

1-20-2011

Council on Academic Affairs Minutes, Jan 20, 2011

Eastern Kentucky University

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COUNCIL ON ACADEMIC AFFAIRS MINUTES
January 20, 2011

Members Present: Rich Boyle, Steve Byrn, Deborah Core, Ed Davis, Tina Davis, Verna Freer, Debbie Haydon, Andrew Holcomb, Jaleh Rezaie, Sherry Robinson, Jack Rutherford, Benton Shirey, Norm Spain, John Taylor, Janna Vice, Deborah Whitehouse, Sara Zeigler.

Members Absent: Linda Fossen*, Linda Frost, Claire Good*, E. J. Keeley, Sandra Moore, Claire Schmelzer*.
*indicates prior notification

Non-Members Present: Sheila Adkins, Sandy Cain, Julie Robinson.

Dr. Janna Vice called the Council on Academic Affairs to order at 1:00 p.m. on January 20, 2011.

Approval of the Minutes – December 16, 2010
The minutes were approved as distributed.

CURRICULUM ITEMS

Business and Technology

Business and Technology

Applied Engineering & Technology

ACTION ITEM

New Program

Approved Minor in Land Surveying Proposed Effective Term: Fall 2011
-New program proposal was introduced in the December CAA meeting for discussion.

New Course

Approved GCM 318 Flexographic Printing Fall 2011

Course Revision

Approved GCM 319 Printing Processes – *revise course prerequisite and course description* Fall 2011

Program Revision

Approved A.A.S. in Technology - *Reduce the total number of credit hours from 64 to 60. In the Digital Imaging Design Option, drop CSC 160, TEC 190 and NET 303 and add GBU 204 and GCM 318.* Proposed Effective Term: Fall 2011
In the Computer Aided Drafting Option, drop AEM 192 and CON 303 and add AEM 338 (4) and CON 294.

Agriculture

Program Revision

Approved Technical Agriculture A.A.S. - *Allow a broader array of courses in the humanities area.* Proposed Effective Term: Fall 2011
From “three hours of general education humanities” to “three hours from General Education Block IIIA, IIIB or IIIA/B”.*

Business and Technology continued...

Communication

Course Revisions

- Approved CMS 353 Health Communication - *Include CMS 200, 205W and 210 as prerequisites for CMS 353 and to update the course description.* Fall 2011
- Approved PUB 490 Public Relations Campaigns - *Decrease the number of credit hours for PUB 490 from 4 to 3.* Fall 2011
- Approved PUB 491 Senior Seminar in Public Relations - *Decrease the number of credit hours for PUB 491 from 2 to 1.* Fall 2011

Program Revision

- Approved General Studies (A.G.S.): Broadcasting & Electronic Media Concentration – *Establish a Concentration in Broadcasting & electronic Media for the Associate of General Studies degree program.* Proposed Effective Term: Fall 2011

Management, Marketing and Administrative Communication

Course Revision

- Approved CCT 850 Strategic Business Communications - *Change course name, course description and student learning outcomes to reflect research emphasis with syllabus.* Fall 2011

Health Sciences

Family and Consumer Science

Course Revision

- Approved NFA 325 Quantity Food Production – *increase number of hours from 2 to 3* Fall 2011
- Approved NFA 326 Field Experiences in Quantity Food Production – *increase number of hours from 2 to 3* Fall 2011

Program Revision

- Approved General Dietetics – *curriculum changes will address recent changes in Commission on Accreditation and Dietetic Education (CADE); Eligibility Requirements and Accreditation Standards (ERAS); total program hours will not change.* Proposed Effective Term: Fall 2011

Editorial

- Approved MS in Community Nutrition - *Clarify difference between Opt 1 and Opt 2 per suggestion of Grad Council* Proposed Effective Term: Fall 2011

Health Promotion and Administration

Program Revision

- Approved Health Education B.S. - *Change name of major to BS in Public Health and correct number in Worksite Health Promotion Option from HEA360 to HEA460* Proposed Effective Term: Fall 2011

New Course

- Approved HEA 856 Applied Epidemiology Fall 2011

Program Revision

- Approved Master of Public Health – *add HEA 856 to program* Proposed Effective Term: Fall 2011

Occupational Therapy

Course Revision

- Approved OTS 362 Human Motion for Activity – *change the title to better reflect content; change description to incorporate recent theory and research, emphasize application, make editorial changes* Fall 2011

Hybrid Course

- Approved OTS 479S Equine Assisted Activity Fall 2011

Dropped Course

- Withdrawn OTS 479 Equine Assisted Activity – *course is being replaced with OTS 479S* Withdrawn

Hybrid Course

- Approved OTS 855S The Role of Occupational Therapy and the Aging Adult Fall 2011

Dropped Course

- Withdrawn OTS 855 Equine Assisted Activity Withdrawn

Editorial

- Approved Occupational Therapy M.S. – *add OTS 855S to Option 1 and 3* Proposed Effective Term: Fall 2011

Criminal Justice

Program Revision

Proposed Effective Term: Fall 2011

Approved Correctional/Juvenile Justice Studies M.S. - *revise the existing Correctional/Juvenile Justice Graduate Studies Program into the Adult, Juvenile & Community Corrections Leadership Graduate Program, revise the Certificate in Adult/Juvenile Correctional Leadership, and revise/create/delete courses.*

Course Drop

Approved COR 806 Advanced Workshop Fall 2011

New Course

Approved COR 809 Program/Policy Evaluation & Analysis Fall 2011

Course Revision

Approved COR 810 Understanding Crime, Delinquency & Correctional Programs – *revise the course title and description* Fall 2011

New Course

Approved COR 812 Leading with Political, Ethical and Emotional Intelligence Fall 2011

Course Revisions

Approved COR 818 Research in Corrections & Juvenile Justice – *revise the title and description* Fall 2011

