

9-16-2010

## Council on Academic Affairs Minutes, Sep 16, 2010

Eastern Kentucky University

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**COUNCIL ON ACADEMIC AFFAIRS MINUTES**  
**September 16, 2010**

Members Present: Rich Boyle, Deborah Core, Ed Davis, Tina Davis, Linda Fossen, Linda Frost, Claire Good, Andrew Holcomb, Jaleh Rezaie, Sherry Robinson, Jack Rutherford, Claire Schmelzer, Benton Shirey, Norman Spain, John Taylor, Janna Vice, Sara Zeigler.

Members Absent: Steve Byrn\*, Verna Freer\*, E.J. Keeley, Sandra Moore, Kim Naugle, Anne Shordike, Sherwood Thompson, Deborah Whitehouse\*.  
\*indicates prior notification

Non-Members Present: Sandy Cain, Brett Morris, Fred Ruppel, Ralph Turner.

Dr. Janna Vice called the Council on Academic Affairs to order at 1:00 p.m. on September 16, 2010.

**Approval of the Minutes – August 19, 2010**

The minutes were approved as distributed.

**CURRICULUM ITEMS**

**Education**

Curriculum and Instruction

**Program Revision**

Withdrawn Library Science P-12 - change the description of the program to reflect courses are offered online and in a blended format

The Library Science P-12 program revision was withdrawn pending further discussion of the ECU online model. The proposal will return to the October CAA meeting.

Special Education

**Program Revisions**

Editorial Special Education/Non-Teaching B.S. Interdisciplinary Early Childhood/ Special Education Early Childhood

-change the Child Development and Family Studies minor requirements in the program to reflect changes made in the Department of Family and Consumer Sciences

Editorial Special Education/Teaching B.S. Interdisciplinary Early Childhood/ Special Education Early Childhood  
-change the Child Development and Family Studies minor requirements in the program to reflect changes made in the Department of Family and Consumer Sciences

### ***Action Items***

Approved

1. Comprehensive Baccalaureate Degree Requirements, *Catalog* language Revision

Office of the Registrar

*Language was added to clarify the acceptance of courses 8 years old or older toward degree and program requirements.*

Approved

2. Proposal to Accept the International English Language Testing System (IELTS) as an Alternative to the Test of English as a Foreign Language (TOEFL).

Graduate Program and  
Research and  
University Programs

*This proposal was moved from a Discussion Item to an Action Item and approved by the Council.*

### ***Discussion Items***

1. Protocol for Approval of Certificate Programs  
*Submitted by Dr. Sherry Robinson, Executive Assistant to the Provost for Academic Policy and Processes*

Office of the Provost

2. Course Registration, Regulation 4.1.12R, Revision  
*Revise Course Registration Policy to include Early Registration for Student Veterans*

Office of the Provost

3. ECU Online Model  
*Continuing discussion from the August CAA meeting.*

Office of the Provost

### ***Information Items***

1. 2010/11 Baccalaureate Programs Requiring More than 120 hours

The Council on Academic Affairs was adjourned at 3:00 p.m.

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# COUNCIL ON ACADEMIC AFFAIRS AGENDA

September 16, 2010

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1. Call to Order
2. Approval of the Minutes – August 19, 2010

## *Curriculum Items*

### **Education** Curriculum and Instruction

#### **Program Revision**

Library Science P-12      - change the description of the program to reflect courses are offered online and in a blended format      1

### Special Education

#### **Program Revisions**

Special Education/Non-Teaching B.S. Interdisciplinary Early Childhood/ Special Education Early Childhood      3  
-change the Child Development and Family Studies minor requirements in the program to reflect changes made in the Department of Family and Consumer Sciences

Special Education/Teaching B.S. Interdisciplinary Early Childhood/ Special Education Early Childhood      6  
-change the Child Development and Family Studies minor requirements in the program to reflect changes made in the Department of Family and Consumer Sciences

## *Action Items*

1. Protocol for Approval of Certificate Programs      Office of the Provost  
*Submitted by Dr. Sherry Robinson, Executive Director to the Provost*
2. Course Registration, Regulation 4.1.12R, Revision      Office of the Provost  
*Revise Course Registration Policy to include Early Registration for Student Veterans*

## *Discussion Items*

1. EKU Online Model      Office of the Provost  
*Continuing discussion from the August CAA meeting.*
2. Comprehensive Baccalaureate Degree Requirements, *Catalog* language revision      Office of the Registrar
3. Proposal to Accept IELTS as an Alternative to TOEFL      Graduate Program and Research and University Programs



**EASTERN KENTUCKY UNIVERSITY**

*Serving Kentuckians Since 1906*

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Office of the Dean  
College of Education  
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**MEMORANDUM**

**TO:** Rick McGee  
**FROM:** Dr. Sherwood Thompson  
Assistant Dean  
**DATE:** September 2, 2010  
**SUBJECT:** COE Agenda

Please consider the following agenda items for the College of Education at the next Council on Academic Affairs committee meeting on September 16, 2010:

