, your particular challenges, successes, even failures with the exercises.

Online Oral Participation:

Writing and discussion courses like this require constant participation from students in order to thrive, especially in situations where voice is our only manner of communication. You need to come to each class fully prepared, having done your homework, ready to talk. Do what it takes to be lively, ready, invigorated. Participation carries much of your grade in this course, so please don't assume these points are free or that I'm not assessing your participation. You have to earn them.

Oral Presentation:

For one work this semester, you will be asked to deliver a twenty minute oral presentation during our weekly online meeting. The presentation should be analytical in nature and cover some specific aspect of the work under discussion. Since we are studying forms, we will all be best served if you concentrate on a formal aspect of the work (see "Fiction Critique Guide" for the kinds of questions that can spark lectures of form). Don't try to cover everything; choose one very specific aspect of the book, and take us through a close reading of that aspect. Feel free to cite pages, lines, even words. We want focus.

Weeks when an oral presentation is scheduled, the presentation will begin the discussion and will (hopefully) lead to further discussion. However, your twenty minute presentation should not be interactive. If you have questions, answers them yourself. Then, when you're done, we'll tell you if your answers were right. Feel free to ask for further clarification of this assignment if you need it.

Final Paper:

The final paper, about 2000 total words in length, double-spaced, will be due during finals week. You can write a short fictional piece (of about 1500 words) making use of concepts and strategies you learned in class this semester, followed by a 500 word explanation of how and why you used those concepts. Or, you can write a straight "retrospective" essay of 2000 words detailing which works and which concepts were most useful to your development as a writer, and why.

COURSE CONTENT (rules and caveats)

Follow Assignments

In most cases, the parameters for writing assignments in regards to length, form, etc. are clear from the directions. Although you are free and encouraged to experiment within these parameters, please ensure that you follow directions.

No Recycling

All of your writing in this course should be original. No work originally completed before the first day of class is acceptable. Submitting work for which you've already received credit in another course is a form of academic dishonesty and won't be tolerated (the creative writing faculty is close, and we talk, so don't try it). We want you to progress as writers by integrating what you're learning *right now*, and recycling old work is counterproductive to that aim.

Literary Works for Grown-ups Only

All writing in this course should exhibit *serious literary ambition* in regards to content, forms, techniques, voice, thematic concerns, depth of character, etc. (note that seriousness of purpose is not the same as humorlessness--comic elements are fine). To that end, avoid writing "pure" genre pieces, where your *only* ambition is to adhere to tired genre conventions and feed the plot machine. Of course, using *elements* of genre (like mystery, sci-fi, or horror) in a piece that has other, more complicated ambitions is perfectly acceptable.

No Censorship

Some of the works that we read in this course (student work or from the reading list) may contain profanity, direct sexual references, and/or descriptions of violent or disturbing acts, as well as other language or content that some readers will likely find objectionable. While I certainly respect the values and principles of each of my students, one of my chief goals in a creative writing course is to expose students to the full spectrum of literary works being produced and published by contemporary writers. Therefore, it is my policy *not* to avoid the work of authors who choose to deal candidly—and seriously—with adult material and themes.

It is also my policy *not* to limit student writers in the content of their work, and I encourage you, in each and all of your assignments, to deal with whatever material you feel most compelled to explore. However, as with all serious fiction, each element of those works should be in some way integral and essential to your larger thematic and artistic goals in the piece.

HOW DO I GRADE CREATIVE WRITING?

All written work will receive a letter grade. In your writing (and class participation), I will grade in these three general areas:

- 1-evidence of talent, overall artistic quality and craftsmanship; your knowledge and use of traditionally effective creative writing craft practices
- 2-risk-taking, strategic and effective effort, ambition, willingness to try new content and forms; your inventive experimentation with the "rules" of creative writing
- 3-mechanics—punctuation, spelling, and grammar (you are expected to know and use correct English grammar, punctuation, and spelling. Ongoing weakness in these areas will lower your assignment grades, and, if extreme, may prevent you from passing the course.)

Technology Requirements:

You will need a *high-speed internet connection*. Dial-up service simply *will not work*. You will also need to purchase a *headset with microphone*. These are available at any computer store, Radio Shack, or Wal-Mart. You may also purchase them online.

It is *unacceptable* to use the imbedded microphone and speakers on your laptop/desktop computer for our weekly online discussions, since the static and background noise associated with these devices is often very distracting.

Procedures for Weekly Online Meetings:

- Each Wednesday, at about 5:45 pm, you will receive an email at your ECU student address.
- This email will include a link to the Gotomeeting.com web site, as well as a Meeting Number.
- After logging on to the Gotomeeting.com web site and entering the Meeting Number, you will automatically be connected to our Wednesday night workshop.

Students with Disabilities:

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

Academic Integrity:

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

FICTION CRITIQUE GUIDE

Here's a list of story elements you may want to discuss in your written and oral responses to a peer's story. Also, this story analysis guide can help all class members prepare for discussions of professional texts. You certainly don't have to discuss all the elements, because some of them might not apply to the story in question. Choose the ones you feel are most important to the effect of the story. Always ask yourself--how is this technique affecting my emotional/intellectual reaction to the story, as a reader?

1. What is the point of view in the story? Whose? What type? Why? Does the POV feel right?
2. Who are the chief characters? Describe their relationships to each other, and how these relationships affect your reaction? Who has your sympathy? Why? Could any of these characters be more or less developed?
3. Where does the story take place? Comment on the effects setting has BEYOND establishment of place and time. Does the setting advance or detract from the story's effect?
4. What is the time sequence of the story? How does it play out, plot-wise? What is the effect of the choices about when to start, when to end, and what to include?

5. What is the total number of “scenes” in this story? We’ll probably disagree, because the definition of “scene” can sometimes be slippery.
6. What are some fictional patterns in the story? (Words or phrases which the author has repeated or echoed. Types of incidents or relationships which seem to recur. Similar effects or moods which are cumulative and parallel. Elements which are balanced or diametrically opposed. Movements, cause/effects, etc.)
7. What changes during the story? And where--in character, plot, reader, ideas, etc.?
8. Explain other strengths and/or weaknesses in the use of:
 - a) characterization
 - b) language
 - c) plot
 - d) dialogue
 - e) image and symbol
 - f) unity, structure
 - g) mood, atmosphere, suspense
 - h) revelation, epiphany, climax
 - i) theme, meaning
9. What is your personal reaction to the story? Do you like it? Why? What are you left with after reading it? Are the effects and emotion in the story genuinely moving?
10. What disturbed you? Delighted you? Puzzled you?
11. Where is the story at its best? Worst?

Course Outline

Subject to change

August

- W 26 course introduction
complete first critical assignment for next class

September

- W 2 *Madam Bovary*, Pt I, and II up through chapter X, (i.e. to page 141)

Llosa, "The First Modern Novel" pp. 416-423 (Norton *Bovary*)
Auerbach, "On the Serious Imitation of the Everyday" up through section IV only,
pp. 423-439 (Norton *Bovary*)
complete second critical assignment for next class
- W 9 the rest of *Bovary* (to page 275)
Flaubert's letters, pp. 300-312 in Norton *Bovary*
Culler, "The Uses of Uncertainty, pp. 479-492 (Norton *Bovary*)

First oral presentation (Flaubert): _____ Billy Mullins _____
- W 16 Chekhov, ""Vanka," "Sleepy," "The Grasshopper," "The Teacher of Literature" (in Norton)
Chekhov, "In the Ravine," (<http://www.my-chekhov.com/proizved/263a.shtml>) [be sure to read
every Roman-numeral linked page]
"Selections from Chekhov's Letters," Norton Chekhov, pp. 267-276
Derman, "Compositional Elements of Chekhov's Poetics," Norton Chekhov, pp. 301-307
Struve, "On Chekhov's Craftsmanship," Norton Chekhov, pp. 328-335"
- W 23 Chekhov, "Gooseberries," "The Lady With the Dog," "The Bishop," "The Betrothed"
Chekhov, "Gusev" (<http://www.my-chekhov.com/proizved/014.shtml>) [be sure to read
every Roman-numeral linked page]
Poggiloli, "Storytelling in a Double Key," Norton Chekhov, pp.307-328
Kramer, "Stories of Ambiguity," Norton Chekhov, pp. 338-351
Complete third critical response for next class

Second Oral Presentation (Chekhov): _____ Todd King _____
- W 30 Hemingway, *The Sun Also Rises* (up through Chapter XII--pp. 130 in Scribner edition)
Complete fourth critical response for next class

October

- W 7 Hemingway, *The Sun Also Rises* (rest of book)
First imitation due

Third Oral Presentation (Hemingway): _____ Clay Marcum _____

W 14 Nabokov, *The Annotated Lolita* (Part One, including Appel's introduction, the Foreward, and text-associated end notes)
Complete fifth critical response for next class

F 16 mid-term grades due

W 21 Nabokov, *The Annotated Lolita* (rest of book, including associated end notes)

Fourth Oral Presentations (Nabokov): _____ Janice Clayton _____

W 28 Morrison, *Beloved* (Part One)
no teleconference class tonight
Complete sixth critical response for next class

November

W 4 Morrison, *Beloved* (rest of book)

Fifth Presentation (Morrison): _____ Chad Hutichson _____

W 11 Kundera, *The Unbearable Lightness of Being* (Parts 1-4)
Complete seventh critical response for next class

W 18 Kundera, *The Unbearable Lightness of Being* (rest of book)
Kundera, "Somewhere Behind" (handout)
Second Imitation Due
Complete eighth critical response for next class

Sixth Presentation (Kundera): _____ Sandra Spaulding _____

W 25 Carver, "Cathedral; Dybek, "Chopin in Winter;" Oates, "Where Are You Going...;"
O'Brien, "The Things They Carried" (all in Vintage)
Complete eighth critical response for Dec 2 class

Seventh Presentation (select one author above): _____ Russell Helms _____

W 2 Thanksgiving – no classes

December

W 9 McCarthy, *Blood Meridian* (whole book)
Complete ninth critical response for next class

Eighth Presentation (McCarthy): _____Deana Nantz_____

W 16 **Finals Week (Final Paper Due)**

Erdrich, selected stories TBA

Third Imitation Due

Ninth Presentation (Erdrich): _____Artie Ann Bates_____

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name English and Theatre <hr/> College Arts and Sciences <hr/> *Course Prefix & Number ENW 820 <hr/> *Course Title (30 characters) Low Residency Mentoring <hr/> *Program Title Master of Fine Arts in Creative Writing (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/12/2010	Graduate Council* 4/30/2010
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3/1/2010	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/20/10
General Education Committee*	N/A	Faculty Senate** N/A
Teacher Education Committee*	N/A	Board of Regents** N/A Council on Postsecondary Edu.*** N/A
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the title and catalog description of this course in order to accurately reflect its role and content in the curriculum of the MFA program. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: The current title and catalog description of this course do not accurately reflect the nature of this class.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

~~ENW 820 Low-Residency Mentoring MFA Writing Workshop/Mentorship: _____.~~ **(6) A. ONLINE ONLY.**
~~Prerequisites: Departmental approval. During the low-residency mentoring, students will work with their mentors via mail, email, teleconferencing, Blackboard, telephone, and in any other way the mentor deems fruitful. Similar to an independent study, students will work on their own (reading, writing, revising), sending in work to their mentor (amount to be determined by the mentor) every three weeks. May be repeated for credit up to 24 hours, as long as course content varies. Students work closely with instructor on drafts, revisions, and critical responses to contemporary literature. Students take course four times. Content must vary.~~

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ENW	820	Fall 2010	AS <input checked="" type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other <u>8</u>		Cip Code (first two digits only) 23	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	6		FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	<u>Departmental approval</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

 ENW 820 – MFA Poetry Workshop

Section:	14301
Credit Hours:	06
Semester and Year:	Fall 2009
Instructor:	Dr. Young Smith
Class Days & Times:	Online Course – Meets Online Wednesdays from 6:30 - 9:30 pm
Classroom Location:	None
Office:	Case Annex 395
Campus Office Hours:	By Appointment
E-mail:	young.smith@eku.edu
Office Phone:	859-622-3093

EKU Catalogue Description

ENW 820 Low-Residency Mentoring:

_____. (6) A. During the low-residency mentoring, students will work with their mentors via mail, email, teleconferencing, Blackboard, telephone, and in any other way the mentor deems fruitful. Similar to an independent study, students will work on their own (reading, writing, revising), sending in work to their mentor (amount to be determined by the mentor) every three weeks. May be repeated for credit up to 24 hours, as long as course content varies.

Specific Course Description: Poetry Workshop

ENW 820 (*MFA Mentorship in Creative Writing*) is a six-hour online writing workshop in EKU's Master of Fine Arts program in creative writing. The focus of this section of ENW 820 will be poetry writing. Because the course offers six hours of graduate credit (the equivalent of two "regular" graduate courses), students should expect a heavy workload in this class. In ENW 820, students will read works of poetry and essays about the craft of writing poetry, will write and extensively revise their own original works of poetry, will write formal critiques of their classmates' creative writing, will write three short critical essays, will post frequent comments on the course Discussion Board, and will participate actively and consistently in weekly online discussions, via Gotomeeting.com.

Disabilities 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.

Course Objectives

Department Student Learning Objectives

1. Students will demonstrate the ability to analyze and produce texts.
2. Students will demonstrate knowledge of selected concepts by achieving a designated level of understanding on a Creative Writing Committee-devised test.
3. Students will demonstrate the ability to research.

Graduate Program Objectives

Learning Objective 1: Upon graduation, students will have knowledge of a variety of theoretical approaches and demonstrate application of rhetorical and critical theory to a literary text or practical problems of the classroom.

Learning Objective 2: Upon graduation, students will demonstrate knowledge of genres, trends and core concepts in their area of emphasis.

Learning Objective 3: Students will demonstrate an ability to write for a variety of purposes, including textual analysis, research in the field, and argumentative texts.

Specific Course Objectives: ENW 820

Our chief goals in this course are to help you do the following:

1. To explore and sharpen your skills as a poet, and, through doing so, to help you develop a stronger appreciation for and critical understanding of the genre of poetry.
 2. To write at least twelve publishable poems.
 3. To write three short critical essays on the craft of writing poetry.
 4. To participate actively and productively in a number of different online class discussions.
 5. To describe and illustrate common uses of literary terms from a poet's point of view.
 6. To consider the role of poets in the literary marketplace.
-

Required Texts & Materials:

Required Texts

Most of our common reading materials required for this course are available online, so there will be no need to purchase hard copies of these texts. However, four books are required:

- Fussell, Paul. Poetic Meter and Poetic Form. (ISBN: 0075536064)
- Oliver, Mary. A Poetry Handbook. (ISBN: 0156724006)
- Peacock, Molly. How to Read a Poem... and Start a Poetry Circle. (ISBN: 1573227854)
- Roethke, Theodore. On Poetry and Craft. (ISBN: 155659156X)

(Please note: The books listed above are *not* available through EKU's campus bookstore. They are readily available through Amazon.com and other online retailers.)