Approved COR 820 Juvenile Justice – *revise the title and description* Fall 2011

New Courses

Approved COR 825 Illicit Offender Networks Fall 2011

Approved COR 826 International Responses to Juvenile & Adult Offenders Fall 2011

Approved COR 827 Corrections and Crime Mythology Fall 2011

Approved COR 828 Mental Health/Substance Abuse Issues in the Correctional Setting Fall 2011

Course Revisions

Approved COR 830 Corrections and Society – *revise the title and description* Fall 2011

Approved COR 835 Administration of Corrections & Juvenile Justice – *revise title and description* Fall 2011

Approved COR 840 Adult Corrections – *revise the title and description* Fall 2011

Approved COR 850 Offender Rehabilitation Strategies – *revise title and description* Fall 2011

Approved COR 856 Law & Ethics in Corrections & Juvenile Justice – *revise title and description* Fall 2011

New Courses

Approved COR 857 Community Context of Adult/Juvenile Corrections Fall 2011

Approved COR 878 Capstone Applied Research Project Fall 2011

Action Items

Approved 1. Academic Integrity, Revision
-Proposal was introduced in the December CAA meeting for discussion.

Office of the Provost

Discussion Items

The following items will return for vote by the CAA in the February 17, 2011, meeting.

1. 3 + 2, Joint Graduate/Undergraduate Degrees

Graduate Program and Research

2. Clarification to the Graduate Tuition Waiver for the Graduate Assistants

Graduate Program and Research

3. Graduation Pre-Check

Office of the Provost

Information Items

1. An Early Alert Update was provided by Mr. Benton Shirey. The next Early Alert notifications are going out on Monday, January 24, 2011.
2. The Board of Regents met on January 26, 2011. CAA items from May through November of 2010 were on the agenda for vote by the Board, and all items were approved. The *CAA Updates_Curriculum Report* details the items approved by the Board. The report can be found at the Academic Affairs Quick Reference link at: http://www.academicaffairs.eku.edu/committee/academic_council/reference/

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

COUNCIL ON ACADEMIC AFFAIRS AGENDA

January 20, 2011

1. Call to Order
2. Approval of the Minutes – December 16, 2010

Curriculum Items

Business and Technology

Applied Engineering & Technology

ACTION ITEM

New Program

Minor in Land Surveying

-New program proposal was introduced in the December CAA meeting for discussion.

New Course

GCM 318 Flexographic Printing

AE&T 1

Course Revision

GCM 319 Printing Processes – *revise course prerequisite and course description*

AE&T 7

Program Revision

A.A.S. in Technology - *Reduce the total number of credit hours from 64 to 60. In the Digital Imaging Design Option, drop CSC 160, TEC 190 and NET 303 and add GBU 204 and GCM 318. In the Computer Aided Drafting Option, drop AEM 192 and CON 303 and add AEM 338 (4) and CON 294.*

AE&T 10

Agriculture

Program Revision

Technical Agriculture A.A.S. - *Allow a broader array of courses in the humanities area. From “three hours of general education humanities” to “three hours from General Education Block IIIA, IIIB or IIIA/B*”.*

AGRI 1

Communication

Course Revisions

CMS 353 Health Communication - *Include CMS 200, 205W and 210 as prerequisites for CMS 353 and to update the course description.*

COMM 1

PUB 490 Public Relations Campaigns - *Decrease the number of credit hours for PUB 490 from 4 to 3.*

COMM 4

PUB 491 Senior Seminar in Public Relations - *Decrease the number of credit hours for PUB 491 from 2 to 1.*

COMM 7

Program Revision

General Studies (A.G.S.): Broadcasting & Electronic Media Concentration - *Establish a Concentration in Broadcasting & electronic Media for the Associate of General Studies degree program.*

COMM 10

Management, Marketing and Administrative Communication

Course Revision

CCT 850 Strategic Business Communications - *Change course name, course description and student learning outcomes to reflect research emphasis with syllabus.*

MMAC 1

Health Sciences
Family and Consumer Science

Course Revision

NFA 325 Quantity Food Production – <i>increase number of hours from 2 to 3</i>	1
NFA 326 Field Experiences in Quantity Food Production – <i>increase number of hours from 2 to 3</i>	7

Program Revision

General Dietetics – <i>curriculum changes will address recent changes in Commission on Accreditation and Dietetic Education (CADE); Eligibility Requirements and Accreditation Standards (ERAS); total program hours will not change.</i>	15
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Editorial

MS in Community Health - <i>Clarify difference between Opt 1 and Opt 2 per suggestion of Grad Council</i>	17
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Health Promotion and Administration

Program Revision

Health Education B.S. - <i>Change name of major to BS in Public Health and correct number in Worksite Health Promotion Option from HEA360 to HEA460</i>	18
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New Course

HEA 856 Applied Epidemiology	20
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Program Revision

Master of Public Health – <i>add HEA 856 to program</i>	26
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Occupational Therapy

Course Revision

OTS 362 Human Motion for Activity – <i>change the title to better reflect content; change description to incorporate recent theory and research, emphasize application, make editorial changes</i>	28
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Hybrid Course

OTS 479S Equine Assisted Activity	33
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Dropped Course

OTS 479 Equine Assisted Activity – <i>course is being replaced with OTS 479S</i>	39
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Hybrid Course

OTS 855S The Role of Occupational Therapy and the Aging Adult	40
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Dropped Course

OTS 855 Equine Assisted Activity	48
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Editorial

Occupational Therapy M.S. – <i>add OTS 855S to Option 1 and 3</i>	49
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Justice and Safety

Criminal Justice

Program Revision

Correctional/Juvenile Justice Studies M.S. - <i>revise the existing Correctional/Juvenile Justice Graduate Studies Program into the Adult, Juvenile & Community Corrections Leadership Graduate Program, revise the Certificate in Adult/Juvenile Correctional Leadership, and revise/create/delete courses.</i>	1
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Course Drop

COR 806 Advanced Workshop	5
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New Course

COR 809 Program/Policy Evaluation & Analysis	8
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Course Revision

COR 810 Understanding Crime, Delinquency & Correctional Programs – <i>revise the course title and description</i>	18
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New Course

COR 812 Leading with Political, Ethical and Emotional Intelligence	27
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Course Revisions

COR 818 Research in Corrections & Juvenile Justice – <i>revise the title and description</i>	36
COR 820 Juvenile Justice – <i>revise the title and description</i>	45

Justice and Safety continued...