**Dept: Curriculum & Instruction**

**Chair: Dr. Dorie Combs**

Program Revision	Library Science P-12	Page 1
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**Dept: Special Education**

**Chair: Dr. Deborah Haydon**

Program Revision	Special Education/Non-Teaching (B.S.) - IECE	Page 4
Program Revision	Special Education/Teaching (B.S.) – IECE	Page 8



**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.	Curriculum and Instruction Education Library Science — P-12 (Major <u>  x  </u> , Option <u>  </u> ; Minor <u>  </u> ; or Certificate <u>  x  </u> )
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	4/15/10	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	<b>Yes****</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	Council on Academic Affairs Approved      Disapproved
College Curriculum Committee	5/10/10	WITHDRAWN
General Education Committee*	_____	Faculty Senate**
Teacher Education Committee*	5/25/10	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change the description of the Library Science Program to reflect courses are offered online and in a blended format.	
<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2011	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) N/A	
<b>B. The justification for this action:</b> Increasingly Library Science courses as well as the professional education courses are offered 100% online and/or in a blended learning environment. Revising the library science program description allows the Graduate Library Science program to be recognized by accrediting organizations as an online program with as much as 75% of the courses offered in online and/or with blended learning environments.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> None <b>Operating Expenses Impact:</b> 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.)

**Library Science — P-12**

Master of Arts in Education, Rank II non-degree, ~~and Rank I non-degree,~~ and certification option Library Science programs leading to certification as school ~~media~~-librarian for grades P-12 are offered. The program is offered online with blended opportunities available for some courses. Library practicum must be completed in a school setting. Candidates entering the program must ~~be certified as classroom teachers~~ hold initial teacher certification for elementary, middle or secondary grades.

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name _____ College _____ *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title _____ *Provide only the information relevant to the proposal.	Special Education _____ Education _____ _____ Special Education/Non-Teaching (B.S.) - IECE (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	3/29/2010	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	4/6/10	Approved _____ Disapproved _____	EDITORIAL 9/16/10
General Education Committee*		Faculty Senate**	
Teacher Education Committee*	4/27/10	Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
 Change the CDF minor requirements in the program to reflect changes made in the Department of Family and Consumer Sciences.

**A. 2. Effective date:** (Example: Fall 2001)  
 Fall 2011

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

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**B. The justification for this action:**  
 The IECE major includes a required CDF minor. The minor requirements are not consistent with the current minor requirements in the Department of Family and Consumer Sciences. This will make the minor requirements consistent across the two departments.

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

**Personnel Impact:**  
 No additional

**Operating Expenses Impact:**  
 No additional

**Equipment/Physical Facility Needs:**  
 No additional

**Library Resources:**



No additional

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

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

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

New or Revised\* Catalog Text

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

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

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

New or Revised\* Program Text

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

### **SPECIAL EDUCATION (NON-TEACHING) (B.S.)** **Interdisciplinary Early Childhood-Special Education Early Childhood** (CIP Code: 13.1003).

<b>Major Requirements</b> .....	<b>36-39 hours</b>
<b>Core (IECE-SEEC)</b> .....	<b>21 hours</b>
SED 104, 260, 341, 375 (9 hours), and 518.	
<b>Core (DHH)</b> .....	<b>24 hours</b>
SED 104, 260, 341, 375 (9 hours), 518, and 545.	
<b>Options</b>	
<b>Interdisciplinary Early Childhood Education – Special Education</b>	
<b>Early Childhood (IECE-SEEC)</b> .....	<b>12 hours</b>
SED 352, 435, 504, and 577	
<b>Deaf and Hard of Hearing (DHH)</b> .....	<b>12 hours</b>
ASL 101 and 102; SED 337 and 380.	
<b>Supporting Course Requirements</b> .....	<b>12-15 hours</b>
<b>DHH Option</b> .....	<b>15 hours</b>
PSY 280, 12 hours selected from CDF 132, 437, NSC 500, OTS 515, PHI 130, PSY 308, REC 311, SOC 235, or SWK 358. Course taken for General Education Requirements may <i>not</i> be used for Supporting Course Requirements.	
<b>IECE-SEEC Option</b> .....	<b>12 hours</b>
ELE 519, NSC 500, OTS 515, SWK 456.	
<b>Minor Requirements</b> .....	<b>18 hours</b>
<b>DHH</b> (Refer to Section Four of this <i>Catalog</i> for list of minors offered.	
<b>IECE-SEEC</b> (Minor in Child Development and Family Studies)	
CDF <del>235, 246, 327, 344, 346, and 437</del> ; <u>CDF 132, 236</u> , six hours selected from CDF 235, 327, 342, 441, or 501; and six hours CDF electives.	