Course Organization

We will meet as a class online, via Gotomeeting.com, during one three-hour block each week throughout the fall 2009 semester, from 6:30 – 9:30 pm EST on Wednesday evenings. During this time, we will conduct workshops of students' creative submissions, discussing the drafts at hand in detail, and offering both constructive criticism and specific suggestions for revision. In addition to these real-time workshops, students in ENW 820 will also write and post online responses to questions about assigned readings. During the time between Wednesday workshops, students will respond, via the Blackboard "Discussion Board," to the responses of their peers to these discussion questions. In addition, students will also write three short critical essays on the craft of writing poetry.

Course Requirements:

- 1) **Drafts of thirteen original works of poetry**
- 2) **A midterm portfolio containing revisions of all poems written to date**
- 3) **A final portfolio containing revisions of all poems written during the semester**
- 4) **Weekly reading assignments and Discussion Board responses to questions about those readings**
- 5) **Formal workshop critiques of the drafts of peers**
- 6) **Discussion/participation during weekly workshop meetings online**
- 7) **Three short critical essays**

Technology Requirements

For this course, you will need a high-speed internet connection. Dial-up service simply will not work.

You will also need to purchase a headset with microphone. These are available at any computer store, Radio Shack, or Wal-Mart. You may also purchase them online. Examples of effective headsets include:

- Labtech 980232-0403 Stereo Headset with Microphone (\$14.40 new from Amazon.com)
- Cyber Acoustics AC-201 Stereo Computer Headset with Microphone (\$9.20 new from Amazon.com)

It is unacceptable to use the imbedded microphone and speakers on your laptop/desktop computer for our weekly online discussions, since the static and background noise associated with these devices is often very distracting.

Procedures for Weekly Online Meetings

Each Wednesday, at approximately 6:15 pm, you will receive an email at your EKU student address. This email will include a link to the Gotomeeting.com web site, as well as a Meeting Number. After logging on to the Gotomeeting.com web site and entering the Meeting Number, you will automatically be connected to our Wednesday night workshop.

Evaluation of Students:

Grading: Your final grade will be determined by the following criteria:

Requirement	Examination Date	Percent of Final Average
Reading Assignments, Online Class Participation/Intellectual Rigor	Weekly	15%
Responses to Blackboard Discussion Questions and Other Posts	Weekly	15%
Essay #1	Fri., Oct. 2	10%
Midterm Portfolio	Sun., Oct. 11	20%
Essay #2	Fri., Nov. 6	10%
Final Portfolio	Wed., Dec. 16	20%
Essay #3	Wed., Dec. 16	10%
Total:		100%

Letter Grade Assignment:

Final Average in Percent	Letter Grade
90 – 100%	A
79 – 89%	B
69 – 78%	C
59 – 68%	D
58 % or Below	F

Detailed Descriptions of Assignments and Responsibilities

Reading Assignments

You will read assigned works in a *timely manner*, so that you will be prepared for class discussion of those works on the dates that these discussions are scheduled.

Class Participation/Intellectual Rigor

You should not simply “complete” your reading assignments. Instead, you will need to examine the assigned works *carefully, critically, and thoroughly*, so that you will be able to offer comments and insights about these works at a level appropriate to a graduate course.

Responses to Discussion Board Questions and Other Posts

You will respond to all assigned questions posted by the instructor on the Discussion Board each week. You will read the responses of all of your fellow students to these questions as well, and you will post a reaction of your own to *at least two* of your fellow students’ comments each week. You will complete all responses and reactions by the posting deadlines listed on the Schedule of Assignments.

Important Notes about Discussion Board Responses

- Though your Discussion Board responses *will* typically be brief (between two and four well-developed paragraphs), you should still think of these responses as *formal* writing assignments in a graduate English course. Your posts, therefore, should be written in *complete, grammatically sound sentences*, and these sentences should be free of all e-mail/chat-room/text-messaging shorthand and jargon (abbreviations like LOL, OMG; emoticons like ☺, ☹, etc.) The *style* and *tone* of your responses should also be appropriate to the context of a graduate course, rather than personal or “chatty.”
- You should make every effort in your responses to address only the *specific topic(s)* raised in each question. Work hard not to let your responses drift into other areas, such as how much you “liked” or “disliked” an assigned work.
- Even within the two to four paragraph limitation, you should work to make your responses as clear and *conclusive* as you can. Wherever appropriate, for example, you should provide specific examples from the text(s) you are discussing in order to illustrate your own general claims.

Three Critical Essays

You will write three critical essays (of about 1500-2000 words each) in response to topics assigned by the instructor (or, after consulting with the instructor, on topics of your own choice). These short essays will not require any secondary sources or outside research (though you may, of course, include secondary sources, if you choose). You will, however, follow the current Modern Language Association (MLA) format in each of these essays. (For further information about MLA format, see <http://owl.english.purdue.edu/owl/resource/557/01/>).

Personal Behavior: Students will be expected to conduct themselves in a professional and courteous manner in all correspondence with their classmates and with the course instructor. Hostile, belittling, or insulting comments about other students, or about the *work* of other students, simply *will not* be tolerated in this course.

Conferences: I encourage you to come see me in my office—or to email or call me (on my office phone)—if you have questions about anything related to this course.

Academic Integrity: I am committed to a high standard of academic integrity. In becoming a part of the academic community, students are responsible for honesty and independent effort. Failure to uphold these

standards includes, but is not limited to, the following: plagiarizing written work or projects, cheating on exams or assignments, collusion on an exam or project, and misrepresentation of credentials or prerequisites when registering for a course. Cheating includes looking at or copying from another student's exam, orally communicating or receiving answers during an exam, having another person take an exam or complete a project or assignment, using unauthorized notes, texts, or other materials for an exam, and obtaining or distributing an unauthorized copy of an exam or any part of an exam. Plagiarism means passing off as his/her own the ideas or writings of another (that is, without giving proper credit by documenting sources). Plagiarism includes submitting a creative work, paper, report or project that someone else has prepared, in whole or in part. Collusion is inappropriately collaborating on assignments designed to be completed independently. These definitions are not exhaustive. When there is clear evidence of cheating, plagiarism, collusion, or misrepresentation, I will take disciplinary action including but not limited to: requiring that you to retake or resubmit an exam or assignment, assigning a grade of zero or "F" for an exam or assignment; or assigning a grade of "F" for the course. Additional sanctions, including being withdrawn from the course or expelled from the university, may be imposed on students who violate the standards of academic integrity. (For the most current ECU policy on academic integrity, please refer to www.academicaffairs.ecu.edu/integrity.)

*****Important Note - Policy on Course Content*****

Some of the works that we read in this course (though typically very *few* of them, on the whole) may contain profanity, direct sexual references, and/or descriptions of violent or disturbing acts, as well as other language or content that some readers will likely find objectionable. While I certainly respect the values and principles of each of my students, and while it is never my intention to make anyone feel uncomfortable in class, since one of my chief goals in a creative writing course is to expose students to the full spectrum of literary works being produced and published by contemporary writers, it is my policy not to avoid the work of authors who choose to deal candidly—and seriously—with adult material and themes.

It is also my policy not to limit or to censor student writers in the content of their work, and I encourage you, in each and all of your assignments, to deal with whatever material you feel most compelled to explore. At the same time, however, each of the stories that you write for this course should strictly adhere to a standard of literary seriousness. (Mind you, this is not the same as *humorlessness*—comedy is welcome.) Each element of those works should be in some way integral and essential to your larger thematic goals as an artist in the piece, and those goals should themselves be serious—aspiring to investigate the full richness, difficulty, and complexity of the human condition.

Instructor's Cell Phone: I am providing you with my cell phone number (859-582-8931) for one purpose only. If you have trouble logging on to our class Gotomeeting.com meetings on Wednesday evenings, you may use this number then to contact me. **Please do not contact me using this number for any other purpose, or at any other time.**

ENW 820 – Schedule of Assignments

Week 1 – Mon., Aug. 24 – Sun., Aug. 30

This Week

- Readings (for Blackboard Discussion Questions #1):
- Hirsch – “Three Invitations” (Link available on Blackboard, under “Course Documents”)
- ENW 820 First Collection of Poems (Available on Blackboard, under “Course Documents”)

Mon., Aug. 24

- Introductory Question posted on Blackboard Discussion Board

Wed., Aug. 26

- 2:00 pm – Deadline for Posting Responses to Introductory Question on Blackboard
- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Course Introduction – Policies and Procedures
 - Discuss Introductory Question Responses

Thur., Aug. 27

- Blackboard Discussion Questions (#1) Posted by 2:00 pm

Thur. – Mon.

- Write and Post Responses to Blackboard Discussion Questions (#1)

Fri., Aug. 28

- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#1) on Blackboard

Week 2 – Mon., Aug. 31 – Sun., Sept. 6

This Week

- Readings (for Blackboard Discussion Questions #2):
- Oliver – “Getting Ready” (p. 8); “Imitation” (p. 13)
- Peacock – “The Letter O...” (p. 1)
- Roethke – “On Identity” (p. 35); “How to Write Like Someone Else” (p. 55); “The Poet’s Business” (p. 74); “Words for Young Writers” (p. 87)
- ENW 820 First Collection of Poems (Available on Blackboard, under “Course Documents”)

Mon., Aug. 31

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#1)

Tues., Sept. 1

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#1) on Blackboard

Wed., Sept. 2

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#1)
 - Discuss Student Drafts of Original Poem (#1) and Critiques of these Drafts

Thur., Sept. 3

- Blackboard Discussion Questions (#2) Posted by 10:00 pm

Thur. – Sun.

- Write and Post Responses to Blackboard Discussion Questions (#2)

Fri., Sept. 4

- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#2) on Blackboard

Sun., Sept. 6

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#2)

Week 3 – Mon., Sept. 7 – Sun., Sept. 13

This Week

- Readings (for Blackboard Discussion Questions #3):
- Milosz, Czeslaw – “Against Incomprehensible Poetry” (Available on Blackboard, under “Course Documents”)
- ENW 820_ Description Poems (Available on Blackboard, under “Course Documents”)

Mon., Sept. 7Labor Day HolidayTues., Sept. 8

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#2) on Blackboard

Wed., Sept. 9

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#2)
 - Discuss Student Drafts of Original Poem (#2) and Critiques of these Drafts

Thur., Sept. 10

- Blackboard Discussion Questions (#3) Posted by 10:00 pm

Thur. – Mon.

- Write and Post Responses to Blackboard Discussion Questions (#3)

Fri., Sept. 11

- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#3) on Blackboard

Week 4 – Mon., Sept. 14 – Sun., Sept. 20

This Week

- Readings (for Blackboard Discussion Questions #4):
- Oliver – “Sound” (p. 19); “More Devices of Sound” (p. 28); “Diction, Tone, and Voice” (p. 76)
- ENW 820_Poems Emphasizing Sound (Available on Blackboard, under “Course Documents”)

Mon., Sept. 14

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#3)

Tues., Sept. 15

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#3) on Blackboard

Wed., Sept. 16

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#3)
 - Discuss Student Drafts of Original Poem (#3) and Critiques of these Drafts

Thur., Sept. 17

- Blackboard Discussion Questions (#4) Posted by 10:00 pm

Thur. – Mon.

- Write and Post Responses to Blackboard Discussion Questions (#4)

Fri., Sept. 18

- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#4) on Blackboard

Week 5 – Mon., Sept. 21 – Sun., Sept. 27

This Week

- Readings (for Blackboard Discussion Questions #5):
 - Oliver – “The Line” (p. 35)
 - Peacock – “The Three Systems of a Poem” (p. 19)
 - Roethke – “Some Remarks About Rhythm” (p. 68)

Mon., Sept. 21

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#4)

Tues., Sept. 22

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#4) on Blackboard

Wed., Sept. 23

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#4)
 - Discuss Student Drafts of Original Poem (#4) and Critiques of these Drafts

Thur., Sept 24

- Blackboard Discussion Questions (#5) Posted by 10:00 pm

Wed. – Sun.

- Write and Post Responses to Blackboard Discussion Questions (#5)

Fri., Sept. 25

- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#5) on Blackboard

Week 6 – Mon., Sept. 28 – Sun., Oct. 4

This Week

- **Essay #1 Due by 8:00 pm, Fri., Oct. 2 (An Essay in Aphorisms)**

- Readings (for Blackboard Discussion Questions #6):
- Fussell – “The Nature of Meter” (p. 3); “The Technique of Scansion” (p. 17); “Metrical Variations” (p. 30); “The Historical Dimension” (p. 62)

Mon., Sept. 28

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#5)

Tues., Sept. 29

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#5) on Blackboard

Wed., Sept. 30

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#5)
 - Discuss Student Drafts of Original Poem (#5) and Critiques of these Drafts

Thur., Oct. 1

- Blackboard Discussion Questions (#6) Posted by 10:00 pm

Thur. – Mon.

- Write and Post Responses to Blackboard Discussion Questions (#6)

Fri., Oct. 2

- **Essay #1 Due by 8:00 pm**
- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#6) on Blackboard

Week 7 – Mon., Oct. 5 – Sun., Oct. 11

This Week

- **Midterm Portfolio Due by Noon, Sun., Oct. 11**
- Readings (for Blackboard Discussion Questions #7):
- Fussell – “Free Verse” (p. 76)
- Oliver – “Verse That Is Free” (p. 67)
- Shapiro, Alan – “The New Formalism” (Link available on Blackboard, under “Course Documents”)

Mon., Oct. 5

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#6)

Tues., Oct. 6

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#6) on Blackboard

Wed., Oct. 7

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#6)
 - Discuss Student Drafts of Original Poem (#6) and Critiques of these Drafts

Thur., Oct. 8

- Blackboard Discussion Questions (#7) Posted by 10:00 pm

Thur. – Sun.

- Write and Post Responses to Blackboard Discussion Questions (#7)

Fri., Oct. 9

- ***** No Drafts of Poems Due this Week**

Sun., Oct. 11

- **Midterm Portfolio Due by Noon (Revisions of Poems # 1 – 6)**
- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#7)

Week 8 – Mon., Oct. 12 – Sun., Oct. 18

This Week

- ***** No Online Meeting this Week**
- Readings (for Blackboard Discussion Questions #8):
- Fussell – “Some Critical Implications of Metrical Analysis” (p. 90); “Structural Principles: The Example of the Sonnet” (p. 109); “The English Stanzas” (p. 127)
- Oliver – “Some Given Forms” (p. 58)
- ENW 820_ Selected Sonnets (Available on Blackboard, under “Course Documents”)

Mon., Oct. 12 – Tues., Oct. 13

Fall Break

Thur., Oct. 15

- Blackboard Discussion Questions (#8) Posted by 10:00 pm

Thur. – Mon.