New Courses

COR 825 Illicit Offender Networks	54
COR 826 International Responses to Juvenile & Adult Offenders	65
COR 827 Corrections and Crime Mythology	73
COR 828 Mental Health/Substance Abuse Issues in the Correctional Setting	81

Course Revisions

COR 830 Corrections and Society – <i>revise the title and description</i>	87
COR 835 Administration of Corrections & Juvenile Justice – <i>revise title and description</i>	95
COR 840 Adult Corrections – <i>revise the title and description</i>	103
COR 850 Offender Rehabilitation Strategies – <i>revise title and description</i>	111
COR 856 Law & Ethics in Corrections & Juvenile Justice – <i>revise title and description</i>	119

New Courses

COR 857 Community Context of Adult/Juvenile Corrections	127
COR 878 Capstone Applied Research Project	136

Action Items

1. Academic Integrity, Revision
-Proposal was introduced in the December CAA meeting for discussion.

Office of the Provost



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Business and Technology
Office of the Associate Dean

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MEMORANDUM

TO: Council of Academic Affairs

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

DATE: January 3, 2011

SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College of Business & Technology:

Department of Applied Engineering & Technology:

New Program
Minor in Land Surveying

CB&T Agenda Memo Page 1



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>Applied Engineering and Technology</u> College <u>Business and Technology</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Land Surveying</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	11/5/2010	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	11/19/2010	Approved <input checked="" type="checkbox"/> Disapproved _____	1/20/11
General Education Committee*	NA	Faculty Senate**	Pending
Teacher Education Committee*	NA	Board of Regents**	Pending
		Council on Postsecondary Edu.***	Pending
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To establish a minor program in Land Surveying.

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

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

B. The justification for this action:

The Kentucky State Board of Licensure for Professional Engineers & Land Surveyors has stated the need for additional land surveyors given the large number of current surveyors who are retiring. The Board supports an additional source of trained students prepared to take the Fundamentals of Land Surveying Examination.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

Minor in Land Surveying

Designed to prepare students to take the Fundamentals of Land Surveying Examination (administered by the Kentucky State Board of Licensure for Professional Engineers & Land Surveyors) upon completion of the core curriculum in land surveying or during final year in a Baccalaureate Degree program if twelve (12) hours or more of the core curriculum in land surveying have been completed. This minor program includes all requirements of the core curriculum in land surveying.

Requirements.....21 hours

CON 221, 294, 320, 321; GEO 353, 425, 455. Non-Construction Management majors must also take GBU204.



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MEMORANDUM

TO: Council of Academic Affairs

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

DATE: January 3, 2011

SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College of Business & Technology:

Department of Applied Engineering & Technology:

1. New Course(s)

Course	Proposal	Pages
GCM 318, Flexographic Printing	Establish a new course—Flexographic printing is a major printing process by which most packaging is produced. It is important for Graphic Communications students to understand and to be prepared to use this process. During this past year expensive flexographic equipment was donated which now provides students the opportunity to develop skills in this process. Includes syllabus.	AE&T 1-6

2. Course Revision(s)

Course	Revision	Pages
GCM 319, Printing Processes	Change course prerequisite and course description.	AE&T 7-9

3. Program Revision(s)

Program	Proposal	Pages
A.A.S. in Technology	Reduce the total number of credit hours from 64 to 60. In the Digital Imaging Design Option, drop CSC 160, TEC 190 and NET 303 and add GBU 204 and GCM 318. In the Computer Aided Drafting Option, drop AEM 192 and CON 303 and add AEM 338 (4) and CON 294.	AE&T 10-11



Department of Agriculture:**1. Program Revision(s)**

Program	Revision	Page
Technical Agriculture (A.A.S.)	Allow a broader array of courses in the humanities area. From “three hours of general education humanities” to “three hours from General Education Block IIIA, IIIB or IIIA/B*”.	AGRI 1-2

Department of Communication:**1. Course Revision(s)**

Course	Revision	Page
CMS 353, Health Communication	Include CMS 200, 205W and 210 as prerequisites for CMS 353 and to update the course description.	COMM 1-3
PUB 490, Public Relations Campaigns	Decrease the number of credit hours for PUB 490 from 4 to 3.	COMM 4-6
PUB 491, Senior Seminar in Public Relations	Decrease the number of credit hours for PUB 491 from 2 to 1.	COMM 7-9

2. Program Revision(s)

Program	Revision	Page
General Studies (A.G.S.): Broadcasting & Electronic Media Concentration	Establish a Concentration in Broadcasting & electronic Media for the Associate of General Studies degree program.	COMM 10-11

Department of Management, Marketing and Administrative Communication (MMAC):**1. Course Revision(s)**

Course	Revision	Pages
CCT 850, Strategic Business Communications	Change course name, course description and student learning outcomes to reflect research emphasis with syllabus.	MMAC 1-7



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

Part I

(Check one)	Department Name	Applied Engineering and Technology
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Business and Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	GCM 318
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Flexographic Printing
<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	12/10/2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	1/20/11
College Curriculum Committee	12/17/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
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

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

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

B. The justification for this action:
Flexographic printing is a major printing process by which most packaging is produced. It is important for Graphic Communications students to understand and to be prepared to use this process. During this past year expensive flexographic equipment was donated which now provides students the opportunity to develop skills in this process.