**General Education Requirements.....48 hours**

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

**University Requirement.....1 hour**

EDO 100

**Free Electives (As needed to complete 128 hours).....5-19 hours**

**Total Curriculum Hours.....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 _____ College _____ *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title _____ (Major <u>  X  </u> , Option <u>  </u> ; Minor <u>  </u> ; or Certificate <u>  </u> )	Special Education Education _____ _____ Special Education/Teaching (B.S.) - IECE _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee _____ 3/29/2010 Graduate Council* _____ N/A		
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
Council on Academic Affairs _____		
College Curriculum Committee _____ 4/6/10 Approved _____ Disapproved _____ EDITORIAL 9/16/10		
General Education Committee* _____ Faculty Senate** _____		
Teacher Education Committee* _____ 4/27/10 Board of Regents** _____		
Council on Postsecondary Edu.*** _____		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program <b>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</b>		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change the CDF minor requirements in the program to reflect changes made in the Department of Family and Consumer Sciences.	<b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2011
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	<b>B. The justification for this action:</b> The IECE major includes a required CDF minor. The minor requirements are not consistent with the current minor requirements in the Department of Family and Consumer Sciences. This will make the minor requirements consistent across the two departments.
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> No additional <b>Operating Expenses Impact:</b> No additional <b>Equipment/Physical Facility Needs:</b> No additional <b>Library Resources:</b>	

No additional

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

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

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

New or Revised\* Catalog Text

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

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

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

New or Revised\* Program Text

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

### **SPECIAL EDUCATION/TEACHING (B.S.) Interdisciplinary Early Childhood Education- Special Education Early Childhood**

**Major Requirements.....27 hours**

SED 104, 341, 351, 375, 436, 504, 518, 577, and CDS 360.

**Supporting Course Requirements.....12 hours**

ELE 519, NSC 500, OTS 515, and SWK 456.

**Professional Education Requirements.....16 hours**

EDF 103, 203, and SED 499

**Minor in Child and Family Studies.....18 hours**

~~CDF 235, 246, 327, 344, 346, and 437.~~ CDF 132, 236, six hours selected from CDF 235, 327, 342, 441, or 501; and six hours CDF electives.

**General Education Requirements.....48 hours**

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

**University Requirement.....1 hour**

EDO 100

**Free Electives.....6 hours**

(CSC 104 or CIS 212 is an admission to professional education requirement and may be selected as a free elective.)

**Total Curriculum Hours.....128 hours**



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Office of the Provost

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sherry.robinson@eku.edu

**TO: Council on Academic Affairs**

**FROM:** *Sherry Robinson*  
**Dr. Sherry Robinson**  
**Executive Director to the Provost**

**DATE: August 31, 2010**

**SUBJECT: Agenda item for 09-16-10 Council on Academic Affairs Meeting**

The Office of the Provost submits the following agenda items for consideration at the September 16, 2010 meeting of the Council on Academic Affairs.

**AGENDA**

**Protocol for Approval of Certificate Programs**

## Protocol for Approval of Certificate Programs

Definitions

**Long-Term Certificate Program (University)**—The Council on Postsecondary Education defines a long-term certificate program as a program that requires at least one-year to complete and results in the awarding of a certificate. At EKU, we call this type of certificate a university certificate. University certificates must be approved by CPE and we must report to CPE the number of certificates we award.

- Undergraduate university certificates require 24 or more hours.
- Graduate university certificates require 18 or more hours.

University certificates are issued by the University and printed on diploma stock. University certificates are automatically recorded on student transcripts. Students who complete a university certificate must apply for graduation and pay applicable fees. University certificates are not awarded at the Commencement ceremony.

**Short-Term Certificate Program (Department/College)**—The Council on Postsecondary Education defines a short-term certificate program as a program that requires less than one-year to complete and results in the awarding of a certificate. At EKU, we call this type of certificate a department/college certificate.

- Undergraduate department/college certificates typically require 15 hours but will require no more than 23 hours.
- Graduate department/college certificates typically require 12 hours but will require no more than 17 hours.

Department/college certificates are issued by the academic department or college. Department/college certificates may be noted on student transcripts at the request of the department or college. Department/college certificates are not awarded at the Commencement ceremony.

Approval Process for Certificate Programs

## University Certificates

1. College submits certificate program to CAA for approval. (NOTE: Graduate certificates must first be approved by Graduate Council.)
2. Certificate program is submitted to Faculty Senate for approval.
3. Certificate program is sent to CPE for approval.
4. Certificate program is sent to Board of Regents for approval.
5. Office of the Provost will notify college and department of final approval.
6. Certificate program will be effective in the following academic year and will be listed in the Catalog.

## Department/College Certificates

1. College submits certificate program to CAA for approval. (NOTE: Graduate certificates must first be approved by Graduate Council.)
2. Certificate program is submitted to Faculty Senate for approval.
3. Office of the Provost will notify college and department of final approval.
4. Certificate program will be effective in the following academic year and will be listed in the Catalog.