- Write and Post Responses to Blackboard Discussion Questions (#8)

Fri., Oct. 16

- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#7) on Blackboard

Week 9 – Mon., Oct. 19 – Sun., Oct. 25

This Week

- Readings (for Blackboard Discussion Questions #9):
- Fussell – “Some Critical Implications of Stanzaic Forms” (p. 154); “Conventions and the Individual Talent” (p. 173)
- ENW 820_ Poems with Stanza Shape Emphasized (Available on Blackboard, under “Course Documents”)

Mon., Oct. 19

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#8)

Tues., Oct. 20

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#7) on Blackboard

Wed., Oct. 21

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#8)
 - Discuss Student Drafts of Original Poem (#7) and Critiques of these Drafts

Thur., Oct. 22

- Blackboard Discussion Questions (#9) Posted by 10:00 pm

Thur. – Mon.

- Write and Post Responses to Blackboard Discussion Questions (#9)

Fri., Oct. 23

- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#8) on Blackboard

Week 10 – Mon., Oct. 26 – Sun., Nov. 1

This Week

- Readings (for Blackboard Discussion Questions #10):
- Peacock – “Woman on a Quest” (p. 86)
- ENW 820_ Poems by May Swenson (Available on Blackboard, under “Course Documents”)

Mon., Oct. 26

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#9)

Tues., Oct. 27

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#8) on Blackboard

Wed., Oct. 28

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#9)
 - Discuss Student Drafts of Original Poem (#8) and Critiques of these Drafts

Thur., Oct. 29

- Blackboard Discussion Questions (#10) Posted by 10:00 pm

Thur. – Mon.

- Write and Post Responses to Blackboard Discussion Questions (#10)

Fri., Oct. 30

- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#9) on Blackboard

Week 11 – Mon., Nov. 2 – Sun., Nov. 8

This Week

- **Essay #2 Due by 8:00 pm, Fri., Nov. 6**
- Readings (for Blackboard Discussion Questions #11):
- Peacock – “Joy” (p. 164)
- ENW 820_ Poems by Elizabeth Bishop (Available on Blackboard, under “Course Documents”)

Mon., Nov. 2

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#10)

Tues., Nov. 3

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#9) on Blackboard

Wed., Nov. 4

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#10)
 - Discuss Student Drafts of Original Poem (#9) and Critiques of these Drafts

Thur., Nov. 5

- Blackboard Discussion Questions (#11) Posted by 10:00 pm

Thur. – Mon.

- Write and Post Responses to Blackboard Discussion Questions (#11)

Fri., Nov. 6

- **Essay #2 Due by 8:00 pm**
- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#10) on Blackboard

Week 12 – Mon., Nov. 9 – Sun., Nov. 15

This Week

- Readings (for Blackboard Discussion Questions #12):
- Peacock – “Self-Portraits” (p. 50)
- ENW 820_ Self Portrait Poems (Available on Blackboard, under “Course Documents”)

Mon., Nov. 9

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#11)

Tues., Nov. 10

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#10) on Blackboard

Wed., Nov. 11

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#11)
 - Discuss Student Drafts of Original Poem (#10) and Critiques of these Drafts

Thur., Nov 12

- Blackboard Discussion Questions (#12) Posted by 10:00 pm

Thur. – Mon.

- Write and Post Responses to Blackboard Discussion Questions (#12)

Fri., Nov. 13

- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#11) on Blackboard

Week 13 – Mon., Nov. 16 – Sun., Nov. 22

This Week

- Readings (for Blackboard Discussion Questions #13):
- Zagajewski, Adam – “Against Poetry” (Available on Blackboard, under “Course Documents”)
- ENW 820_ Poems by Adam Zagajewski (Available on Blackboard, under “Course Documents”)

Mon., Nov. 16

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#12)

Tues., Nov. 17

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#11) on Blackboard

Wed., Nov. 18

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#12)
 - Discuss Student Drafts of Original Poem (#11) and Critiques of these Drafts

Thur., Nov. 19

- Blackboard Discussion Questions (#13) Posted by 10:00 pm

Thur. – Mon. (Nov. 30)

- Write and Post Responses to Blackboard Discussion Questions (#13)

Fri., Nov. 20

- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#12) on Blackboard

Week 14 – Mon., Nov. 23– Sun., Nov. 29

This Week

- ***** No Online Meeting this Week**
- ***** No Discussion Questions this Week**
- ***** No Readings this Week**

Tues., Nov. 24 – Fri., Nov. 27**Thanksgiving Holiday****Week 15 – Mon., Nov. 30 – Sun., Dec. 6**

This Week

- Readings (for Blackboard Discussion Questions #14):
- Milosz, Czeslaw – “Ruins and Poetry” (Available on Blackboard, under “Course Documents”)
- ENW 820_ Holocaust Poems (Available on Blackboard, under “Course Documents”)

Mon., Nov. 30

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#13)

Tues., Dec. 1

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#12) on Blackboard

Wed., Dec. 2

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#13)
 - Discuss Student Drafts of Original Poem (#12) and Critiques of these Drafts

Thur., Dec. 3

- Blackboard Discussion Questions (#14) Posted by 10:00 pm

Thur. – Mon.

- Write and Post Responses to Blackboard Discussion Questions (#14)

Fri., Dec. 4

- 8:00 pm – Deadline for Posting Your Draft of Original Poem (#13) on Blackboard

Week 16 – Mon., Dec. 7 – Sun., Dec. 13

This Week

- ***** No Readings this Week**

Mon., Dec. 7

- 8:00 pm – Deadline for Posting Responses to Blackboard Discussion Questions (#14)

Tues., Dec. 8

- 8:00 pm – Deadline for Posting Your Critiques of Student Drafts (#13) on Blackboard

Wed., Dec. 9

- Meet via www.Gotomeeting.com for Online Discussion – 6:30 – 9:30 pm
 - Discuss Assigned Readings, Blackboard Discussion Questions and Responses (#14)
 - Discuss Student Drafts of Original Poem (#13) and Critiques of these Drafts

Week 17 – Mon., Dec. 14 – Sun., Dec. 20 (Final Exam Week)

Final Portfolio & Essay #3 due by 8:00 pm, Wed., Dec. 16

Introductory Question
 Discussion Questions (#1)
 Post Draft of Original Poem (#1)
 Peer Critiques of Drafts (#1)
 Discussion Questions (#2)
 Post Draft of Original Poem (#2)
 Peer Critiques of Drafts (#2)
 Discussion Questions (#3)
 Post Draft of Original Poem (#3)
 Peer Critiques of Drafts (#3)
 Discussion Questions (#4)
 Post Draft of Original Poem (#4)
 Peer Critiques of Drafts (#4)
 Discussion Questions (#5)
 Post Draft of Original Poem (#5)
 Peer Critiques of Drafts (#5)
 Discussion Questions (#6)
 Post Draft of Original Poem (#6)
 Peer Critiques of Drafts (#6)
 Essay #1
 Discussion Questions (#7)
 Midterm Portfolio
 Discussion Questions (#8)
 Post Draft of Original Poem (#7)
 Discussion Questions (#9)
 Peer Critiques of Drafts (#7)
 Post Draft of Original Poem (#8)
 Discussion Questions (#10)
 Peer Critiques of Drafts (#8)
 Post Draft of Original Poem (#9)
 Discussion Questions (#11)
 Peer Critiques of Drafts (#9)
 Post Draft of Original Poem (#10)
 Essay #2
 Discussion Questions (#12)
 Peer Critiques of Drafts (#10)
 Post Draft of Original Poem (#11)
 Discussion Questions (#13)
 Peer Critiques of Drafts (#11)
 Post Draft of Original Poem (#12)
 No
 Discussion Questions (#14)
 Peer Critiques of Drafts (#12)
 Post Draft of Original Poem (#13)
 Peer Critiques of Drafts (#13)
 Essay #3
 Final Portfolio

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name English and Theatre <hr/> College Arts and Sciences <hr/> *Course Prefix & Number ENW 801 <hr/> *Course Title (30 characters) Summer MFA Residency <hr/> *Program Title Master of Fine Arts in Creative Writing (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 2/12/2010	<u>Date</u> 4/30/2010
		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/1/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	N/A	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a new course number and course name to distinguish the MFA program's Summer MFA Residency from the program's Winter MFA Residency.	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: Both the Summer MFA Residency and the Winter MFA Residency are currently designated as ENW 800: Creative Writing Residency. Since the Summer MFA Residency and the Winter MFA Residency differ in important ways, it is essential that we create a new course name and number for the Summer MFA Residency.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None	

Operating Expenses Impact: The ECU MFA program's Summer MFA Residency is held each year in partnership with a consortium of other graduate creative writing programs from universities across the United States: California State University at Fresno, Georgia State University, the University of Memphis, and the University of New Orleans. Each year, ECU's MFA program must pay a sizeable participation fee for each of its students attending the Summer Residency to the consortium's host institution, currently the University of New Orleans. (Note: This is *not* the case with ENW 800: Winter MFA Residency, because the Winter Residency is hosted exclusively by the ECU MFA program for ECU MFA students alone.) These participation fees for the Summer Residency are drawn directly from the MFA program's (fixed) annual operating budget, and while these fees already constitute a major expense for the program, in the future, these fees will only become more and more burdensome, since, as the number of students enrolled in the MFA program increases, so will the program's expense for funding its students' participation fees for the Summer Residency. For this reason, it is imperative that some substantial portion of the tuition money that MFA students pay for their Summer Residency courses (currently \$1431 for each section of ENW 800/801) be *returned* directly to the MFA budget, so that this vital component of the program's curriculum—and, indeed, so that the entire program *itself*—can remain financially viable.

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

ENW 801 Summer MFA Residency: . (3) A. Prerequisites: Departmental approval. Ten to fourteen-day writing residency involving intensive workshops, held off-campus during summer term. May be taken up to four times. Topic/content must vary.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ENW	801	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ENTH
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>12</u>	
<u>3</u>	Lecture _____	Laboratory _____	Other <u>26.25</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) <u>23</u>	
<u>8</u>	<u>3</u>	<u>N</u>	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of English and Theatre
ENW 801: Summer MFA Residency, CRN XXXXX (3 credit hours)
July 3 – 16, 2010

Instructor: Dr. Young Smith
Office: (TBA, a location in *San Miguel de Allende*, Mexico)
Office phone: (TBA, a local cell # in *San Miguel de Allende*)
Office hours: Arranged by appointment throughout the Summer Residency
E-mail: young.smith@eku.edu
Blackboard: <http://learn.eku.edu> (for assignments, wiki, web links, grades, etc.)

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.

EKU Catalog Course Description

ENW 801 Summer MFA Residency:

_____. (3) A. Prerequisites: Permission of department.

Intensive ten to fourteen-day residency involving workshops, craft classes, and other activities, held at an off-campus residency site during the summer term. Students may take the course up to four times.

Detailed Course Description

ENW 801 comprises the annual Summer Writing Residency component of the EKU Brief-Residency MFA program in creative writing. The Summer Residency is hosted each year in *San Miguel de Allende*, Mexico by EKU's MFA program, in partnership with the Brief-Residency MFA program of the University of New Orleans. EKU students who attend the Summer Residency study with students and faculty from a consortium of other creative writing programs from across the United States, including the creative writing programs of California State University at Fresno, Georgia State University, the University of Memphis, and the University of New Orleans. During the Summer Residency, MFA students attend intensive creative writing workshops (in a selected genre), a series of lectures on the literary history of Mexico, craft classes, lectures, readings, and educational excursions to important historical and cultural sites across central Mexico. Many additional (and optional) educational opportunities are also available to MFA students attending the Summer Residency, such as conversational Spanish language instruction, cooking lessons, dancing lessons, and Yoga lessons. During the Summer Residency, EKU MFA students have an invaluable opportunity to interact with and work with a distinguished group of writers/ faculty members from each of the consortium's participating writing programs, as well as other Visiting Writers. (In 2010, this group of writers will include: Steven Bogart, Amanda Boyden, Joseph Boyden, Steven Church, Nancy Dixon, Henry Griffin, Alan Gravano, Jim Grimsley, Kristen Iversen, Bill Lavender, Kay Murphy, Matt Roberts, and Peter Thompson.)

Student Learning Outcomes for the Course:

By the end of the Summer Writing Residency, the successful student should be able to

- Demonstrate an ability to participate actively, critically, and productively in an intensive graduate-level creative writing workshop
- Demonstrate an ability to offer well-reasoned, salient, and constructive critical responses to the creative work of other students, both in the form of comments during class discussions and formal written critiques
- Demonstrate an awareness of how, through the process of carefully analyzing and responding critically to others' work, a student gains important new insights about the art and craft of writing in a particular genre, and of how that student may apply these lessons to the improvement of his or her own creative work

- Demonstrate an awareness of the various methods and approaches available for teaching a creative writing workshop
- Complete an initial draft of a creative writing project in the student's selected genre for the residency
- Complete a successful first revision of the initial draft of the creative writing project
- Complete a successful final revision of the initial draft of the creative writing project
- Demonstrate an awareness—by writing a reflective essay at the end of the residency—of how the student's various experiences during the residency (workshops, craft classes, lectures, readings, excursions, and optional activities) have impacted his or her own growth as a creative writer

Student Learning Outcomes for the Master of Fine Arts program in Creative Writing:

Prior to graduation, students will

- Demonstrate a complex understanding of creative writing in its various forms
- Demonstrate an advanced ability to carefully read and critically assess works in one or more of the genres of creative writing (fiction, creative nonfiction, poetry, playwriting, screenwriting)
- Demonstrate an ability to analyze and understand the contemporary literary marketplace
- Demonstrate an understanding of the subtleties of language
- Demonstrate a keen understanding of the creative writing process, from invention to revision
- Demonstrate an ability to offer informed and constructive critical responses to the creative work of others
- Demonstrate an ability to clearly understand and to effectively implement the various methods and approaches available for teaching creative writing
- Complete a book-length creative thesis, composed of work in one or more creative genres
- Demonstrate a mastery of specific techniques, forms, and concepts in one or more creative genres by passing a Comprehensive Examination during the student's final residency

Course Requirements and Evaluation Methods

Texts: According to a student's selected genre.

Fiction Writers:

Crafting Fiction, Marvin Diogenes and Clyde Moneyhun
Narrative Design, Madison Smart Bell

Creative Nonfiction Writers:

Literary Nonfiction, The Fourth Genre, Stephen Minot
Creative Nonfiction, Philip Gerard

Poets:

The Practice of Poetry, Robin Behn and Chase Twichell
The Poet's Companion, Kim Addonizio and Dorianna Laux

Playwrights:

The Art and Craft of Playwriting, Jeffrey Hatcher
Playwriting in Proactive, Michael Wright

Screenwriters:

Film Scripts One, Ed., George Garrett
The Art of Adaptation: Turning Fact and Fiction into Film, Linda Seger

Participation (25% of course grade)

Because the Summer Writing Residency (ENW 801) is a highly intensive course, one which compresses the work of a full semester into a two-week period, it is absolutely essential that each student in this class participate actively and consistently during every meeting of every session of this course (including workshops, lectures, craft classes, individual manuscript conferences, etc.) You will demonstrate your level of participation by providing thorough and constructive critical responses (both in the form of oral and written comments) to the creative work of your peers, by offering your own interpretations and analyses of topics introduced during class meetings, and by raising and responding to questions during class discussions.