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.)

GCM 318 Flexographic Printing. (3) I. Prerequisite: GCM 211. An overview of the flexographic printing process. Emphasis will be given to products, image carriers, imaging and finishing operations in the label and corrugated packaging industry. 2 lec/2 lab.

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)*
GCM	318	Fall 2011	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	TECH
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)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
L	3 (20 %)	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	GCM 211
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)			

GCM 318 – Flexographic Printing

David W. Dailey, Ed.D.

622-1190, answering machine • □dw.dailey@eku.edu

Fall 20__

- I. **Course Description:** An overview of the flexographic printing process. Emphasis will be given to products, image carriers, imaging and finishing operations in the label and corrugated industry.
- II. **Prerequisite:** GCM 211, Graphic Communications
- III. **Credit Hours:** Three (3) semester hours
- IV. **Web-Assisted:** This course will be web-assisted using the Blackboard system. Students are expected to update their e-mail accounts which are the official means of communications with students, and set up log-in usage on Blackboard. The syllabus, announcements, assignments, test reviews, and other items will be posted on the Blackboard. Students are expected to check Blackboard often. Announcements on Blackboard take precedence over the printed syllabus.
- V. **Required Manual:** *Flex/Sys Narrow Web Training System*, (1992). Foundation of Flexographic Technical Association, Ronkonkoma, NY.

Students are strongly encouraged to join the Flexographic Technical Association which will include a monthly subscription to *Flexo Magazine* and *Flexography: Principles and Practices*, on cd.

- VI. **Course Outcomes:** Upon completion of the course, the student will:
 - A. Demonstrate safe operating procedures in flexographic printing.
 - B. Describe the advantages and disadvantages of flexo printing by means of inline, stack and common impression presses.
 - C. Design printed jobs for the narrow web press.
 - D. Make and mount photopolymer plates for registered jobs.
 - E. Correctly web the narrow web press.
 - F. Discuss inks and substrates common to flexo printing.
 - G. Set up and print multicolor registered jobs.
 - H. Set up die-cutting, slitting and rewind stations.

VII. Course Outline

- A. Safety procedures in flexo printing
- B. Overview of the flexo process
 1. Press types
 - a. In-line
 - b. Stack
 - c. Common impression
 2. In-line operations
- C. Flexo plates
 1. Calculations
 2. Elongation
 3. Exposure and processing
 4. Mounting
- D. Presswork
 1. Inks and substrates
 2. Press webbing and tension
 3. Anilox rolls
 4. Printing

- E. In-line finishing
 - 1. Die-cutting
 - 2. Slitting
 - 3. Sheeting
- F. Rewinding

VIII. Course Requirements:

The course of study will be composed of lecture, lab activities, and at least one field trip to the Walle Corp. in Winchester.

One week after the fieldtrip, a written write-up will be due following the format given.

A summary of a technical article on flexography relating to the topics under discussion will be due every fourth (4th) week of the semester. Proper reference format is expected. The summary should be typed, not to exceed two pages.

Reference for a Magazine Article:

Behrens, J. C. (1991). Newsletters keep customers involved. *American Printer*, 208 (3), p. 35.

IX. Lab Assignments:

Graded on the following criteria: OK'd layouts, planning, quality of the finished job, timeliness of work & completion

- A. Produce art with proper percentage of elongation
- B. Expose and process plates
- C. Set up and print single and multicolor jobs
- D. Die-cut, slit, and rewind printed jobs.

X. **Evaluation:** Students will be apprised of their progress in the course at midterm and prior to the final exam. Evaluation will be based upon:

Quizzes, assignments.....	15%
Technical article summaries	15%
Lab activities	30%
Midterm & Final.....	30%
Attendance.....	<u>10%</u>
Total	100%

Attendance will count 10% of the final grade and will be calculated as follows: 0-2 absences for any reason = 100; 3 absences = 90; 4 absences = 80; 5 absences = 70; 6 or more absences = 0. Three tardies = 1 absence.

Grading Scale

<59.5 = F, 59.5 > = D, 69.5 > = C, 79.5 > = B, 91.5 > = A

XI. Disability Statement

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

XII. 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 <http://www.academicintegrity.eku.edu/> Questions regarding the policy may be directed to the Office of Academic Integrity.

Class Schedule

Snow Schedule: _:_ - _:_

Week

1	Orientation, Lab Safety	Module 2
2	The Flexographic Printing Process	Module 1
3	Flexographic Plates, Art for flexo, Elongation	Module 1
4	Plate exposure and mounting	Module 1
	Technical article summary due	
	<i>Last day to withdraw without being assessed \$50/hr. withdrawal fee.</i>	
5	The print station, anilox rolls	Module 1
6	Press setup and operation, web feeding	Module 4
7	Midterm exam	
8	Press operation, single color, multicolor	Module 4, 6
	Technical article summary due	
	<i>Last day to withdraw with \$50/hr. withdrawal assessment.</i>	
9	Die-cutting, slitting, sheeting	Module 5
10	Press runs	
11	Press clean up	Module 7
12	Press runs	
	Technical article summary due	
13	Field trip	
14	Inks and substrates	Module 1, 3
	Field trip report due	
15	Press runs	
16	Press runs	
	Technical article summary due	
	Final exam	

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	Applied Engineering and Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Business and Technology
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	GCM 319
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Printing Processes
<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	12/10/2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	1/20/11
College Curriculum Committee	12/17/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

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

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

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

B. The justification for this action:

The current prerequisite is offered only once a year. A prerequisite change will improve students' ability to schedule this course.