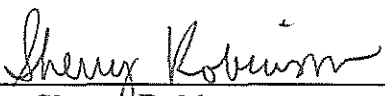
**EASTERN KENTUCKY UNIVERSITY**

*Serving Kentuckians Since 1906*

Office of the Executive Assistant to the Provost  
for Academic Policy and Process  
[www.eku.edu](http://www.eku.edu)

CPO 30A, 111 Coates Building  
521 Lancaster Avenue  
Richmond, Kentucky 40475-3102  
Phone: (859) 622-6515  
FAX: (859) 622-8136

**TO: Council on Academic Affairs**

**FROM:**   

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**Dr. Sherry Robinson**  
**Executive Assistant to the Provost**

**DATE: September 8, 2010**

**SUBJECT: Agenda Item for 09-16-10 Council on Academic Affairs Meeting**

The Office of the Provost submits the following agenda item for consideration at the September 16, 2010 meeting of the Council on Academic Affairs.

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**AGENDA**

**Course Registration, Regulation 4.1.12R (Revision)**



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



## University Policy Impact Statement

Date Sep 2, 2010 Check One:  Revision of Existing Policy  New Policy

Policy Number (If known) 4.1.12R Policy Name Course Registration

Originator(s) Fred Ruppel; Brett Morris

University Affiliation RSO Advisor and Veterans Affairs AD Email for primary contact brett.morris@eku.edu

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

See Attached - Appendix A verbiage

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

EKU has been named a "veteran-friendly" campus and is actively recruiting student veterans. Because student veterans can take their Post 9-11 GI BILL benefits to almost any institution, they have become "empowered education shoppers". To succeed in attracting and retaining this population, universities must move beyond simply being friendly. They must create a truly helpful atmosphere that demonstrates a commitment to student veteran success. The attached justification provides ample rationale for why this student population needs to register early for classes in addition to honoring their service to the nation.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

The Student Outreach and Transition Office - VA will need to work with the Registrar to provide a list of the student veteran population. Little change in culture is expected as EKU is already supportive and welcoming of student veterans.

List stakeholders who have been or will be consulted. Indicate action taken and the date it was taken. Attach additional page if necessary. To begin the policy process, at least one university-recognized group must have indicated support.

Stakeholder	Action Taken	Date
President	Email Exchange with Dr. Ruppel	Aug 27, 2010
Provost	Informal Discussion on policy revision	February 15, 2010
Registrar	Informal Discussion on policy revision	March, 2010
EKU VETS	Student Veteran endorsement of proposal	April, 2010
VP for Student Affairs	Endorsement of Operation Veterans Success	March, 2010
		Date



## **Attachment for Impact Statement for 4.1.12R Revision**

### Justification:

Veterans and active members of the military services face numerous obstacles that impede successful academic progress. In regard to this proposal, student veterans are (1) students with prior military service, (2) students who are members of the armed service serving on active duty, and (3) students in active drilling positions in the National Guard or Reserves. This student population has placed the nation's defense ahead of their individual educational, career and family goals. Most have served in harm's way and cope with the effects of that experience as they begin their educational commitment. Many have regular appointments with VA health services that are difficult to get or reschedule without adding to their difficulties. All face strict guidelines from the VA that prohibit payment for ANY coursework outside of their strict academic plan (including additional free electives). Additionally those still serving (Active Duty/Guard/Reserves) face unpredictable schedules and regular interruptions to their academic plans in response to the demands for their service. Finally, many veterans have accumulated significant college credit while taking night classes while on active duty, often building up many credit hours before transferring to EKU. Most of these courses are either GenEd or free electives, meaning that the student veteran must quickly begin coursework in his or her major once arriving on campus. Depending on the major, courses in the major often fill very quickly, creating additional override pressure in order to meet VA payment regulations.

Providing priority registration to this population will:

- Improve student veteran rates of persistence, adequate progress, and completion.
- Reduce requests for overrides and exceptions based on VA policy restrictions.
- Provide financial aid staff with earlier access to course schedules that must be validated before VA benefits can be certified for payment.
- Give student veterans the ability to schedule coursework around their VA health service appointments.
- Permit deploying service members to sign up for online courses before they quickly fill.
- Help deployed student veterans experiencing computer access restrictions get registered.
- Improve recruitment and retention of student veterans at no cost to the University (per Regulation Background final bullet)

*Note: For the purposes of this policy, Dependents of veterans drawing VA benefits are not considered part of the population.*



**4.1.12R**

Volume 4, Academic Affairs

Chapter 1, Academic Practices

Section 12, Course Registration

Approval Authority: President

Responsible Executive: Registrar

Responsible Office(s): Office of the Registrar, Office of

Services for Individuals with Disabilities, Department of

Intercollegiate Athletics, Department of Music, Honors Program

Effective: October 1, 2009 Issued: May 7, 2009

Last Revised: NA

Next Review Date: Spring 2014

## Course Registration

### Regulation Statement

The University recognizes the importance of facilitating the timely progress toward degree completion for certain students whose progress toward graduation might be hampered by unavoidable scheduling conflicts. Without a regulation allowing early registration for certain populations, some students have been unable to maintain a reasonable pace toward degree attainment. EKU also has an obligation to comply with external regulations and rules. The University acknowledges the need to make a reasonable accommodation for certain populations of students who, for example, have traditionally encountered difficulty establishing academic schedules that also accommodate their special needs.