Initial Draft of the Creative Writing Project (15% of course grade)

Depending upon a student's selected genre for the Summer Writing Residency, the Initial Draft of the Creative Writing Project will take the form of one of the following manuscripts:

- At least 12 typed, double-spaced pages of fiction in 12-point font (in the form of one work of short fiction)
- At least 12 typed, double-spaced pages of creative nonfiction in 12-point font (in the form one creative essay)
- At least 10 typed, single-spaced pages of poetry in 12-point font (in the form of one or more individual poems)
- At least 20 typed pages of dramatic writing in 12-point font (in the form of a single one-act play, written in a standard playwriting format)
- At least 25 typed pages of cinematic writing in 12-point font (in the form of a single brief screenplay, written in a standard screenwriting format)

The initial draft of your creative project for the summer residency will first be addressed in your intensive creative writing workshop. After this workshop, you will consult with Dr. Smith, during your first Individual Manuscript Conference, and, working with him, you will outline a strategy for effectively revising your initial draft.

First Revision the Creative Writing Project (25% of course grade)

After workshopping your initial creative draft, and after meeting with Dr. Smith to outline a strategy for improving that initial draft, you will complete a first thorough revision of this work. You will then consult with Dr. Smith, during your second Individual Manuscript Conference, and outline a strategy for further revising this piece.

Final Draft of the Creative Writing Project (25% of course grade)

After you return to the U.S. from Mexico, and no later than 10:00 pm (EST) on Sunday, July 25th, 2010, you will submit to Dr. Smith (via email) a carefully edited and polished final revision of your initial creative writing project. This draft should be suitable for submission for publication.

Final Reflective Essay (10% of course grade)

After you return to the U.S. from Mexico, and no later than 10:00 pm (EST) on Sunday, July 25th, 2010, you will submit to Dr. Smith (via email) a final Reflective Essay (of at least 1000 words) about your experiences during the Summer Writing Residency in *San Miguel de Allende*. This essay should discuss how your various experiences during the residency (workshops, craft classes, lectures, readings, excursions, optional activities, etc.) have impacted your growth as a creative writer.

Attendance

Students are expected to attend all required sections of the residency, including workshops, lectures, craft classes, individual conferences, excursions, and readings. Unexcused absences from required meetings will seriously affect the student's grade. Students will be responsible for all in-class and out-of-class work regardless of whether or not they attend class. Students will be allowed to make up work only if an adequate and documented reason for absence is provided. Undocumented absences may be resolved solely at the instructor's discretion.

Last Date to Drop the Course: Determined by University academic calendar.

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.

Student Progress: Students will receive a grade and written response for all work completed prior to the mid-point of the semester. These grades and responses will allow students to assess their own progress in the course.

***** Personal Behavior ***:** What we seek is a cordial and collegial exchange of ideas. As such, students will be expected to conduct themselves in a professional and courteous manner in all correspondence with their classmates and with the course instructor. Hostile, belittling, or insulting comments about other students, about the instructor, or about the work of other students, simply **will not be tolerated** in this course.

Violations of this University Policy—which include, according to EKU's code of "General Regulations Concerning Student Behavior," such actions as "Engaging in a course of conduct which is intended to harass, seriously annoy or alarm another person" and/or "Disrupting the peace or interfering with classroom or other University activities"—will be referred to the EKU office of Academic Integrity for disciplinary action.

*****Important Note - Policy on Course Content*****

Some of the works that you will encounter in this course may contain profanity, strong sexual situations, and disturbing scenes of physical or psychological violence, as well as other language and content that some will likely find objectionable. While I certainly respect the values and principles of each of my students, and while it is never my intention to make anyone feel uncomfortable in class, since one of my chief goals in a graduate creative writing course is to expose students to the full spectrum of literary works being produced and published by contemporary writers, it is my policy not to avoid the work of authors who choose to deal candidly—and seriously—with adult material and themes.

Other Important Information about ENW 801/ the MFA Summer Residency

Eligibility

In general, only those who are currently enrolled as degree-seeking students in the EKU MFA program in creative writing may attend the Summer Writing Residency, and then only with permission of the MFA Program Coordinator, Dr. Young Smith. (Occasional exceptions to this policy may be granted by the coordinator.)

Registration & Tuition Expenses

EKU MFA students who will attend the Summer Writing Residency enroll, via EKU Direct, in ENW 801, Section 1 (CRN XXXXX), and thus pay for three hours of graduate summer credit. The cost of tuition covers each of the following activities/ expenses:

1. The residency's Opening Reception/ Welcome Banquet
2. Intensive creative writing workshops (in the student's selected genre)
3. Craft classes on various topics in/ approaches to creative writing
4. Individual manuscript conferences
5. A series of lectures on the literary and cultural history of Mexico
6. Admission to all events during the Summer Writing Residency Evening Reading Series
7. Admission to all sessions of the following event: "Dialogos: A Latin American/ Norteamericano Writing Conference"
8. Admission to all screenings of the Summer Writing Residency Mexican Film Series

9. Most program bus-excursions (to *Guanajuato*, *Teotihuán*, etc.)
10. Most optional program enrichment activities (e.g., dancing and Yoga lessons)
11. Traveler's Medical Insurance throughout the duration of the residency

Other Expenses and Obligations

Travel

Each student attending the Summer Writing Residency must independently arrange (and pay for) her/his own roundtrip air transportation to and from Mexico. Each student must also independently arrange (and pay for) his/her own roundtrip ground transportation (via shuttle) to and from the airport in *Leon*, Mexico and *San Miguel de Allende*. Further, each student is responsible for obtaining a valid and current U.S. passport prior to departing for Mexico. (Details about travel arrangements and options are included in the Summer Writing Residency Information Packet, available from the MFA Program Coordinator.)

Lodging

Each student attending the Summer Writing Residency must independently arrange (and pay for) her/his own lodging in *San Miguel de Allende* throughout the residency. (Details about lodging arrangements and options are included in the Summer Writing Residency Information Packet, available from the MFA Program Coordinator.)

Meals

Each student attending the Summer Writing Residency is responsible for purchasing her/his own meals throughout the residency. (Details about meal options are included in the Summer Writing Residency Information Packet, available from the MFA Program Coordinator.)

Financial Aid

Each student attending the Summer Writing Residency is responsible for coordinating with the ECU Office of Financial Aid to insure that his/her current financial aid/ student loan allotment is available (and sufficient) for use in covering expenses for the Summer Residency.

Please note: The MFA Program Coordinator is not a financial aid counselor, and cannot be responsible either for advising students about financial aid opportunities and obligations, or for insuring that a student has properly secured and scheduled financial aid/ student loan allotments in order to cover his/her expenses for the Summer Writing Residency. This is a vital point, so please be clear about it: It is entirely the responsibility of each student to work with the ECU Office of Financial Aid about all questions concerning student loans and other awards.

Tentative Schedule of Activities & Assignments – ENW 801

Day 1 - Sat., 7/3

By 3:00 pm (CST)

- Arrive in ***San Miguel de Allende*** (via shuttle from the airport in Leon)
- **Check into** pre-arranged housing in *San Miguel*

7:00 pm

- **Registration/ Orientation** – *Hacienda de las Flores**

(* All residency event locations are identified on the map included in your Summer Writing Residency Information Packet.)

Day 2 - Sun., 7/4

Noon

- Attend **Walking Tour** of Downtown *San Miguel* (Meet in front of the large cathedral in the *Jardin*)

3:00 pm

- **EKU Group Meeting** (Location TBA)
- **EKU Group Excursion** to “Mega” Grocery Store and Other Locations

7:00 pm

- Attend **Opening Reception/ Welcome Banquet - Hacienda de las Flores**

Day 3 - Mon., 7/5

9:30 am – 12:30 pm

- Attend Creative Writing **Workshop #1** – The Victoria Robbins School

1:45 pm

- Attend **Lecture** on Mexican Literature and Culture - The Victoria Robbins School

6:00 pm

- Attend **Film #1 (Los Olvidados)** of the **Summer Writing Residency Mexican Film Series** – The Market Bistro (A discussion follows the screening)

Day 4 - Tues., 7/6

9:30 am – 12:30 pm

- Attend Creative Writing **Workshop #2** – The Victoria Robbins School

1:00 pm

- **EKU Group Meeting** – (Location TBA)
- **EKU Group Excursion** to the *Mercado* (traditional city market)

6:00 pm

- Attend **Reading #1** of the **Summer Writing Residency Evening Reading Series** - (Location TBA)

Day 5 - Wed., 7/7

9:30 am – 12:30 pm

- Attend Creative Writing **Workshop #3** – The Victoria Robbins School

2:00 pm – 5:00 pm

- **Individual Manuscript Conferences** - (Location TBA)

6:00 pm

- Attend **Reading #2** of the **Summer Writing Residency Evening Reading Series** - (Location TBA)

Day 6 - Thur., 7/8

2:00 pm

- **Salsa Lessons** (optional) - *Hacienda de las Flores*

Noon – 4:00 pm

- **Individual Manuscript Conferences** - (Location TBA)

5:00 pm

- **EKU Group Meeting** - (Location TBA)
- **EKU Group Excursion** to the **Botanical Gardens**

Day 7 - Fri., 7/9

6:30 am – 7:00 pm

- Attend **Bus Excursion to Teotihuán** (Pre-Columbian Pyramids) – **Details TBA during residency**

Day 8 - Sat., 7/10

11:00 am

- Attend **Lecture** on the Mexican Revolution - **The Victoria Robbins School**

1:00 pm – 4:00 pm

- **Individual Manuscript Conferences** - (Location TBA)

7:00 pm

- Attend **Mexican Banquet** – **Calle Jesus #26**

Day 9 - Sun., 7/11

2:00 pm

- **Tango Lessons** (optional) - **Hacienda de las Flores**

3:00 pm – 6:00 pm

- **Individual Manuscript Conferences** - (Location TBA)

7:00 pm

- **EKU Group Meeting** - (Location TBA)
- **EKU Group Dinner** - (Location TBA)

Day 10 - Mon., 7/12

9:30 am – 12:30 pm

- Attend Creative Writing **Workshop #4** – **The Victoria Robbins School**

2:00 pm – 5:00 pm

- **Individual Manuscript Conferences** - (Location TBA)

6:00 pm

- Attend **Film #2** (*¡ Que Viva Mexico !*) of the **Summer Writing Residency Mexican Film Series** – **The Market Bistro** (A discussion follows the screening)

Day 11 - Tues., 7/13

9:30 am – 12:30 pm

- Attend Creative Writing **Workshop #5** – **The Victoria Robbins School**

2:00 pm – 5:00 pm

- **Individual Manuscript Conferences** - (Location TBA)

6:00 pm

- Attend **Reading #3** of the **Summer Writing Residency Evening Reading Series** - (Location TBA)

Day 12 - Wed., 7/14

9:30 am – 12:30 pm

- Attend Creative Writing **Workshop #6** – The Victoria Robbins School

2:00 pm – 5:00 pm

- **Individual Manuscript Conferences** - (Location TBA)

6:00 pm

- Attend **Reading #4** of the **Summer Writing Residency Evening Reading Series** - (Location TBA)

Day 13 - Thur., 7/15

9:30 am – 4:30 pm

- Attend **“Dialogos: A Latin American/ Norteamericano Writing Conference”** – The Victoria Robbins School

Day 14 - Fri., 7/16

9:00 am – 5:00 pm

- Attend **Bus Excursion to the City of Guanajuato** – Details TBA during residency

Sat., 7/17

—Departures from San Miguel de Allende—

Sun., 7/18 – Sun., 7/25

No later than **10:00 pm (EST)** on Sunday, July 25th, submit the following to Dr. Smith via email:

1. The **Final Revision** of your Creative Writing Project for the Summer Writing Residency
2. A **Reflective Essay** (of at least 1000 words), which discusses how your various experiences during the Summer Writing Residency have impacted your growth as a creative writer.

Below are the preliminary responses of the faculty of the MFA program in creative writing to Dr. Dennis Field's questions about our proposed curriculum changes...

Question #1

There appear to be fundamental changes to the concept and requirements of program residency. The proposals move on-campus residencies to off-campus sites (Lexington and Mexico), and change what had been a 14-week mentor-student relationship to multiple two-week experiences each for three credits. What is the big picture driving these changes?

Since its inception, the MFA program has held its two, yearly, two-week residencies off campus. This arrangement was originally established by Kathy Flann, who served as the program's coordinator from 2005 – 2007, before leaving EKU for a position at another university. The two residencies have always been a part of the MFA model, and our only significant change is to increase (officially) the time frame of each residency to the 10-14 day length the residencies have spanned in actual practice. There has never been a practicable plan to hold the residencies on campus.

The Winter Residency is held in Lexington primarily for the practical reason that the EKU campus is closed during winter break when the residency is held. Lexington is the nearest practical location for our winter residency that is convenient for our students, desirable for our visiting writers, and convenient to the various social gatherings and "team-building" elements that necessarily augment the intensive-study of our residencies.

The Mexico residency is partly the result of similar practical considerations. Partnering with the University of New Orleans also gives us a significant recruitment advantage, as we can offer our students the benefit of a long-running, popular, and successful residency that draws many top-name writing teachers and guests from around the country. For the creative writing program to build a similar residency would be a tremendous undertaking requiring years of development and drawing upon significant faculty, administrative, and budgetary resources. Without the "draw" of an exciting location, it is unlikely that we would ever have a competitive recruitment advantage.

Beyond these practical considerations, we also believe that our students benefit tremendously from the interactions with other cultures via international study—truly in keeping with the philosophical aims of a liberal arts education. Artistic development is necessarily tied to personal growth, as much from important life experiences like international study as from intensive reading and writing. By partnering with the University of New Orleans, we also expose our students to a much wider variety of writing teachers and student peers.

It is vital here to correct an apparent misunderstanding: our two two-week residencies do not replace the fourteen-week mentoring program. The two two-week residencies replace the previous *shorter and less intensive* proposed seven-to-ten-day residencies (which have never actually been held). In making these curriculum changes, we are merely identifying our practice, from the beginning, of providing lengthier and more intensive residency experiences for our students.

The original plan for "fourteen-week mentoring programs" has always been fulfilled by having students enroll in sections of ENW 810 and 820. It is to be understood that "fourteen-week mentoring programs" refers to these two semester-long classes. The two residencies do not replace or augment them in any way.

We seek to excise the language "fourteen-week mentoring program" from our documentation only because it is a very limiting description of what we actually do in ENW 810 and 820. "Fourteen-week mentoring" is only one aspect of our pedagogy in these courses. We also include peer discussion and review, study of craft techniques and peer online discussion of same, and the study of literature from a creative writing perspective. Here again, our goal in making these changes is to better illustrate the rigor and variety of our course offerings and practices, not to make any substantive changes to what we already do.