A new course in Flexographic Printing is being proposed and content related to that course will be removed from this course. This will provide time for more content in the other printing processes taught in this course.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

GCM 319 Printing Processes. (3) H. Prerequisite: GCM ~~316~~ 211. An overview of imaging processes with emphasis on including relief, offset, screen, pad, and gravure, flexographic and digital printing processes. Emphasis will be given to the printed product, image carrier preparation, press systems and mechanics, inks and substrates. 2 Lec/2 Lab.

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)*
GCM	319	Fall 2011	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	TECH
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. _____ GCM 316 211

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

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	December 10, 2010	Graduate Council*	NA
Is this a SACS Substantive Change?	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	1/20/11
College Curriculum Committee	December 17, 2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
General Education Committee*	NA	Faculty Senate**	2/7/11
Teacher Education Committee*	NA	Board of Regents**	4/18/11
		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.)
 Reduce the total number of credit hours from 64 to 60. In the Digital Imaging Design option, drop CSC 160, TEC 190 and NET 303, and add GBU 204 and GCM 318. In the Computer Aided Drafting option, drop AEM 192 and CON 303 and add AEM 338 (4) and CON 294.

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

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

B. The justification for this action:
 For Digital Imaging Design, changes improve the articulation with the Graphic Communications Management B.S. degree. For Computer Aided Drafting, the addition of CON 294 provides an architectural based course and AEM 338 is a new course that combined the former INT 330 with INT 238. The changes also make the option better articulate with the B.S. degree in Applied Engineering Management.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

Technology (A.A.S.)
CIP Code: 15.0612

University Requirement	1 hour
BTO 100	
General Education Requirements	18 hours
ENG 101 and 102 or 105 (6 hours); MAT 107 or higher (3 hours); humanities (3 hours); ECO 230 (3 hours); CMS 100 or 210 (3 hours).	
Option Requirements	37-41 <u>37-39</u> hours
Computer Aided Drafting (41 <u>39</u> hours)	
AEM 192 , AEM 195, 201, 330 , <u>338(4)</u> , 383, 390, 392, 397; CON 303 , <u>CON 294</u> ; MAT 108; PHY 131 (5); TEC 161, 190.	
Computer Electronics (39 hours)	
CSC 160 or higher; EET 251, 252, 253, 257; NET 302, 303, 343, 399; EET 351 or NET 354; MAT 108; PHY 101 in general education block IVB; TEC 161.	
Digital Imaging Design (40 <u>37</u> hours)	
CHE 101, 107(1); CSC 160 ; <u>GBU 204</u> ; GCM 211, 217, 316, 317, <u>318</u> , 319; NET 303 ; TEC 161, 490 , 255, 313, 355.	
Quality Assurance (37-38 hours)	
AEM 201, 202, 301, 332, 336, 338(4); CHE 101, CHE 107 (1) or CHE 111, CHE 115 (1); EET 251; MAT 108; QMB 200 or STA 215 or 270; TEC 161, 190.	
Free Electives	1-8 <u>2-4</u> hours
Total Curriculum Requirements	64 <u>60</u> 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>Agriculture</u> College <u>Business and Technology</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Technical Agriculture (A.A.S.)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
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Proposal Approved by: Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	<u>Date</u> 11/2/2010	Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____	<u>Date</u> NA 1/20/11
College Curriculum Committee General Education Committee* Teacher Education Committee*	12/2/2010 12/9/2010 NA	Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	2/7/11 4/18/11 NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Allow a broader array of courses in the humanities area. Revise Supporting Course requirements from "three hours of general education humanities" to "three hours from General Education block IIIA, IIIB or IIIA/B".

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

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

B. The justification for this action:
 The humanities elective for the program was originally intended to be more broadly defined. The advent of Degree Works narrowed the allowable courses to general electives area IIIB. The new wording should also allow courses from area IIIA.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

Technical Agriculture (A.A.S.)

CIP Code: 01.9999

Supporting Course Requirements.....20 hours

BTO 100, six hours of English composition*, three hours of ~~general education humanities~~ from General Education block IIIA, IIIB or IIIA/B *, ECO 230, CHE 101 and 107 or 105 and 107, MAT 105.

Free Electives.....1 hour

Major Requirements.....43 hours

Core.....31 hours

AGR 130 & 131 or OHO 131 & 132, AGR 210, 213, 215, 304, 305, 308; 6 hours of practicum; 3 to 4 hours departmental electives, and one of the following options to total 64 program hours:

Agricultural Systems Management.....12 hours

AGR 272, 301(1), 362, 381 and 383.

Agribusiness Management.....12 hours

AGR 310, 350, 409, 440.

Floriculture/Greenhouse Management.....13 hours

OHO 362E, 364, 388, 389; 384 or 385.

Landscape Horticulture.....12 hours

OHO 365, 366; 370 or 391; 371 or 372.

Livestock Management.....12 hours

AGR 125, 126, 321; 327 or 328 or 380.

Turfgrass Management.....12 hours

AGR 362, OHO 301 (1), 351, 352 and 370.

Total Curriculum Requirements.....64 hours

* Courses meeting general education requirements.

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	Communication
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business and Technology
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	CMS 353
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Health Communication
<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	12/10/2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	1/20/11
College Curriculum Committee	12/17/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
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.)
 Include CMS 200, 205W and 210 as prerequisites for CMS 353 and to update the course description.

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

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

B. The justification for this action:

Adding prerequisites ensures that students have completed the necessary competencies in writing, interpersonal, public speaking and critical thinking.

The reason for the course description change is that the course has evolved into a class that examines other important components of health communication, such as interpersonal communication, patient-provider interaction, and social support. The current description (with a focus on health campaigns) does not accurately reflect the learning outcomes for the 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:
 DVD's of popular films

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.)

CMS 353 Health Communication (3) A- Prerequisites: CMS 200, 205W, and 210. A survey of recent development in the field of health communication. Emphasis is on the role of interpersonal communication in ~~the development of health promotion/prevention campaigns~~ and family narrative in the health care setting, patient provider interactions and multicultural health awareness.