### Entities Affected by the Regulation

- Students
- Academic Advisors (Faculty and EKU Staff)
- Office of the Registrar
- Office of Services for Individuals with Disabilities (OSID)
- Department of Intercollegiate Athletics
- [Student Outreach and Transition Office \(VA\)](#)
- Departments

### Regulation Background

The University developed this regulation because it recognized that allowing certain students to register before the general student population would

- Increase the likelihood of retention for those students;
- Increase the likelihood of satisfying course sequencing requirements for these students in a timely manner;
- Reduce the need for students to overload courses in certain semesters;
- Reduce the occurrence of registering for excessive free electives just to maintain full-time student status;
- Begin advising for these students earlier;
- Reduce the University's (scholarships) and students' (tuition fees) expenditures on summer courses and taking courses during a fifth or subsequent year of enrollment;
- Allow the University staff members who serve these students to more prudently utilize their time and resources;
- Increase the likelihood of these students meeting financial aid requirements that may otherwise be adversely affected by course withdrawals, incompletes, and failing grades;
- Be a retention and recruitment tool at no cost to the University.

Specific rationale for allowing each of the student populations allowed to register before the general student body is found in Appendix A.

## Regulation Procedures

### Prior to Registration Period

Prior to the registration period in a semester, the Office of the Registrar will create a current, accurate list of students who are eligible for registering before the general student.

The Office of the Registrar will take the necessary steps to create and publish the registration sequence according to the defined timeline.

### Registration Period

Eastern Kentucky University students register for classes in the following order:

- Group 1: Graduates and Seniors with 102 or More Hours Completed/In Progress
- Group 2: Group 1, Selected Students with Specific Disabilities, Honors Program Students, Student-Athletes, [and Spirit Group Members](#), [and Veterans and Members of Military Service](#)
- Group 3: Group 2, Seniors with Less Than 102 Hours Completed/In Progress and Post Baccalaureates
- Group 4: Group 3 and Juniors
- Group 5: Group 4 and Sophomores
- Group 6: Group 5 and Freshmen
- Group 7: Group 6 and All Remaining Students

The timeline for registration is:

1. Group 1 registers one University business day (24 hours) before Group 2
2. Group 2 registers one University business day (24 hours) before Group 3
3. The remaining groups (3-7) register 2-3 University business days

## Definitions

Honors Program Students	Members of the Eastern Kentucky University Honors Program who are in good standing
Selected Students with Specific Disabilities	Students who are registered with the Office of Services for Individuals with Disabilities and whose specific disability would create scheduling difficulties. See Appendix A for additional information.
Spirit Groups	Eastern Kentucky University cheerleading team, dance team, marching band, and pep band
Student-Athletes	Students who participate in intercollegiate sports governed by the NCAA and sponsored by the Intercollegiate Athletics Department
<a href="#">Veterans and Members of Military Service</a>	<a href="#">Veterans, active duty military, and drilling Guard/Reserve members</a>

## Responsibilities

Department of Athletics	<ul style="list-style-type: none"><li>• Inform affected students of Regulation 4.1.12R</li><li>• Respond to requests from the Office of the Registrar in a timely manner.</li></ul>
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- |   |  |
|---|--|
| Department of Music   | <ul style="list-style-type: none"> <li>• Inform affected students of Regulation 4.1.12R</li> <li>• Respond to requests from the Office of the Registrar in a timely manner.</li> </ul>                                 |
| Honors Program  | <ul style="list-style-type: none"> <li>• Inform affected students of Regulation 4.1.12R</li> <li>• Respond to requests from the Office of the Registrar in a timely manner.</li> </ul>                                 |
| Office of the Registrar   | <ul style="list-style-type: none"> <li>• Collaborate with Responsible Offices to create accurate lists each semester of eligible</li> <li>• Ensure compliance with the regulation and its procedures</li> </ul>        |
| Office of Services for<br>Individuals with Disabilities         | <ul style="list-style-type: none"> <li>• Inform affected students of Regulation 4.1.12R</li> <li>• Respond to requests from the Office of the Registrar in a timely manner.</li> </ul>                                 |
| <a href="#">Student Outreach and<br/>Transition Office (VA)</a> | <ul style="list-style-type: none"> <li>• <a href="#">Inform affected students of Regulation 4.1.12R</a></li> <li>• <a href="#">Respond to requests from the Office of the Registrar in a timely manner.</a></li> </ul> |

Violations of the Regulation

NA

Interpreting Authority

Provost and Vice President for Academic Affairs

Regulation Adoption Review and Approval

**Regulation Issued**

<u>Date</u>	<u>Entity</u>	<u>Action</u>
October 30, 2007	Student Senate	Recommended Support
December 3, 2008	Provost Council	Recommended Support
May 4, 2009	Faculty Senate	Recommended Support
<b>May 7, 2009</b>	<b>President</b>	<b>Adopted</b>

## Appendix A

### *Seniors with 102 or More Hours Completed/In Progress*

Each term seniors registering for the final semester before graduation are placed in competition for needed courses with all students who have earned, or will be earning at the end of the current term, senior status. This may create a hardship on graduating seniors as students with less of an immediate need may secure the crucial and highly competitive seats in desired classes. Having the ability to register before other students with senior status could help facilitate graduation for this population without unnecessarily taking additional semesters. The minimum number of hours to qualify as a “graduating senior,” i.e. 102 hr., was determined based upon the logic that a student registering for 18 hours, and graduating in a degree program that requires only 120 hours, could be entering their final term before graduation.