Question #2

Additionally, according to the Graduate Catalog, graduate level courses are expected to require a minimum of four hours of outside preparation for every hour of lecture. How is this expectation addressed in the two-week 3-credit programs?

Again, it is important to note that in making these curriculum changes, we are *increasing* the time of each residency from 7 to 10 days to 10 to 14 days, thus lengthening the time students spend earning three credits in a program already previously approved by the university.

However, we'd also like to point out that during these residencies students are involved in intensive, full-time study experiences lasting from eight to twelve hours a day: including workshop time, readings, craft lectures, meetings with instructors and visiting writers, forums and discussions with peers, etc. In addition to this, students are required to complete and submit writing manuscripts and read course texts prior to the beginning of the residency—requirements that compel them to commit dozens of hours of work toward ENW 800 even before the residency begins. And after the residency, students are required to submit follow-up writing assignments that require several more hours of work to fulfill the amount of work required for three credits.

Question #3

What role do the series of lectures on the literary history of Mexico, craft classes, readings, and educational excursions to important historical and cultural sites across central Mexico play in the Creative Writing program?

Dislocation, we feel, is a central tenet of all low/brief-residency MFA programs. A successful residency must accomplish two seemingly disparate goals: 1) force students to feel slightly out of their element, slightly isolated from the ordinary comforts and demands of home, and 2) in the midst of that dislocation, create a sense of camaraderie which will enable students/professors to trust each other and to work together in intensely critical round-table workshops (like those required in ENW 800 and ENW 820). The social and cultural events bring the group together even as they force each individual writer out of his or her own consciousness. Being a foreigner

for a few weeks creates that necessary isolation which so many writers (O'Connor, Welty, O'Brien) have proposed is essential to the creative process. The lectures, trips, and craft classes force students to take off the blinders of their history, language, geography, etc., and once they make that leap, they are better able to inhabit the consciousness of their characters. (It is perhaps important to note here that the term "craft classes" refers to classes in various elements of the craft of creative writing, and not to classes in "handicrafts.")

Question #4

What is the role of ECU faculty in the summer residency program in Mexico?

ECU faculty serve the same mentoring role they do during the Winter Writing Residency, reading and responding critically to student manuscripts. In addition, ECU faculty serve as ad hoc counselors, aiding students as they learn to navigate a strange place, to process feedback from unfamiliar peers/instructors, and to prepare a performance of their creative work.

Question #5

How much interaction will the ECU faculty have with ECU students in the summer program?

ECU faculty and students convene (with students from other universities within the consortium) nearly every evening for several hours of creative readings, presentations, and discussion. ECU faculty sit with ECU students at these events. They answer questions and continue to facilitate discussion even after the actual readings are finished. In addition, ECU faculty host weekly meals in which ECU students enrolled in separate workshops can regroup and process the wider residency experience as a program. On a frequent basis, faculty schedule one-on-one conferences with each ECU student. For each of these sessions (which last roughly an hour and a half), the faculty member critiques a student manuscript. In addition to evaluating the manuscript, the faculty member may help the student sort and comprehend workshop feedback. As the instructors of record, faculty members also meet with the visiting writers who are leading workshops to monitor the progress ECU students are making. While these meetings do not strictly constitute faculty/student "interaction," they are integral to student success.

Generally, only one ECU faculty member attends the Summer Writing Residency, and the workload for this person is a heavy one. This single faculty member is responsible for all of the duties/activities described above, as well as for acting as a daily point-of-contact, advisor, chaperone, and problem-solver for all ECU students attending the Summer Residency. Another vital responsibility of this faculty member is to insure that the ECU group attending the residency maintains a distinct identity and cohesive bond within the larger group of students and faculty who participate in the Summer Writing Residency (including those from the MFA programs of California State University at Fresno, Georgia State University, the University of Memphis, and the University of New Orleans).

Question #6

The proposals cover multiple courses (ENW 800, 801, 810, and 820) that require multiple enrollments, but the requirement that the topic be different each time is being deleted from the course descriptions and catalog. What are the differences among the multiple sections?

ENW 800, 801 (as proposed) and 820 are all primarily workshop classes, meaning that the course work is necessarily defined by the writing that the students themselves complete and submit for review to the instructor and peers. Since students are not ever permitted to resubmit previously completed creative work for credit, these courses will always necessarily be different from each other. Therefore, there is no need to require that they be different; they already are.

In addition, instructors of ENW 820 also vary the general focus of their sections each time they teach the course, so that the emphasis of assigned readings and discussion topics in each section—beyond the task of workshopping students’ drafts and revisions—is always different.

One section of ENW 820, for example, may be a novel-writing workshop, with extensive readings from texts that discuss this process, while another may be a course emphasizing “the short story cycle” (or “the novel in stories”), with a reading list that reflects this particular form of creative writing. Each section of ENW 820, then, is a unique experience for the students who take the course.

The content for ENW 810, the literature course for writers, is defined by the course instructor for each section taught. Depending on the instructor, the course may be defined as a poetry reading course, a fiction reading course, a creative non-fiction reading course, or some combination thereof. In addition to these general categories, instructors further define the parameters of their courses (contemporary poetry, the history of style in the novel, and so forth).

We endeavor to offer a variety of course content to our students in order to avoid overlap or repetition. In particular, we ensure that our sections of ENW 810 will run on at least a two-year cycle so that no particular student will have an opportunity to take a class with the same content twice in his or her normal two-year term in the program. In order to avoid overlap in our ENW 810 courses, the faculty meet and mutually discuss our course plans well in advance of the coming semester.

The specific topic focus for each of these courses is listed on ECU Direct. The topic focus of each class is also well-publicized to students prior to the registration period through direct email messages to all active members of the MFA program.

Question #7

... How does the program monitor content and student progression through the course work?

A programmatic survey of MFA programs in creative writing throughout the country will illustrate that in our discipline, as with many of the fine arts, there are no generalized, specifically defined milestones of progress or skills acquisitions that can be applied across the board to all students. This is why it is necessarily important to provide a program that offers an ever-changing variety of study options, rather than a strictly-defined set of content parameters.

In a close mentoring relationship, student progress is measured on an individual basis according to the specific needs and writing interests of a particular student. Mentoring relationships that carry on from residency to semester courses ensure the continuity of a student's progress. Our proposed thesis and exit exam requirements are specifically designed to be the culmination of an individual student's progress and a means of measuring it—though, again, the proficiency measured in a creative thesis (beyond the requirement that it be of a certain length and of publishable quality) is largely defined by whether or not it achieves the goals set forth by the student in close consultation with his or her thesis advisor. These goals are checked and measured by the input of other creative writing faculty members serving on the student's thesis committee.

During the proposed exit examination, students will be required to demonstrate a proficient understanding of a set of texts, via an essay response. Again, these texts will be selected according to a particular student's needs and interests in close consultation with his or her thesis advisor—in keeping with the "best practices" defined by the Association of Writers and Writing Programs. The texts that the student eventually selects for study will often be drawn from some of her prior ENW courses, in order to demonstrate continuity between course materials and graduation requirements. Should a student decide to study new material outside of her course syllabi, then close advisement from the thesis advisor will ensure that the student is fully prepared to demonstrate proficiency in the material at test time.

Where we as a faculty agree that our students should be required to illustrate proficiency in a few basic principles of our discipline such as important works of literature, important theories of craft, etc., proficiency in these principles is not explicitly required until graduation, and will be measured in large part by the thesis requirements and, in particular, the exit examination.

Question #8

At what point is the student considered ready for the exit exam?

The student will take the exit examination during the semester when he or she is projected to complete the required forty-eight program hours. The exam will be concurrent with the completion of the thesis requirements.

Question #9

Pre-requisites and co-requisites have been replaced by “Departmental approval.” What are the guidelines that will be used to approve the student for these classes? If the student has been admitted to the program, and the class is required for the program, why is departmental approval required to enroll in the class?

First of all, it is important to correct another apparent misconception here about our proposals. No prerequisites are being eliminated in these proposals. Only a single co-requisite, linking ENW 800 with ENW 810 and ENW 820, is being removed. The reason for this proposed change is entirely a practical matter of administrative efficiency. It is impossible for students to take both ENW 800 (or the proposed ENW 801), the Summer Writing Residency, and ENW 820 during the summer, because ENW 820 is never offered during the summer term. Therefore, under the current curriculum, a co-requisite waiver must be processed for every student who enrolls in the Summer Writing Residency. In making this request, then, we are simply attempting to eliminate the necessity of processing so many meaningless waivers.

If ENW 801 is approved as proposed, as the new designation for the Summer Writing Residency, then there will be no co-requisite linking the Summer Residency with ENW 820. However, we also feel that it is necessary to eliminate the co-req linking ENW 800 with ENW 810 and ENW 820 during the spring semester. Not all students who enroll in ENW 800 for the Winter Writing Residency (which is a spring semester course) choose to also enroll in ENW 810 and 820 during the spring term. There is no logical reason, as far as we can determine, for requiring that students enroll in all three of these courses during the spring semester. (This co-req requirement is an especially vexing obstacle for our part-time students, who often choose to take only one course each semester.) So, again, our reason for requesting this change is to eliminate the need to process co-req waivers for every student who does not choose to take all three of these courses during the same semester.

The new requirement for departmental approval for each of our courses (which, again, does not replace any existing prerequisite requirements) is an effort to close a registration loophole whereby students *not* admitted into the MFA program have been able to enroll in our courses without any required approval or the demonstrated talent and promise that comes from acceptance into the program. Such a loophole can allow (and has allowed) students not registered in the program to take seats from officially accepted students.

In addition, the departmental approval requirement will allow the MFA Coordinator to keep track of the distribution of students enrolled in each section, as currently the coordinator does not have the ability to monitor enrollment in each course section.

Students already enrolled in the MFA program would never be denied entry into sections of any of our ENW courses with "seats" still available. The "Departmental Approval" requirement, therefore, is simply a measure designed to insure that only students officially accepted into the MFA program will be able to enroll in MFA courses.

Question #10

Is it possible to identify specific curricular requirements for these classes rather than departmental approval?

For the reasons described above, we do not think this is possible/preferable.

Question #11

The description of ENW 810 reads: “A literature course for creative writers....” How is this course different from ENG literature courses, for example, such as ENG 750: Topics in Literature?

The creative writing program requires a dedicated ENW 810 "Literature for Creative Writers" course in which the pedagogical focus is placed upon the practice of writing. In our discipline, we study models of writing for practical purposes of craft, rhetoric, style, and market. Our assignments include technical analyses and creative writing assignments intended to practice skills and craft techniques that students learn from the course texts.

Traditional English courses such as ENG 750 focus upon theory and criticism for academic, rather than practical, outcomes. Students in such courses apply models of criticism upon the course texts (Marxist, Feminist, Psychoanalytical, etc.), usually without direct interest in matters of craft, production, and market.

By analogy, consider a criminal justice class that studies police field videos in order to train police officers how to enact proper procedure (ENW), versus a class that studies the same videos so that law students can assess police adherence to Constitutional law (ENG). Or a culinary class wherein apprentice chefs study recipes to learn how to cook better (ENW), versus a class wherein students study to become food critics (ENG). Similar material is studied in a fundamentally different way.

It is also important to note that the MFA program needs a dedicated "literature for creative writers" online course because we need to meet the non-residency needs of our MFA students. We also require these dedicated literature courses because we believe in the importance of a studio/academic program that graduates literate and well-read creative writing students. Again, the inclusion of such a "literature for creative writers" class is one of the hallmarks of a good MFA program in creative writing, as defined by the Association of Writers and Writing Programs.

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Foreign Languages and Humanities	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Arts & Sciences	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	SPA 206	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Conversational Fluency	
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.		
<input type="checkbox"/> Program Suspended (Part III)			

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/19/10	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	5/3/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/20/10
General Education Committee*	5/4/2010	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Remove this course from Block VIII General Education.

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

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

B. The justification for this action: Upper division course is rarely taken for GE credit. SPA 101, 102, 201, and 202 remain part of GE.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

New or Revised* Catalog Text

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

SPA 206 Conversational Fluency. (3) A. Recommended: SPA 202 or equivalent proficiency (not open to native speakers). Active development of skills and strategies for functional fluency in Spanish in real cultural contexts. ~~Gen. Ed. VIII.~~

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)*
SPA	206	Fall 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
Co-Requisites and Prerequisites **See definitions on following page**				
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)				
Course Prefix and No.				
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)				
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
Equivalent Course(s): (credit not allowed with; or formerly:)				
Course Prefix and No.				

Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

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

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	04/12/2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved _____	5/20/10
General Education Committee*	NA	Faculty Senate**	9/20/10
Teacher Education Committee*	NA	Board of Regents**	1/26/11
		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: Establish a concentration in Political Science for the Associate of General Studies degree program.

A. 2. Effective date: ~~01/13/11~~ 06/01/10

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

B. The justification for this action: The 12 hours of course work in the proposed Political Science Concentration will provide students with a sound introduction to the discipline with POL 100 and POL 101, and also enable them to sample more specialized subfields of the discipline with POL 212 and POL 220. Not only are all four courses Gen Ed approved, but three of the courses are required for the BA in Political Science. Accordingly, this concentration would assist in transitioning students from the AGS program to a BA degree program.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

Associate Degrees

GENERAL STUDIES (A.G.S.)
CIP Code 24.0102

The Associate of General Studies degree provides students, especially adult learners, the opportunity to pursue a flexible degree program to meet their unique interests, career goals, and academic needs. Reflecting EKV's commitment to a liberal arts education, the degree allows students to concentrate in an area of interest while selecting from a wide variety of courses to meet personal, educational, or career goals. This degree is designed for students who want to advance in their careers, change careers, pursue a lifelong interest beyond their careers, or use the degree as a pathway to a baccalaureate degree.

Political Science Concentration.....12 hours

Course Requirements.....

POL 100, 101, 212, and 220.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>History</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>BA in History (teaching)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____		Graduate Council* <u>NA</u> Council on Academic Affairs _____ Approved <input checked="" type="checkbox"/> Disapproved _____ 5/20/10 Faculty Senate** <u>9/20/10</u> Board of Regents** <u>1/26/11</u> Council on Postsecondary Edu.*** <u>NA</u>
Departmental Committee _____ <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee <u>3/1/2010</u> General Education Committee* <u>NA</u> Teacher Education Committee* <u>4/27/2010</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To reflect the dropped courses (HIS 415 & 450) and the course changes (HIS 290 and 450W) A. 2. Effective date: (Example: Fall 2001) U-13 * CFFF/Cal	A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: Need to reflect changes in courses mentioned above.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

History/Teaching (B.A.)