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)*
CMS	353	Fall 2011	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ 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>CMS 200, 205W, and 210.</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

(Check one)	Department Name	Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	PUB 490
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Public Relations Campaigns
<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	12/10/2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	1/20/11
College Curriculum Committee	12/17/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
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.)
 Decrease the number of credit hours for PUB 490 from 4 to 3.

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

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

B. The justification for this action:

- This change brings the number of hours more in line with the required workload for the course.
- The change decreases the overall number of credit hours required for the Public Relations 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 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.)

PUB 490 Public Relations Campaigns. (4) (3) A. Prerequisites: any COM 320 A-I, JOU 320 or PUB 320, and PUB 475. Application of research, planning, strategies, and evaluations to a public relations campaign. Includes budgeting and scheduling of campaigns.

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)*
PUB	490	Fall 2011	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
4- <u>3</u>	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
	3 (20%)		FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Communication
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	PUB 491
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Senior Seminar in Public Relations
<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	12/10/2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	1/20/11
College Curriculum Committee	12/17/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
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.)
 Decrease the number of credit hours for PUB 491 from 2 to 1.

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

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

B. The justification for this action:

- This change brings the number of hours more in line with the required workload for the course.
- The change decreases the overall number of credit hours required for the Public Relations 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 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.)

PUB 491 Senior Seminar in Public Relations. ~~(2)~~ (1) I, II. Prerequisites: completion of 90 hours with at least 1 hour from COM 349, or PUB 349 or 470. Evaluates students' progress toward a career in public relations, especially the development of a portfolio, and develops job search strategies and skills. Includes assessment of instruction and curriculum. Credit will not be awarded for both PUB 491 and COM 491.

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)*
PUB	491	Fall 2011	AS _____ JS _____ BT <input checked="" type="checkbox"/> EM _____ ED _____ PC _____ HS _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
2 1	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
	1		FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

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

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	12/10/2010	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	1/20/11
College Curriculum Committee	12/17/2010	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	2/7/11
Teacher Education Committee*	NA	Board of Regents**	4/18/11
		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.)
 Establish a Concentration in Broadcasting & Electronic Media for the Associate of General Studies degree program.

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

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

B. The justification for this action:

To maximize the Associate Degree of General Studies opportunities for students to pursue a Broadcasting & Electronic Media major while completing the Associate Degree of General Studies as a first step in the process.

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**

Page 64 & 65 of Undergraduate Catalog (2010-2011)

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. As of Spring 2011, students who are admitted as "Special Admittance/Conditional Admittance" (see page 10 of the Catalog), will be initially admitted into the Associate of General Studies degree program.

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.

The Associate of General Studies is intended to be a first degree and is not appropriate for a secondary degree.

Major requirements.....12 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 requirements.....48 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

(Course and credit-hour requirements will vary based upon concentration selected and student's specific orientation course needs.)

CONCENTRATIONS

The following concentrations are available in the Associate of General Studies degree program:

Broadcasting & Electronic Media Concentration 12 hours

BEM 295 (4), six hours from BEM 301 or 353W or 375, and two hours from BEM 349 (1) or 398 (1), or 491 (1), or COM 320I (1).

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	MMAC
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	CCT 850
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Strategic Business Communications
<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	10/8/2010—11/5/2010	Graduate Council*	12/17/2010
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	1/20/11
College Curriculum Committee	11/19/2010	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change course name, course description, and student learning outcomes to reflect research emphasis.

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

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

B. The justification for this action:
 To enhance research and communication skills of MBA 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 II. Recording Data for New, Revised, or Dropped Course

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

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

New or Revised* Catalog Text

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

~~CCT 850 Strategic Business Communication~~ **Business Research and Communication.** (3) A. ~~Effective and appropriate communication through various channels with an awareness of multi-cultural issues. Emphasis on oral and written presentations using cutting-edge technology and business research methodology.~~ Business research design and methodology, report writing, oral presentations, and communication strategies for organizations.

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)*
CCT	850	Fall 2011	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	MMAC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY
College of Business and Technology
Department of Management, Marketing, and Administrative Communication
Course Syllabus 2011

COURSE NUMBER: CCT 850

COURSE TITLE: Business Research and Communication, 3 Hours

PREREQUISITES: MBA Admission for MBA Students

INSTRUCTOR: Dr. Lana Carnes, BTC 11, lane.carnes@eku.edu, 859-622-1377

OFFICE HOURS: 8:00-4:30 M-F By appointment

REQUIRED TEXT: Saunders, M. K., Thornhill, A., & Lewis, P. *Research methods for business students* (5th ed.). Prentice Hall. ISBN 978-0-27-371686-0

American Psychological Association. (2009). *Publication manual of the American Psychological Association* 6th ed.). Washington, DC: Author. ISBN 978-1-43-380561-5

COURSE DESCRIPTION: Business research design and methodology, report writing, oral presentations, communication strategies for organizations.

STUDENT LEARNING OUTCOMES: **By the end of the course, students should**

1. Understand the roles research and communication play in business organizations.
2. Demonstrate the importance of writing to a specified audience.
3. Generate and evaluate ideas leading to a research topic.
4. Write clear research questions and objectives.
5. Identify and critically evaluate articles to include in a relevant literature review using appropriate electronic databases.
6. Cite and reference literature accurately using APA style.
7. Develop an effective research instrument.
8. Develop, write, and orally present a research proposal.
9. Write data analyses using effective critical thinking and writing skills.
10. Create ethical and effective graphics to support data.
11. Write clear and concise conclusions and recommendations based on data analyses.
12. Refine skills in summarizing information.
13. Refine presentation skills.
14. Critically self-assess written and oral communication.