### *Selected Students with Specific Disabilities*

Students with certain disability-related needs may not achieve their academic goals within a reasonable period of time because of difficulties related to scheduling classes. Examples of appropriate disability-related situations justifying early registration status include, but are not limited to:

1. Mobility impairments that adversely impact a student’s ability to get from class to class in a timely fashion;
2. The need to frequently arrange for on and off-campus service providers (personal care assistants, etc.);
3. The inability to attend classes during certain parts of the day due to documented medical needs (chemotherapy, renal dialysis, etc.); and
4. The need for services requiring significant planning on the Office of Services for Individuals with Disabilities’ part to arrange (sign language interpreting, Braille, etc.).

Determining eligibility is not unlike using professional judgment based on documentation in assessing for reasonable accommodation. Decisions for early registration will be considered on a case-by-case basis by either the Director or the Disabilities Analyst and take the following into account:

- What is the severity of the diagnosis and its direct impact on accessing an appropriate course schedule?
- What functional limitations are present as they relate to establishing a course schedule?
- What measures has the student taken on their own account to work out a reasonable course schedule?
- What are the fixed variables that the student has to deal with that are imposed by the impairment or disorder that are in direct conflict with a course schedule?
- What type of class schedule would provide access while best supporting the student’s abilities, allowing the least amount of adverse impact, and equalizing the opportunity for success?
- Is early registration necessary to provide the accommodated schedule based on the courses needed for this particular semester?

This registration regulation aligns the University’s commitment of accessibility, equity and accommodation to an operating regulation for students with disabilities; already matched by many sister institutions.

### *Honors Program Students*

- Honors students must complete a clearly defined roster of courses to fulfill their honors requirements, courses that are offered in very few sections at a necessarily limited range of times. It is much more difficult to arrange a schedule when a student must first register for one of 3 sections of a 6 credit-hour, 5-day a week HON 102 Rhetoric course than it is to arrange a schedule that provides the student with their pick of one of 68 sections of a 2- or 3-day-a-week ENG 101 or even one of 38 sections of ENG 102. As a result in part of scheduling difficulties like these, many of the honors students cannot complete their honors requirements and their major requirements in four or even five years—and it is important to keep in mind that honors students are also often more likely to pursue double majors. The ability to register before the general student body would enable these students to progress in their degrees in a more timely fashion while also encouraging rather than discouraging them from completing an honors curriculum.
- A growing number of courses designated as honors are in fact cross-listed with other departments therefore offering even fewer seats to honors students in the courses they must take to complete their honors curriculum. Allowing honors students to register before the general student body would ensure that honors students could indeed get the classes they need to remain in good standing with the ECU Honors Program.

- Honors students often take on greater leadership roles across the university and have additional research and service obligations. In fact, honors students tend to be more widely involved across campus than their peers in the general student body. These activities add to the difficulty they often have scheduling their courses in a reasonable way.
- Allowing honors students to register before the general student body has become a common benefit that honors administrators use to recruit new students. As a benefit with essentially no cost to the university, this registration system provides something to honors students that they understand to be invaluable to the successful completion of their degrees.
- Allowing honors students to register before the general student body has in fact become so typical a policy for honors programs at universities across the country that the National Collegiate Honors Council has added priority registration to its list of “Basic Characteristics of a Fully Developed Honors Program,” benchmarks for honors programs nationwide. To omit honors students from EKU’s regulation is to put EKU’s nationally recognized program behind our nationally equivalent institutions as well as to put the program at a tremendous competitive disadvantage in the region. (According to this list, available at [www.nchchonors.org/basicchonorsprogramcharacteristics.aspx](http://www.nchchonors.org/basicchonorsprogramcharacteristics.aspx), “A fully developed program will provide priority enrollment for honors students who are active in the program in recognition of their unique class scheduling needs.”) Robert Spurrier, Director of the Honors College at Oklahoma State University argues that, “the unique scheduling needs of honors students are recognized even at institutions with large numbers of honors courses because even under the best of circumstances honors students must juggle their honors courses around requirements in their academic majors. Honors students frequently pursue double (or triple) majors, multiple minors, study abroad options, and internships—all of which make it imperative that they be able to implement sometimes extremely complex plans of study in order to graduate on time. The newest Characteristic quite properly recognizes these unique scheduling needs” [“The Newest ‘Basic Characteristic’ of a Fully Developed Honors Program” in *Honors in Practice* (2008) 4: 191.]