CIP Code: 13.1328

Program Objectives

Upon successful completion of this program, graduates will be able to: 1) demonstrate knowledge of U.S. History, European history, and selected aspects of non-Western history at a high level; 2) demonstrate their ability to write effectively (all students in the program will complete term papers as part of their major requirements); and 3) execute a major research project utilizing both primary and secondary resources. All students in the baccalaureate degree program will submit prior to graduation a formal research project which includes both primary and secondary resources. The History/Teaching B.A. is designed above all for those who wish to pursue careers in social studies at the secondary level. Offered in cooperation with the EKU College of Education, the History/Teaching B.A. program includes secondary teaching certification in social studies. Refer to the College of Education section of this *Catalog* regarding the teacher certification requirements associated with this degree program.

Major Requirements.....33 hours

HIS ~~201~~, 202, 203, 201 or 290, ~~450~~, 450W, and 21 upper division hours with a minimum of six hours in each of the following distribution areas (including two of the following three courses: 302A, 302B, 302C):

Area I (U.S.): HIS 300A (3 hours), 302A, 303, 304, 305, 309, 401, 402, 403, 404, 405, 406, 407, 411, 412, 413, ~~415~~, 420, 424, 433, 435 or 516.

Area II (Europe): HIS 300B (3 hours), 301, 302B, 310, 336, 337, 339, 341, 342, 343, 344, 345, 346, 350, 363 or 365.

Area III (Non-Western): HIS 300C (3 hours), 302C, 308, 320, 330, 347, 374, 375, 378, 380, 383, 384, 385, 386, 388, 434, 474 or 475.

The remaining upper division history course may come from any of the above areas or from other upper division history courses except HIS 302A, B, C.

Supporting Course Requirements.....18 hours

ANT 120 or SOC 131; ECO 120; PSY 200; GEO 100; POL 101; POL 212 or 220.

Professional Education Requirements.....31 hours

EDF 103, 203, 319, 413, SED 401; ESE 490, 499, and 549.

General Education Requirements.....36 hours

Standard General Education program, excluding Block VB, Block VC, and Block VIII (6 hours). Refer to Section Four of this *Catalog* for details on the General Education and University Requirements.

University Requirement.....1 hour

ASO 100.

Free Electives.....9 hours

Total Curriculum Requirements.....128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>History</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>AGS Concentration in History</u> (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	4/5/10	NA
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	5/3/2010	Approved <input checked="" type="checkbox"/> Disapproved _____
General Education Committee*	NA	Faculty Senate** <u>9/20/10</u>
Teacher Education Committee*	NA	Board of Regents** <u>1/26/11</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Establish a Concentration in History for the Associate of General Studies Degree Program.

A. 2. Effective date: (Example: Fall 2001)
~~01-13-10~~ 06/15/10

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

B. The justification for this action: The 12 hours of class time in the proposed History Concentration will introduce students to both the fundamental practices of History as a discipline and the wide range of subject areas available for study. The fundamental skills will be covered in HIS 202 and HIS 203. These two courses are also required for a B.A. in History and therefore provide a foundation for the student if he or she chooses to pursue a B.A. in this discipline. The additional six hours of upper division courses can be used in a similar manner to meet major requirements if the student pursues that degree.

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

Personnel Impact: None. This Concentration will not require any new courses.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: None.

Library Resources: None.

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

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

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

Associate Degrees

GENERAL STUDIES (A.G.S.)
CIP Code 24.0102

The Associate of General Studies degree provides students, especially adult learners, the opportunity to pursue a flexible degree program to meet their unique interests, career goals, and academic needs. Reflecting ECU's commitment to a liberal arts education, the degree allows students to concentrate in an area of interest while selecting from a wide variety of courses to meet personal, educational, or career goals. This degree is designed for students who want to advance in their careers, change careers, pursue a lifelong interest beyond their careers, or use the degree as a pathway to a baccalaureate degree.

History Concentration.....12 hours

Course Requirements.....

HIS 202 and 203 plus 6 additional hours of HIS courses. Of those 6 additional hours at least 3 must be in a course listed in Area II (Europe) or Area III (Non-Western). HIS 290 and 450W may not count toward the concentration.

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Mathematics and Statistics
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	MAT 109
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Precalculus Mathematics
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4-12-2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	5/3/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/20/10
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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Passing score on the EKU MAT 109 Prerequisite Skills Test</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>This will allow students who have learned more mathematics since their last college course or ACT test to demonstrate their knowledge.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: N/A</p> <p>Operating Expenses Impact: N/A</p> <p>Equipment/Physical Facility Needs: N/A</p> <p>Library Resources: N/A</p>

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

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

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

New or Revised* Catalog Text

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

MAT 109 Precalculus Mathematics. (5) I, II. Prerequisite: MAT 107 with a minimum grade of "C-" or a minimum score of 23 on the mathematics portion of the ACT or a minimum score of 550 on the math portion of the SAT or a passing score on the EKU MAT 109 Prerequisite Skills Test. Polynomial, rational, exponential, logarithmic, and trigonometric functions and inverses. Sequences and series, systems of linear and nonlinear equations and inequalities, the complex number system, vectors, the binomial theorem, mathematical induction, and conic sections. Use of graphing calculators. Three hours of credit will not be awarded to students who have completed MAT 108. Three hours of credit count toward Gen. Ed. II or VII (QS).

Part IV. Recording Data for a Revised Course (Record only **changed** course information.) ***Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MAT	109	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	FR _____
			SO _____	SO _____
			JR _____	JR _____
			SR _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	MAT 107 with a minimum grade of "C-" or a minimum score of 23 on the mathematics portion of the ACT or a minimum score of 550 on the math portion of the SAT or a passing score on the ECU MAT 109 Prerequisite Skills Test.
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Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(**Use Validation Tables.)

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Mathematics and Statistics
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	MAT 124
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Calculus I
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	
<input type="checkbox"/> Program Suspended (Part III)		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4-12-2010	Graduate Council*	na
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	5/3/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/20/10
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.)
Passing score on the EKU MAT 124 Prerequisite Skills Test.

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

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

B. The justification for this action:
This will allow students who have learned more mathematics since their last college course or ACT test to demonstrate their knowledge.

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

Personnel Impact: N/A

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: N/A

Library Resources: N/A

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

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

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

New or Revised* Catalog Text

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

MAT 124 Calculus I. (4) I, II. Prerequisite: MAT 109 with minimum grade of "C" or a minimum score of 25 on the mathematics portion of the ACT, or a minimum score of 590 on the math portion of the SAT, or a passing score on the ECU MAT 124 Prerequisite Skills Test. Functions, limits and continuity, derivatives and applications, integration, and introduction to and use of the computer package *Mathematica* or other appropriate technology. Credit will not be awarded to students who have credit for MAT 121 or MAT 121H. Gen. Ed. II or VII (QS).

Part IV. Recording Data for a Revised Course (Record only **changed** course information.) ***Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MAT	124	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	FR _____
			SO _____	SO _____
			JR _____	JR _____
			SR _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ MAT 109 with minimum grade of "C" or a minimum score of 25 on the mathematics portion of the ACT or a minimum score of 590 on the math portion of the SAT or a passing score on the EKU MAT 124 Prerequisite Skills Test.

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(**Use Validation Tables.)

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

Part I

<u>(Check one)</u>	Department Name	Mathematics and Statistics
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title <small>(30 characters)</small>	_____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	AGS Concentration in Mathematical Sciences
<input checked="" type="checkbox"/> New Program (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4-14-2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs	_____
College Curriculum Committee	5/3/2010	Approved <input checked="" type="checkbox"/> Disapproved _____	5/20/10
General Education Committee*	NA	Faculty Senate**	9/20/10
Teacher Education Committee*	NA	Board of Regents**	1/26/11
		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: Establish a Concentration in Mathematical Sciences for the Associate of General Studies degree program

A. 2. Effective date: ~~01-13-11~~ 06-14-11

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

B. The justification for this action: The 13 hours of course work in this proposed Mathematical Sciences Concentration will provide students with a sound introduction to the field (through MAT 124 and STA 270) and its supporting material (MAT 214 and CS 160/177/190). Since MAT 124 and STA 270 are prerequisites for most upper division MAT and STA work, AGS graduates who elect to pursue the baccalaureate and major in Mathematics or Statistics will be on track for completing the remainder of the degree requirements with an additional four semesters of course work.

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

Personnel Impact: None. All of the courses in the proposed concentration are currently offered.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: None.

Library Resources: Existing resources seem to be adequate.

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Associate Degrees

GENERAL STUDIES (A.G.S.)

CIP Code 24.0102

The Associate of General Studies degree provides students, especially adult learners, the opportunity to pursue a flexible degree program to meet their unique interests, career goals, and academic needs. Reflecting ECU's commitment to a liberal arts education, the degree allows students to concentrate in an area of interest while selecting from a wide variety of courses to meet personal, educational, or career goals. This degree is designed for students who want to advance in their careers, change careers, pursue a lifelong interest beyond their careers, or use the degree as a pathway to a baccalaureate degree.

Mathematical Sciences Concentration.....13 hours

Course Requirements.....

MAT 124 or 124H; MAT 214; STA 270; and CSC 160, 177, or 190. A minimum grade of "C" is required of all courses counted toward the concentration.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 181</u> *Course Title (30 characters) <u>Beginning Theory I</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>2/23/2010</u>	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	<u>3/29/2010</u>	Council on Academic Affairs <u>5/20/10</u>
General Education Committee*	<u>NA</u>	Approved <u>x</u> Disapproved _____ Faculty Senate** <u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To decrease the number of credit hours for MUS 181 from 4 to 3, add additional term offering, add corequisite.	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This course is being split into a 3 credit written music theory course and a 1 credit musicianship/aural skills course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact:None Operating Expenses Impact:None Equipment/Physical Facility Needs:None Library Resources:None	

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

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

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

New or Revised* Catalog Text

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

MUS 181 Beginning Theory I (~~4-3~~). I, II. Corequisite: MUS 161. Perception and understanding of music through an integrated study of relatively simple, short structures from the late Baroque to the early romantic periods.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	181	Fall 2010	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3 <u>4</u>	Lecture 3 <u>4</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
	3 <u>4</u>		FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

Course Prefix and No.	<u>MUS 161</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 182</u> *Course Title (30 characters) <u>Beginning Theory II</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>2/23/2010</u>	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i>		
College Curriculum Committee	<u>3/29/2010</u>	Council on Academic Affairs <u>5/20/10</u>
General Education Committee*	<u>NA</u>	Approved <input checked="" type="checkbox"/> Disapproved _____ Faculty Senate** <u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To decrease the number of credit hours for MUS 182 from 4 to 3, add term offering, add corequisite.	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This course is being split into a 3 credit written music theory course and a 1 credit musicianship/aural skills course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact:None Operating Expenses Impact:None Equipment/Physical Facility Needs:None Library Resources:None	

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

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

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

New or Revised* Catalog Text

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

MUS 182 Beginning Theory II (~~4-3~~). I, II. Prerequisite: MUS 181, corequisite: MUS 162. Continuation of MUS 181.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	182	Fall 2010	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3 <u>4</u>	Lecture 3	Laboratory _____	Other _____	
	<u>4</u>		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3 <u>4</u>		FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

Course Prefix and No.	<u>MUS 162</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 281</u> *Course Title (30 characters) <u>Intermediate Theory III</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>2/23/2010</u>	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i>		
College Curriculum Committee	<u>3/29/2010</u>	Council on Academic Affairs <u>5/20/10</u>
General Education Committee*	<u>NA</u>	Approved <input checked="" type="checkbox"/> Disapproved _____ Faculty Senate** <u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To decrease the number of credit hours for MUS 281 from 4 to 3; add corequisite.	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This course is being split into a 3 credit written music theory course and a 1 credit musicianship/aural skills course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact:None Operating Expenses Impact:None Equipment/Physical Facility Needs:None Library Resources:None	

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

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

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

New or Revised* Catalog Text

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

MUS 281 Intermediate Theory III. (4-3) I. Prerequisite: minimum grade of "C" in MUS 182, corequisite: MUS 261. Continuation of MUS 182. Integrated skills further developed through the study of more difficult, longer structures from the Baroque and Classic periods.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	281	Fall 2010	AS <input type="checkbox"/> X <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>3</u> <u>-4</u>	Lecture <u>3</u>	Laboratory _____	Other _____	
	<u>4</u>		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	<u>3</u> <u>-4</u>		FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

Course Prefix and No.	<u>MUS 261</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 282</u> *Course Title (30 characters) <u>Intermediate Theory IV</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>2/23/2010</u>	Graduate Council* <u>NA</u>
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	<u>3/29/2010</u>	Council on Academic Affairs <u>5/20/10</u>
General Education Committee*	<u>NA</u>	Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*	<u>NA</u>	Faculty Senate** _____
		Board of Regents** _____
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To decrease the number of credit hours for MUS 282 from 4 to 3; add corequisite	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This course is being split into a 3 credit written music theory course and a 1 credit musicianship/aural skills course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact:None Operating Expenses Impact:None Equipment/Physical Facility Needs:None Library Resources:None	

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

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

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

New or Revised* Catalog Text

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

MUS 282 Intermediate Theory IV. (4 3) Prerequisite: MUS 281, corequisite: MUS 262. Continuation of MUS 281. Integrated skills further developed through the study of more difficult structures from the romantic and Modern periods.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	282	Fall 2010	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3 <u>4</u>	Lecture 3	Laboratory _____	Other _____	
	<u>4</u>		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3 <u>4</u>		FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

Course Prefix and No.	<u>MUS 262</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("s," "w") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 889</u> *Course Title (30 characters) <u>Advanced Composition</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>2/23/2010</u>	Graduate Council* <u>4/30/2010</u>
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/></i>		
College Curriculum Committee	<u>3/29/2010</u>	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>5/20/10</u>
General Education Committee*	<u>NA</u>	Faculty Senate** <u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To increase the number of maximum credits from 4 to 6; revise course description. 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: With a revision in our Master of Music in Theory/Composition degree, we need to increase the number of composition credits to meet our accreditation 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 II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

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

MUS 889 Advanced Composition. (2) A. Prerequisite: MUS 483 or equivalent, or ~~approval of instructor~~ departmental approval. ~~Continuation of MUS 483.~~ Individual guidance in the exploration of advanced compositional techniques with emphasis on larger forms. May be retaken to a maximum of ~~four~~ six hours.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	889	Fall 2010	AS <input type="checkbox"/> X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u> <u>4</u>	
	Lecture _____	Laboratory _____	Other _____	Cip Code (first two digits only)
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Prerequisite: MUS 483 or equivalent, or ~~approval of instructor~~
departmental approval.