COURSE REQUIREMENTS:

Written Reports (60 percent)

Two short reports and an Executive Summary (30 percent)

These reports will require the use of differing formats, and each will require the writer to consider the organization/strategy to be used based on the target audience and the specific objective for writing. Reports may require the construction of appropriate and effective graphic aids.

Students must demonstrate knowledge and application of basic elements of correctness in writing (grammar, punctuation, spelling, capitalization, word choice, number expressions, etc.) Students will be evaluated on these elements in their writing. A review of these areas should be individually conducted by students as their needs and backgrounds require.

Research report (30 percent)

This research proposal will focus on applying critical thinking to develop an idea and formulate research questions, review the relevant literature regarding the topic, create a method for answering the research questions, and present the research proposal to the class.

Oral Report (10 percent)

Students are expected to follow the guidelines and suggestions for effective presentations presented in class discussions. Appropriate visual aids should be used, and handouts should be supplied to the other class members if they will contribute significantly to understanding and/or retaining the content of material presented.

Before presentations are made to the class, the instructor should receive bibliographic data on the sources of material for the presentations, an outline, and a copy of visual aids or supplementary handouts.

Presentations that do not meet the required time requirements established for each presentation will receive a 10 percent penalty.

Mid-Term Exam--covers assigned text chapters, supplemental materials, and class discussions (10 percent)

Final Exam --covers assigned text chapters, supplemental materials, and class discussions (10 percent)

Other assignments--quizzes, impromptu oral presentations, readings, etc. (10 percent)

COURSE EVALUATION PROCESS:

Reports will be evaluated based largely on Paul & Elder's Intellectual Standards including:

1. Accuracy--Free of format, spelling, grammar, and content errors
2. Completeness--Adequate coverage of data, appropriate organization (headings and transition)
3. Clarity--Logic of writing and ease of understanding
4. Candor--Appropriate in tone
5. Relevance--Realistic, logical, and meaningful to reader
6. Timing--Submitted at the scheduled time
7. Acceptance--Overall useful and satisfactory to a superior

The following scale will be used based on a percentage of possible points to determine the overall grade:

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

All reports must be computer generated. Students are encouraged to use computers to store and edit their work. As in a business organization, students should keep either stored or hard copies of all assigned work. **All graphics must be constructed on a computer.**

COURSE REQUIREMENTS:

This is a graduate course.

Work must be submitted on time. Late work will not be accepted.

All work must be completed for credit for the course.

TESTS:

A daily schedule is provided so that students know in advance when tests are given. Either the instructor's approval prior to the test or an official university excuse is necessary for "making up" exams.

ATTENDANCE POLICY:

Attendance is a requirement for successfully completing this class. Students who miss class are responsible for meeting with other students to find out what was missed.

COLLEGE OF BUSINESS AND TECHNOLOGY POLICY:

The professor reserves the right to retain for pedagogical reasons either the original or a copy of any student's work. Students' names will be deleted from assignments unless permission is granted for his/her name to appear on the work.

ACADEMIC INTEGRITY POLICY:

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

SERVICES FOR 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 OSID 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.

LAST DAY TO DROP:

Students may find the last day to drop this course online at the Colonel Compass <http://www.eku.edu/compass/>



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

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Dr. David D. Gale, Dean
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TO: Council on Academic Affairs

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

SUBJECT: Agenda Items

DATE: January 11, 2011

Please include the attached curriculum proposals onto the agenda for the meeting of the Council on Academic Affairs on January 20, 2011.

Family and Consumer Science

Course Revision

NFA325 To increase the number of hours from 2 to 3 Fall 2011
CCC pages 1-6

NFA326 To increase the number of hours from 2 to 3 Fall 2011
CCC pages 7-14

Program Revision

General Dietetics Curriculum changes will address recent changes in commission
On Accreditation and Dietetic Education (CADE); eligibility Requirements and Accreditation
Standards (ERAS); total program hours will not change. Fall 2011
CCC pages 15-16

Editorial

MS in Community Health - Clarify difference between Opt 1 and Opt 2 per suggestion
Of Grad council to put this editorial through **Informational**
CCC pg 17

Health Promotion and Administration

Program Revision

BS-Health Education Change name of major to BS in Public Health
and correct number in Worksite Health Promotion
Option from HEA360 to HEA460 Fall 2011
CCC pages 18 - 19

New Course

HEA856 Add new course, MPH students require 2 epidemiology Courses Fall 2011
 CCC pages 20 - 25

Program Revision

MPH Add HEA856 to MPH program Fall 2011
 CCC pages 26-27

Family and Consumer Science**Occupational Therapy**

Course Revision

OTS362 Change the title to better reflect course content; change description to incorporate recent theory and research, emphasize application, and make editorial changes. Fall 2011
 CCC pages 28-32

Hybrid Course

OTS479S Create service-learning course (dropping OTS479) Fall 2011
 CCC pages 33-38

Dropped Course

OTS479 Drop (replaced with OTS479S) Fall 2011
 CCC page 39

Hybrid Course

OTS855S Change course designation to service learning Fall 2011
 CCC page 40-47

Dropped Course

OTS855 Drop (OTS855S takes it's place) Fall 2011
 CCC page 48

Editorial

MS in Occupational Therapy
 Add "S" to Option 1 and 3 beside the OTS855 *Informational*
 CCC page 49-50

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Family and Consumer Sciences Health Sciences NFA 325 Quantity Food Production _____
---	--	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	November 1, 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	1/20/11
College Curriculum Committee	12/8/10	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: To increase number of credit hours for NFA 325 from 2 to 3.

A. 2. Effective date: Fall 2011

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

B. The justification for this action:

Two hours is insufficient to study the information to the degree of rigor required for graduates of Twenty First Century food service program. An additional hour would add to the overall quality of the program and the preparedness of our graduates for their careers.