#### *Student-Athletes*

The difficulty in scheduling classes is important to EKU student-athletes because of their need to satisfy stringent National Collegiate Athletic Association (NCAA) progress toward degree and Academic Progress Rate (APR) requirements which the general EKU student body does not have to satisfy. Also, student-athletes are engaged in ongoing, regularly scheduled practices each afternoon that they do not have discretion in scheduling. Furthermore, the bulk of the competitions they participate in are scheduled by the Ohio Valley Conference, not the EKU Athletics Department, and therefore the scheduling of those competitions is out of the control of the student-athletes and the Athletics Department. Allowing EKU student-athletes to register before the general student body will also:

- Reduce the probability of a varsity athletics team being assessed NCAA penalties for insufficient academic performance (see below for more detail);
- Help student-athletes comply with NCAA progress toward degree rules; and
- Eliminate, or at the very least significantly reduce, the number of instances where practice/game and class schedules overlap which will be beneficial to all involved – faculty, student-athletes and coaches.

It is also important to note the penalties associated with the NCAA APR. The APR is a semester-by-semester determination of scholarship student-athlete academic eligibility and retention at each NCAA Division I institution with the ultimate goal being graduation within five years of initial full-time enrollment. (By comparison, the federal graduation rate methodology uses a six-year deadline.) If teams do not meet the minimum standards for the APR they may be subject to contemporaneous or historical penalties.

Contemporaneous Penalty

Financial aid restriction(s)

Historical Penalties

Occasion one – Public warning  
Occasion two – Public warning, financial aid and playing/practice restrictions  
Occasion three – Public warning, financial aid restrictions, playing/practice restrictions and postseason competition restrictions  
Occasion four – Public warning, financial aid restrictions, playing/practice restrictions, postseason competition restrictions and NCAA membership status restrictions

### *Spirit Group Members*

Like student-athletes, spirit group members are involved in service groups that do not have discretion in scheduling frequently and regularly occurring University-sanctioned service activities which significantly benefit the University and who also encounter problems graduating in four years because of course scheduling difficulties related to their service activities. More specifically, members of these groups are involved in practices and games for which the schedule of those activities is out of their control. Allowing spirit group students to register before the general student body would support the students and encourage membership in those groups by allowing students to plan for the extra time required to be members while still fulfilling academic requirements.

### *Veterans and Members of Military Service*

Veterans and active members of the military services face numerous obstacles that impede successful academic progress. In regard to this proposal, student veterans are (1) students with prior military service, (2) students who are members of the armed service serving on active duty, and (3) students in active drilling positions in the National Guard or Reserves. This student population has placed the nation's defense ahead of their individual educational, career and family goals. Most have served in harm's way and cope with the effects of that experience as they begin their educational commitment. Many have regular appointments with VA health services that are difficult to get or reschedule without adding to their difficulties. All face strict guidelines from the VA that prohibit payment for ANY coursework outside of their strict academic plan (including additional free electives). Additionally those still serving (Active Duty/Guard/Reserves) face unpredictable schedules and regular interruptions to their academic plans in response to the demands for their service. Finally, many veterans have accumulated significant college credit while taking night classes while on active duty, often building up many credit hours before transferring to ECU. Most of these courses are either GenEd or free electives, meaning that the student veteran must quickly begin coursework in his or her major once arriving on campus. Depending on the major, courses in the major often fill very quickly, creating additional override pressure in order to meet VA payment regulations.

Providing priority registration to this population will:

- Improve student veteran rates of persistence, adequate progress, and completion.
- Reduce requests for overrides and exceptions based on VA policy restrictions.
- Provide financial aid staff with earlier access to course schedules that must be validated before VA benefits can be certified for payment.
- Give student veterans the ability to schedule coursework around their VA health service appointments.
- Permit deploying service members to sign up for online courses before they quickly fill.
- Help deployed student veterans experiencing computer access restrictions get registered.
- Improve recruitment and retention of student veterans at no cost to the University (per Regulation Background final bullet)



**EASTERN KENTUCKY UNIVERSITY**

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**Office of the Registrar**

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TO: Council on Academic Affairs

FROM: M. Tina Davis, University Registrar

DATE: 9/9/10

SUBJECT: Comprehensive Baccalaureate Degree Requirements

The Office of the Registrar submits the following item for consideration at the September 16, 2010, meeting of the Council on Academic Affairs:

**Comprehensive Baccalaureate Degree Requirements, *Catalog* language revision**  
(Revisions on pp. 41-42 of the 2010-11 *Undergraduate Catalog*)





**Comprehensive Baccalaureate Degree Requirements:** (Pages 41-42 of the 2010-11 *Undergraduate Catalog*)

To qualify for a baccalaureate degree, students must satisfy the following requirements:

1. Complete all requirements in the degree program as established by appropriate University committees.
  2. Complete University academic requirements, including basic skills proficiencies in English, reading, and mathematics; and general education; as established by appropriate University committees for each degree program.
  3. Complete a minimum of 120 semester credit hours, with at least 42 hours at the 300 level or above.
  4. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at Eastern Kentucky University. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and Eastern Kentucky University work.
  5. Earn a minimum of 32 semester hours through EKU.\*
  6. Earn the credits applicable to the major and supporting degree requirements within eight years prior to the date the degree is awarded. Credits more than eight years old may be used to meet general education, upper division and free elective requirements, as well as major requirements for the General Studies degree. ~~validated by the college dean.~~ The college dean of a student's major may validate individual 8 year old courses to count for non-General Studies major and supporting requirements.
  7. Students enrolled in MAT 090 are not permitted to enroll in any course with the following prefix: AST, BIO, CHE, CIS, CNM, CSC, FOR, GLY, NAT, PHY, SCI or STA.
  8. According to AACSB International business accreditation standards, students enrolled in University baccalaureate degree programs, other than those within EKUBusiness, will not receive credit toward their degrees for more than 25 percent of their undergraduate programs in credit hours in courses offered through EKUBusiness and/or business courses (courses commonly taught in school of business) transferred from other colleges and universities or taken from other units within Eastern Kentucky University. Students who desire to take business courses are encouraged to enroll in the Business minor.
  9. Transfer students with 30 or more hours will not be required to take the University Orientation class.
- \*Degree programs offered by the College of Business and Technology have more stringent residency requirements. Please refer to degree requirements in the College of Business and Technology section of this Catalog.



ACTION ITEM  
CAA Approved 9/16/10  
Faculty Senate Approved 11/1/10  
Board of Regents Approved 1/26/11

## EASTERN KENTUCKY UNIVERSITY

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**TO:** Council on Academic Affairs

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

Sara Zeigler, Interim Dean  
University Programs

**RE:** Proposal to accept IELTS as an alternative to TOEFL

**DATE:** **September 9, 2010**

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Please consider the attached proposal to accept the International English Language Testing System (IELTS) as an alternative to the Test of English as a Foreign Language (TOEFL) at the next CAA meeting on September 16, 2010.



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

**Proposal:** The Graduate School and the Office of University Programs request consideration of the International English Language Testing System (IELTS) as an alternative to the Test of English as a Foreign Language (TOEFL) which is currently used by ECU as an admission requirement for the non English speaking applicants.

**Rationale:** IELTS provides an alternative test for our International applicants. The test is accepted by majority of higher education Institutions in the United States including our benchmark universities. It allows ECU be more competitive in recruiting international students.

**Recommended Scores:** Candidates are graded on their performance using scores from 1 to 9 for each part of the test – Listening, Reading, Writing and Speaking. The results from the four parts then produce an Overall Band Score. Each band corresponds to a level of English competence. The Graduate School and International Student Office conducted a survey of peer institutions to determine recommended competency scores on the IELTS. Our recommendations for the applicants to ECU's undergraduate and graduate programs are:

**Undergraduate:** An Overall Band Score of at least 5, with no score lower than 5 on any constituent parts (Listening, Reading, Writing and Speaking) of the test.

**Graduate:** An Overall Band Score of at least 6, with no score lower than 5 on any constituent parts (Listening, Reading, Writing and Speaking) of the test.

## Additional Information about IELTS:

**History** (from IELTS website [http://www.ielts.org/institutions/about\\_ielts.aspx](http://www.ielts.org/institutions/about_ielts.aspx))

IELTS is owned and managed by the **British Council, IDP: IELTS Australia** and **University of Cambridge ESOL Examinations**. Originally used for entry into higher education in the UK and Australia, the last two decades have seen IELTS grow into an English-language proficiency benchmark for education, employment and migration purposes. It is now accepted by over 6,000 organizations worldwide. Its increasing popularity in the US education sector was highlighted last year with the announcement that more than 2,000 US academic institutions – including all Ivy League schools use the test for admissions purposes. In addition, IELTS can now be used for entry into almost all higher education institutions in Australia, UK, Ireland and New Zealand.

The following minimum score requirements are taken from IELTS website:

### IELTS Minimum Scores at EKU's Benchmark Institutions

Institution	Undergraduate	Graduate
Arkansas State University	5.5	6.0
California State University, Chico	6.0 ur, 5.0 r	6.5
Eastern Michigan University	6.0	6.5
Indiana State University	5.0	6.5
Kennesaw State University	--	6.0
Minnesota State University, Mankato	5.5	--
Northern Michigan University	5.0	5.0
Sam Houston State University	6.5	6.5
Sonoma State University	6.5	7.0
University of Central Missouri	5.5	6.0
University of Massachusetts, Boston	6.5	6.5
University of Michigan, Flint	5.0	6.5
University of North Carolina, Greensboro	6.5	6.5
University of Northern Iowa	6.5 ur ; 6.0 r	6.5
University of Southern Indiana	6.0	6.0
University of Tennessee, Chattanooga	--	6.0
University of Wisconsin, Oshkosh	6.0	--
Wichita State University	6.0	6.5