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 510</u> *Course Title (30 characters) <u>Special Topics in Music: _____</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>2/23/2010</u>	Graduate Council* <u>4/30/2010</u>
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	<u>3/29/10</u>	Council on Academic Affairs <u>5/20/10</u>
General Education Committee*	<u>NA</u>	Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*	<u>NA</u>	Faculty Senate** <u>NA</u>
		Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To add an upper division special topics course at the undergraduate level

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

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

B. The justification for this action:
 We do not have a special topics course at the senior level and this would allow us to offer some courses in specific interest areas for our students. Our Bachelor of Music degree has required upper division music theory and history electives and we do not give students more than one or two choices to fulfill this elective at the current time.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

MUS 510 Special Topics in Music: (1-3) A. Prerequisite: MUS 480 or equivalent, or departmental approval. Advanced topics in music. May be retaken to a maximum of six hours, provided the topics are different

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	510	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
	Lecture <u>1-3</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>1-3</u>	<u>N</u>	FR _____ JR _____ SO _____ SRX _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	MUS 480 or equivalent or departmental approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one)	Department Name	Music
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	MUS 710
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Special Topics in Music: _____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	_____
<input type="checkbox"/> New Program (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/23/2010	Graduate Council*	4/30/2010
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/29/2010	Approved <input checked="" type="checkbox"/> Disapproved _____	5/20/10
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 a special topics course at the graduate level

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

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

B. The justification for this action:
 We do not have a special topics course at the graduate level and this would allow us to offer some courses in specific interest areas for our students. All of the MM areas have elective credits and we do have student requests for more options in music graduate electives.

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

Personnel Impact: None

Operating Expenses Impact:None

Equipment/Physical Facility Needs:None

Library Resources:None

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

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

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

New or Revised* Catalog Text

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

MUS 710 Special Topics in Music: (1-3) A. Prerequisite: MUS 480 or equivalent, or departmental approval.
Advanced topics in music. May be retaken to a maximum of six hours, provided the topics are different

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
MUS	710	Fall 2010	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
1-3	Lecture <u>1-3</u> Laboratory <input type="checkbox"/> Other <input type="checkbox"/>		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)	
<u>1</u>	<u>1-3</u>	<u>N</u>	FR <input type="checkbox"/> JR <input type="checkbox"/> SO <input type="checkbox"/> SR <input type="checkbox"/>	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis <input type="checkbox"/>		
		Internship <input type="checkbox"/>		
		Independent Study <input type="checkbox"/>		
		Practicum <input type="checkbox"/>		

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.	MUS 480 or equivalent, or departmental approval
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

EASTERN KENTUCKY UNIVERSITY
Department of Music
Course Syllabus
MUS 5XX/7XX: Special Topics in Music, Credit: 3 hrs.
T/TH 9:30-10:45, Fall 2011
Foster Building, Room 212

Instructor: Thomas Couvillon, Ph. D.
Office: Foster Building, Room 223
Office tel.: (859) 622-1346
Email: Thomas.Couvillon@eku.edu
Web Page: <http://people.eku.edu/couvillont>
Office hours: MWF 8:30-9:00 a.m., TTH 1:00-2:00, or by appointment.

Required Texts and Materials

Schubert, Franz. Complete Song Cycles. Dover Publications, 1970.
Schumann, Robert. Selected Songs. Dover Publications, 1981.
Youens, Susan. Schubert: Die Schöne Müllerin. Cambridge University Press, 1992.

Catalog Description

Special Topics in Music: May be repeated as long as the content is different each time.

Course Description

This class will provide an in depth study of the song cycles of Schubert and Schumann. This course will follow the general format of a seminar, and will place a great emphasis on class discussion and directed study. Students will be expected to be able to intelligently discuss their own work and that of their classmates. Each student will be expected to give class presentations based on their analysis and research projects. The overall goal of this course is for the students to draw connections between analysis, research, and performance practice, in order to make musically intelligent decisions about the study and performance of lieder.

Student Learning Outcomes

500/700 Level Students will: 1) demonstrate an understanding of the attributes of early romantic song cycle as a genre/form; 2) develop the analytical skills necessary to study the music of the Romantic period; 3) analyze the relationship between music and text; 4) be able to discuss and write about issues relating to analysis and interpretation;

700 Level Students will also: 5) evaluate connections between analysis and performance; 6) to synthesize and make use of published analysis and commentary to aid in the process of interpretation.

Attendance

Regular and punctual attendance will be expected of you throughout the semester. Any student with more than fifteen (15) percent absences shall be automatically assigned the final grade of F. **In this course, five (5) absences are the maximum allowable.** It shall be the responsibility of the instructor to determine whether the absence is excused or unexcused. If you anticipate a legitimate absence on a test date, contact me well in advance so that a make-up test can be scheduled. Once a test has been returned (usually the next class meeting), a make-up test will not be possible. You are responsible for all assignments and material covered on the days of your absence. **Attendance is the most significant factor affecting your success in this course.**

Class Participation

When you come to class, be prepared to participate in discussions and other activities involving the assigned readings, exercises, and pieces. Bring your questions to class!

Homework Policy

Homework assignments will be due as assigned. Late homework will be accepted up for up to one week after the original due date for reduced credit. No credit will be given after that point. Daily class participation assignments will be given with or without notice. Class participation grades cannot be made up except in case of acceptable excused absence.

Evaluation Methods:

Class work/Class Participation	30%
Quizzes: (2)	20%
Major Assignments: (3)	30%
Final Project/Presentation:	20%

Grading Scale

For the final grade, the following grading scale will be used:
90 - 100%=A, 80 - 89%=B, 70 - 79%=C, 65 - 69%=D, 0 - 64%=F

Individual Tutorials

I am available to provide explanations or extra help during my office hours or by appointment. A departmental theory tutor is also available. Please get help as soon as possible if you are having any problems.

Major Assignments and Final Project/Presentation

Assignment #1 - Relating Musical Analysis with Poetic Analysis

500 Level: Provide a harmonic/formal analysis of the assigned piece. Prepare a 2-3 page report that addresses the poetic analysis given by Susan Youens' in Chapter 5 of her book. You should cover the following topics: 1) describe Youens' analysis in relation to specific passages in the music, 2) describe how your musical analysis supports or refutes Youens' reading. **700 Level:** Review at least two additional sources and compare their interpretations with that of Youens. (due 9/27)

Assignment #2 - Performance Practice Issues

500 Level: Prepare a 2-3 page report that compares two recorded performances of a lied from a song cycle not covered in class. If the recordings are from the library, identify them by call number; otherwise, provide recordings. Base the comparison on your analysis of the song and information taken from an outside source. Provide your analysis. **700 Level:** Review at least one source relating to historical performance practice and incorporate your findings into your analysis. (due Fri. 10/25)

Assignment #3 - Large Scale Analysis Issues

500 Level: Prepare a 2-3 page report on the form of Schumann's *Dichterliebe*, based on the published analyses by Arthur Komar, Charles Rosen, and at least one other source, and your own understanding of the music. Describe each analyst's findings and then state your own conclusions. **700 Level:** Locate and review at least two additional relevant journal articles and incorporate your findings into your analysis. (due Mon. 11/22)

Final Project/Presentation

500 Level: Prepare a twenty-minute report on a lied from one of the song cycles not covered in class. Prepare and distribute a handout that contains a translation of the text and a summary of your analytical findings. Address the following issues: 1) how your chosen lied fits into the poetic and musical structure of the entire song cycle, 2) your analytical findings and those of an outside source, 3) text/music relationships. The following items should be turned in at the conclusion of the presentation: 1) an analysis of the piece, 2) a 3-4 page written report. **700 Level:** Consult at least two additional sources and incorporate your findings into your analysis. (due 12/6 - 12/13)

Disability Statement

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

Academic Integrity

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

Course Calendar

Week	Materials Covered
8/30	Course Overview; Review of Harmony and Form; Beethoven's <i>An die ferne Geliebte</i>
9/6	Labor Day – No Class
9/13	Romantic Generation, Reading #1; Youens, pp. 1-30; <i>Die Schöne Müllerin</i> , songs 1-3
9/20	<i>Die Schöne Müllerin</i> , songs 4-6; Quiz #1 Harmony/Listening
9/27	<i>Die Schöne Müllerin</i> , songs 7-9; Assignment #1 Due
10/4	<i>Die Schöne Müllerin</i> , songs 10-12; Romantic Generation, Reading #2
10/11	<i>Die Schöne Müllerin</i> , songs 13-15
10/18	<i>Die Schöne Müllerin</i> , songs 16-18
10/25	<i>Die Schöne Müllerin</i> , songs 19-20; <i>Dichterliebe</i> , songs 1-2; Romantic Generation, Reading #3; Assignment #2 Due
11/1	<i>Dichterliebe</i> , songs 3-5
11/8	<i>Dichterliebe</i> , songs 6-8; Quiz #2 Harmony/Listening
11/15	<i>Dichterliebe</i> , songs 9-11; "The Music of <i>Dichterliebe</i> ", Reading #4
11/22	<i>Dichterliebe</i> , songs 12-14
11/29	<i>Dichterliebe</i> , songs 15-16; Assignment #3 Due
12/6	Review; Other Song Cycles; Final Project Presentations
12/13	Final Project Presentations

Books on Reserve (Circulation/Reserve)

Chusid, Martin. <i>A Companion to Schubert's Schwanengesang</i> .	ML 410.S3 C65 2000
Feil, Arnold. <i>Franz Schubert: Die Schöne Müllerin - Winterreise</i> .	ML 410.S3 F3313 1988
Fischer-Dieskau, Dietrich. <i>Schubert's Songs</i> .	ML 410.S3 F573 1977
Komar, Arthur, Ed. <i>Dichterliebe: An Authoritative Score</i> .	M 1621.4 S39D53 1971
Miller, Richard. <i>Singing Schumann</i> .	MT 121.S38 M55 1999
Moore, Gerald. <i>Poet's Love: The Songs and Cycles of Schumann</i> .	ML 410.S4M65

- Perrey, Beate Julia. Schumann's *Dichterliebe* and Early Romantic Poetics. MT 121.S38 P47 2002
- Rosen, Charles. The Romantic Generation. ML 196.R67 1995
- Sams, Eric. The Songs of Robert Schumann. MT 115.S38 S3 1993
- Yoens, Susan. Retracing a Winter's Journey: Schubert's *Winterreise*. MT 115.S37 Y7 1991

Electronic Reserves

The following four readings are available on the SHSU Library's Electronic Reserves site (From the library's web page, choose Resources, then Electronic Reserves). The password is: **lieder**

- The Romantic Generation – Reading #1
- The Romantic Generation – Reading #2
- The Romantic Generation – Reading #3
- The Music of *Dichterliebe* (Komar)

CD Recordings on Reserve (Music Listening Room)An die ferne Geliebte

M 1619 H64 A5 2000 (Cooper)
 M 1621.4 B4 A5 1966 (Fisher-Dieskau)

Die Schöne Müllerin

M 1621.4 S37 D33 2000 (Fisher-Dieskau)
 M 1621 S37 S35 1995 (Partridge)
 M 1620 S285 S6 1995 v.25 (Bostridge)
 M 1620 S37 S4 1985 (Fisher-Dieskau)

Winterreise

M 1621.4 S37 W5 (Fisher-Dieskau)
 M 1621.4 S37 W5 1980 (Fisher-Dieskau)
 M 1620 S 285 S6 1997 v.30 (Goerne)
 M 2113.4 S38 W5 (Schreier)

Schwanengesang

M 1621.4 S37 S38 1972 (Fisher-Dieskau)
 M 1620 S285 S6 2000 v.37 (Ainsley/Johnson)
 M 1621.4 S28 S38 1987 (Fisher-Dieskau)

Liederkreis [Heine], Op. 24

M 1620 S39 H9 2003 v.8 (Maltman)
 M 1621.4 S37 L53 1965 (Fisher-Dieskau)

Liederkreis [Eichendorff], Op. 39

M 1619 C87 S6 2003 (Cutler)
 M 1551 S32 L53 2002 (Werner)
 M 1621 S39 D51 1975 (Fisher-Dieskau)

Frauenliebe und Leben, Op. 42

M 1620 S39 H9 1999 v.3 (Banse)
 M 1613 R3 S33 1995 (Baker)

Dichterliebe, Op. 48

M 1551 S32 L53 2002 (Werner)
 M 1620 S39 H9 2001 v.5 (Maltman)
 M 1621 S39 D51 1975 (Fisher-Dieskau)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Master of Music in Theory/Composition</u> (Major <u>x</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>2/23/2010</u>	Graduate Council* <u>4/30/2010</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	<u>3/29/2010</u>	Council on Academic Affairs <u>5/20/10</u>
General Education Committee*	<u>NA</u>	Approved <u>x</u> Disapproved <u> </u> Faculty Senate** <u>9/20/10</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <u>1/26/11</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise courses required for the Master of Music in Theory/Composition A. 2. Effective date: (Example: Fall 2001) 01/14/2011 <u>06/15/2011</u> A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: We are revising this MM degree to meet the current standards for accreditation by the National Association of Schools of Music. The most recent guidelines have specified a certain number of hours in each area of this hybrid MM degree.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

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

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

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

DEPARTMENT OF MUSIC

Mr. Rob R. James, Chair
Dr. Karin Sehmman, Coordinator

www.music.eku.edu

Master of Music

Option in Theory/Composition

Core Courses12 hours

Must elect MUS 899 for an emphasis in theory or MUS 896 for an emphasis in composition

Choose either the theory option or the composition option below

Option with an Emphasis in Theory.....13 hours

- MUS 886 (Counterpoint)3 hours
- MUS 888 (Analytical Techniques II)3 hours
- MUS 889 (Advanced Composition)2 hours
- MUS 788 (Pedagogy of Theory).....2 hours
- MUS 710 (Special Topics in Music).....3 hours

Option with an Emphasis in Composition.....12 hours

- MUS 889 (Advanced Composition).....6 credits
- MUS 886 (Counterpoint)3 hours
- MUS 888 (Analytical Techniques II)3 hours

Electives10-7-8 hours

4 credits of MUS electives in performance, pedagogy or musicology, 3-4 credits of free electives

Total Requirements32 hours

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Physics and Astronomy	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	AST 130	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Introductory Astronomy	
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.		
<input type="checkbox"/> Program Suspended (Part III)			

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/25/10	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/29/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/20/10
General Education Committee*	4.13.10	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To add a prerequisite of MAT 105

A. 2. Effective date: (Example: Fall 2001)
Spring 2011

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

B. The justification for this action:
To improve student success and retention by ensuring they have the appropriate background.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

AST 130 Introductory Astronomy. (3) I, II. Prerequisite: MAT 105 or higher. Elementary survey course; study of Moon, Sun, and eclipses; Solar System; near stars and Milky Way. Non-laboratory. Credit will not be awarded for students who have credit for AST 135. Gen. Ed. VII (NS).

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)*
AST	130	Spring 2011	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>MAT 105 or higher</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Physics and Astronomy</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>AST 135</u> *Course Title (30 characters) <u>Introductory Astronomy</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> Departmental Committee <u>2/25/10</u>	<u>Date</u> Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____	<u>5/20/10</u>
College Curriculum Committee	<u>3/29/2010</u>	Faculty Senate** <u>NA</u>
General Education Committee*	<u>4.13.10</u>	Board of Regents** <u>NA</u>
Teacher Education Committee*	<u>NA</u>	Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a prerequisite of MAT 105 A. 2. Effective date: (Example: Fall 2001) Spring 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To improve student success and retention by ensuring they have the appropriate background.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

AST 135 Introductory Astronomy. (3) I, II. Prerequisite: MAT 105 or higher. This course is the same as AST 130 except that a laboratory is offered in place of certain topics. Credit will not be awarded for students who have credit for AST 130. 2 Lec/2 Lab. Gen. Ed. IVB or VII (NS).

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)*
AST	135	Spring 2011	AS <input checked="" type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PHAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>MAT 105</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Physics and Astronomy</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>AST 330</u> *Course Title (30 characters) <u>Stars, Blackholes: the Cosmos</u> *Program Title <u>(Major __, Option __; Minor __; or Certificate __)</u> *Provide only the information relevant to the proposal.	
Proposal Approved by:		<u>Date</u>
Departmental Committee	<u>2/25/10</u>	Graduate Council* <u>NA</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	<u>3/29/2010</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>5/20/10</u>
General Education Committee*	<u>4.13.10</u>	Faculty Senate** <u>NA</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a prerequisite of MAT 105 and ENG 102 or ENG 105(B) or HON 102 A. 2. Effective date: (Example: Fall 2001) Spring 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To improve student success and retention by ensuring they have the appropriate background.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

AST 330 Stars, Blackholes: the Cosmos. (3) A. Prerequisite: MAT 105 or higher and ENG 102 or ENG 105(B) or HON 102. An introductory survey course for non-science majors directed at studying the origin and evolution of the Universe, of galaxies, and of stars as well as of quasars, pulsars and Black Holes. Non-laboratory. Gen. Ed. VII (NS).

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)*
AST	330	Spring 2011	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	MAT 105 or higher and ENG 102 or ENG 105(B) or HON 102
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Physics and Astronomy	
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences	
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	PHY 101	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Concepts of the Physical World	
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)			
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/25/10	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/29/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	5/20/10
General Education Committee*	4.13.10	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To add a prerequisite of MAT 105 and remove NAT 171 as equivalent course.

A. 2. Effective date: (Example: Fall 2001)
 Spring 2011

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

B. The justification for this action:
 To improve student success and retention by ensuring they have the appropriate background and remove equivalent course that no longer exists.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

PHY 101 Concepts of the Physical World. (3) I, II. Prerequisite: MAT 105 or higher. Designed primarily for the non-science student. Topics on energy, sound, light, electricity, magnetism, and nuclear phenomena. ~~Credit will not be awarded to students who have credit for NAT 171.~~ 2 Lec/2 Lab. Gen. Ed. IVB or VII (NS).

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHY	101	Spring 2011	AS <u> X </u> JS <u> </u> BT <u> </u> EM <u> </u> ED <u> </u> PC <u> </u> HS <u> </u>	PHAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u> </u>	
	Lecture <u> </u>	Laboratory <u> </u>	Other <u> </u>	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 <u> </u>	JR <u> </u>
			SO <u> </u>	SR <u> </u>
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry <u> </u> Data entry person <u> </u>	
		Thesis <u> </u>		
		Internship <u> </u>		
		Independent Study <u> </u>		
		Practicum <u> </u>		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>MAT 105 or higher</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	<u>NAT 171</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) X	VIII (3)
IB (3)		IIIB (3)	IVB (3) X	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Physics and Astronomy</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>PHY 102</u> *Course Title (30 characters) <u>Inquiry Physics for Teachers</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 2/25/10	<u>Date</u> NA
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved _____
		5/20/10
		Faculty Senate**
		NA
		Board of Regents**
		NA
		Council on Postsecondary Edu.***
		NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To add a prerequisite of MAT 105 and remove NAT 171 as equivalent course.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2011</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p style="border: 1px solid black; padding: 5px;">To improve student success and retention by ensuring they have the appropriate background and to remove an equivalent course that no longer exists.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

PHY 102 Inquiry Physics for Teachers. (3) I, II. Prerequisite: MAT 105 or higher and pre-teaching or teaching elementary and middle school education majors only or departmental approval. An inquiry-based, conceptual approach physical science course for teaching majors. Topics include kinematics, matter and heat, optics, electricity, and magnetism. Credit will not be awarded to students who have credit for ~~NAT 171~~ or PHY 101. 1 Lec/4 Lab. Gen. Ed. IVB or VII (NS).

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHY	102	Spring 2011	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PHAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>MAT 105 or higher</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	Credit will not be awarded to students who have credit for NAT 171 or PHY 101.
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Physics and Astronomy</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>PHY 131</u> *Course Title (30 characters) <u>College Physics I</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date <u>2/25/10</u>	Date <u>NA</u>
	Departmental Committee	Graduate Council*
	<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
	College Curriculum Committee <u>3/29/2010</u>	Approved <input checked="" type="checkbox"/> Disapproved _____
	General Education Committee* <u>4.13.10</u>	Faculty Senate** <u>NA</u>
	Teacher Education Committee* <u>NA</u>	Board of Regents** <u>NA</u>
		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the prerequisite from MAT 107 to MAT 108, revise prerequisite/corequisite language and add language in course description addressing PHY 129.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2011</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: To increase student success and retention in PHY 131 since MAT 108 is a more appropriate prerequisite and to add a statement in the course description to inform students that a withdrawal from PHY 131 must be matched by a withdrawal from PHY 129.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

PHY 131 College Physics I. (5) I,II. Prerequisite or Corequisite: ~~MAT 407 108 or higher or a minimum score of 20 on the mathematics portion of the ACT or a minimum score of 540 on the math portion of the SAT~~ or departmental approval. Fundamental ideas of mechanics, heat, and sound. Credit will not be awarded to students who have credit for PHY 201. A withdrawal from PHY 131 must be matched by a withdrawal from PHY 129 if enrolled in both courses. 6 Lec/Lab. Gen. Ed. IVB or VII (NS).

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHY	131	Spring 2011	AS <input checked="" type="checkbox"/> JS BT _____ EM _____ ED _____ PC _____ HS _____	PHAS
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>MAT 108 or higher</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>MAT 107</u>
Test Scores	<u>minimum score of 20 on the mathematics portion of the ACT or a minimum score of 510 on the math portion of the SAT</u>
Minimum 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	Psychology
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ANS 200
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Introduction to Animal Studies
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	3/3/10	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3.29.10	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 5/20/10
General Education Committee*	3.30.10	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.)
 Add ANS 200 to Gen Ed Block VB, VC, VII(sbs)

A. 2. Effective date:
 Fall 2010

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

B. The justification for this action:
 Introduction to Animal Studies is a course that meets the General Education goals for Block VB courses.

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

Personnel Impact:
 None.

Operating Expenses Impact:
 None.

Equipment/Physical Facility Needs:
 No additional needs.

Library Resources:
 No additional resources.

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

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

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

New or Revised* Catalog Text

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

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

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ANS	200	Spring 2010	AS <input checked="" type="checkbox"/> JS BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 42	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3) <input checked="" type="checkbox"/>	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3) <input checked="" type="checkbox"/>		VII (3)	VIII (3)
IC (3)				VC (3) <input checked="" type="checkbox"/>			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

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

Texts:

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

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

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

- A. Understand diverse methodologies to study both nonhuman animals and their interactions with people. How this objective is evaluated: Essay exams.
- B. Read, write, evaluate, and talk knowledgeably about research and theory about animals in science and the humanities. How this objective is evaluated: Class discussion, multiple-choice quizzes, essay exams.
- C. Understand diverse approaches to thinking about and representing both animals and animal-human interaction. How this objective is evaluated: Class discussion, multiple-choice quizzes, essay exams.
- D. Analyze one topic in animal studies in depth, using diverse perspectives. How this objective is evaluated: Book review, film review.
- E. Integrate class material. How this objective is evaluated: Book review, film review, essay exams.

Course grade will be based on class discussion (60 pts.), the quizzes (100 pts.), the exams (60 pts.) the film review (20 pts.), and the book review (30 pts.). TOTAL: 270 points. Cutoffs for: **A=90%; B=80%; C=70%; D=60%; F=below 60%**.

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

Course requirements:

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

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

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

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

5. **Book review:** Students will select two books from the Reaktion Press *Animal* series (see www.press.uchicago.edu/Complete/Series/RB-A.html) to review in a 6-page, double-spaced typed paper. Each book focuses on the natural history of and cultural uses and ideas about one type of animal. Students are to summarize and critique each book, and detail the ways in which the diverse perspectives applied to the two animals results in similar and different attitudes toward the animals. Students need to specify what the books tell us about the animals, how our attitudes toward the animal influence our perceptions, knowledge, and uses of the animals, and what the consequences of these are for us and for the animals. Students are also expected to apply material from the course readings and discussion to the review, to offer an integrated

perspective on common attitudes to animals in general, and attitudes more specific to particular animals. This review will be due by the 28th class, and is worth **30 points**.

READINGS

<u>Class#</u>	<u>Topic</u>	<u>Readings</u>	<u>Essay questions given/due:</u>
1	Welcome: Thinking with animals		
2	<i>Animal</i>	Fudge (pp. 1-66)	
3	<i>Animal</i>	Fudge (pp. 67-112)	
4	<i>Animal</i>	Fudge (pp. 113-166)	
5	Philosophy & Ethics	K&F (pp. ix-xi, 1-22)	
6	Philosophy & Ethics 2	K&F (pp. 23-50)	
7	Human-animal studies	Flynn, Part 1; Pezzenti	
8	Human-animal research	Flynn, Part 2	
9	Attitudes & Ethics toward animals	Flynn, Part 5	
10	Psychology of animals	K&F (pp. 53-90)	EXAM 1 questions given
11	Psychology of animals 2	K&F (pp. 91-110)	
12	Animals as domesticates & food	K&F (pp. 113-157)	
13	Animals as domesticates & food 2	K&F (pp. 158-189)	(Exam 1 due)
14	Animals and oppression	Flynn, Part 7	
15	Historical & cultural perspectives	Flynn, Part 3	
16	Animals in culture	Flynn, Part 4	
17	Animals as spectacle & sport	K&F (pp. 191-218)	
18	Animals as spectacle & sport 2	K&F (pp. 219-244)	
19	Animals as symbols	K&F (pp. 247-269)	EXAM 2 questions given
20	Animals as symbols 2	K&F (pp. 270-301)	
21	Animals in science	K&F (pp. 303-348)	
22	Animals in science 2	K&F (pp. 349-374)	(Exam 2 due)
23	Philosophy & Social movements	Flynn, Part 9	
24	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 1-70)	
25	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 71-120)	
26	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 121-188)	
27	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 189-224)	
28	Abuse and psychopathology	Flynn, Part 6	Final Exam questions given
29	Living with animals	Flynn, Part 8	
30	Animals in fiction	Boyle (pp. 3-16, 37-46, 99-108, 185-196)	
Final			(Final exam due)

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

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student

Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622 2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

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

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

ACTION ITEM

CAA Approved 5/20/10

Faculty Senate Approved 9/20/10

Board of Regents Approved 1/26/11



EASTERN KENTUCKY UNIVERSITY

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Office of the Registrar

Academic Affairs and Research
Office of the Registrar
Registrar@eku.edu

SSB CPO 58, 521 Lancaster Avenue
Richmond, KY 40475-3158
Phone: (859) 622-3876

TO: Council on Academic Affairs

FROM: M. Tina Davis, University Registrar

SUBJECT: Associate Degree General Studies (A.G.S.) *Catalog* Revision

DATE: 5/6/10

The Office of the Registrar submits the following items for your consideration, effective Fall 2010.

1. Associate Degree General Studies (A.G.S.) *Catalog* Revision



Associate Degree General Studies (A.G.S.)*CIP Code: 24.0102*

(Currently listed in the online 2009-10 *Catalog Addendum*;
Will be listed in the 2010-11 *Undergraduate Catalog*, pg. 63)

The Associate of General Studies degree provides students, especially adult learners, the opportunity to pursue a flexible degree program to meet their unique interests, career goals, and academic needs. Reflecting EKU's commitment to a liberal arts education, the degree allows students to concentrate in an area of interest while selecting from a wide variety of courses to meet personal, educational, or career goals. This degree is designed for students who want to advance in their careers, change careers, pursue a lifelong interest beyond their careers, or use the degree as a pathway to a baccalaureate degree.

OPPORTUNITIES

The Associate of General Studies degree has become more attractive with the growth of business and industry in the area and with the increase of minimum educational requirements for employment or promotion. In addition to those students wishing to enhance their employability, other students will find the program offers numerous opportunities to seek a degree for their own personal satisfaction. The degree allows students to gain confidence in their abilities by earning a degree at the associate level prior to enrolling in a baccalaureate program. The associate degree provides opportunities for students who wish to consolidate previously earned credits to complete their first degree.

Serving students from a varied background of college readiness, this degree provides students a defined path to success in earning one or more degrees. Upon successful completion of EKU's Associate of General Studies degree, the student will have met all General Education requirements, which will apply toward a four-year program at EKU or any other regional Kentucky institution.

PROGRAM REQUIREMENTS

The program requirements for the Associate of General Studies are:

1. Complete a minimum of 60 semester credit hours of prescribed and elective college credit.
 2. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at EKU. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and EKU work.
 3. Complete at least 24 semester hours at EKU.
 4. Complete an orientation course if the student begins as a freshman or transfers to EKU with fewer than 24 credit hours
 5. Complete 48 semester hours of general education requirements as shown below:
 - Block 1. Communication (9 hours)
 - Block 2. Mathematics (3 hours)
 - Block 3. Arts and Humanities (6 hours)
 - Block 4. Natural Sciences (6 hours)
 - Block 5. Social and Behavioral Sciences (9 hours)
 - Block 6. Wellness (3 hours)
 - Block 7. Breadth of Knowledge (6 hours)
 - Block 8. Depth of Knowledge (6 hours)
 6. Complete an approved 12-hour emphasis with an overall 2.0 GPA within an individual college outside of the General Education Requirement. ~~(Students will be considered a member of the college in which they have completed their emphasis.~~
- The Associate of General Studies is intended to be a first degree and is not appropriate for a ~~concurrent or~~ secondary degree.

Major Requirements12 hours

Courses must be within an individual College and exclusive of general education requirements. The optional departmental concentration (see below) may be substituted for this area.

General Education Requirements48 hours

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

Optional Departmental Concentration.....minimum 12 hours

All courses are within one academic department and specified and approved through the University Council on Academic Affairs. Students with a declared departmental concentration will be advised by faculty of that department and will be officially affiliated with that department. The Concentration will be reflected on the student's transcript.

University Requirement

GSO 100 (or GSD 101). May be waived for students with 24 or more transfer hours.

Minimum A.G.S. Curriculum Requirements.....60 hours

(Precise degree requirements will vary based upon concentration selected and student's specific orientation course needs.)*