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

Personnel Impact:
 Same instructor would teach the class as at present. The elimination of NFA 321 from the General Dietetics Curriculum will free up the instructor to teach this class the additional hour and to conduct an additional hour of lab time in NFA 326 without creating any extra faculty load.

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

	New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>NFA 325 Quantity Food Production. (2) (3) I. Prerequisite: NFA121. Co requisite: NFA326. Standards, principles, and techniques for managing throughout the functional subsystems of a food service setting: emphasis on quality, quantity, and cost controls.</p>	

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NFA	325	Fall 2011	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS XX _____	FCSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
2 3	Lecture 3 hr Laboratory _____ Other _____		Cip Code (first two digits only) 19	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
	3		FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. NFA 326

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. NFA 121

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

EASTERN KENTUCKY UNIVERSITY
Department of Family and Consumer Sciences (FCS) Course Syllabus, Fall 2011

- I. Course: NFA 325 Quantity Food Production
Prerequisite: NFA 121 Concurrent enrollment in NFA 326 is mandatory
Monday and Wednesday 2:30 pm-3: 45 pm Room 201 Burrier Building
- II. Credit Hours: 3
- III. Instructor: Jim R. Haynes, EdD, RD, LD
Telephone: (859) 622-1176 (leave voice message if I do not answer)
Fall 2011 Office Hours: 8 AM- 9 AM Monday through Friday;
1:00- 4:00 PM on Tuesday; 10 AM- 12 PM Friday; or by appointment.
Office: 206C Burrier Building; e-mail: jim.haynes@eku.edu
- IV. Required Texts: Gisslen, W. (2011). Professional cooking (7th ed.). New York: John Wiley & Sons.
- V. Course requirements: Attend all classes and complete two written chapter examinations, a written comprehensive final examination, quizzes and class assignments within the designated time schedule.
- VI. Course Description: Standards, principles and techniques for managing throughout the functional subsystems of a foodservice setting: emphasis on quality and quantity controls.
- VII. Course objectives: To provide a basic understanding of the foodservice industry with emphasis upon food quality, safety, sanitation, quantity, teamwork, financial accountability and marketing.
- VIII. Mid-semester: Mid-semester grades will be turned in online to the Registrar TBA and will be based on exams, written assignments, and class assignments completed before that date.
- IX. Student Learning Outcomes:
1. Understand the relationship between cooking theory, menus, and production and delivery systems and their influence upon food and service quality.
 2. Relate the techniques of food preparation and application to the development, modification, and evaluation of recipes, menus, and food products acceptable to diverse groups.
 3. Exhibit basic food preparation and presentation skills and determine recipe/formula proportions, modifications for quantity food production, and determine costs of services or operations.
 4. Demonstrate a functional understanding of human and group dynamics, concepts of effective teamwork, and personal ethics.
 5. Understand the use of control systems and the importance of financial accountability.
 6. Describe foodservice tools and equipment by title, function, specifications, operation and care.
 7. Apply safety principles related to food, personnel and consumers and ability to use safe food handling practices such as HACCP and ServSafe programs.
 8. Exhibit knowledge of systems necessary for food and non-food procurement.
- XI. Instructional mode: The objectives of this course will be attained through background reading, group discussion, direct instruction, assigned projects, and examinations.
- XII. Written Assignments: All written assignments are to be typewritten except for assignment two which is mathematical calculations. Proper use of the English Language is expected in written text, summaries and evaluations. Writing should be in the style of the 5th edition of the American Psychological Association (APA). **APA style means the use of one inch margins on the typewritten page, in text (i.e. in sentence) citation of sources, alphabetical listing of references, and 12 point type at the standard line height.** Papers submitted with wide margins, extra large line heights and fonts larger than 12 point will receive lower marks.
- XIII. ATTENDANCE POLICY
Class attendance is required and expected. If you cannot make it to class, you should call The instructor at (859) 622-1176 to explain the absence. It is important to be on time and prepared for class. This class will require at least three hours of preparation in reading and studying assigned material before each session. Missed instruction material is the responsibility of the student who is expected to keep up with the progression of the course. Make up exams and late class assignments will not be accepted except for absences excused by the instructor (illness or emergency circumstances) that are documented with written verification of illness or other circumstances. TARDINESS IS NOT ACCEPTABLE. Two tardies will count as one absence.
- XIV. Disability Accommodation Statement: If you are registered with the Office of Services for Individuals with Disabilities,
curr:editorial.change.curriculum.form.wpd-01-02

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.

Department of Family & Consumer Sciences Requirements:

Student Drop Box: There is a 'drop box' in the main office where students may leave work and messages for faculty.

Students must write the name of the faculty member on the item and date/time stamp it to show when it was left.

The date/time stamp is kept on the table near the drop box. (Simply press down on the stamp and it will imprint the date and time your work is dropped off.) Office staff will deliver the items to faculty mailboxes periodically during the day. If the item is too large for the drop box, office staff will provide assistance.

Department Examination Policy: Electronic devices cannot be used during exams-e.g. cell phones, calculators, electronic translators. Calculators will be provided by the course instructor when necessary. Hats must be removed during exams.

Two-Day Advising Dates: Daytime classes in the FCS Department do not meet. Nov 28 and Nov. 29, 2011

XV. 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.

Last Day to drop a course: Please refer to the *Colonel's Compass* for the date. <http://www.registrar.eku.edu/schedule/>

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.

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TENTATIVE SCHEDULE - NFA 325, FALL 2011

August 22 Introduction to course.

August 24 Readings: Historical development of foodservice and dietetics.

Chapter 1: History of foodservice; Standards of professionalism/teamwork

August 29 Chapter 2: Sanitation and Safety Prevention of foodborne illness. ServSafe (TM) program, FDA

Food Codes. HACCP Food Safety. Program Review for the Madison County Health

Department Food Handlers Permit Exam

August 31 Chapter 2 Safety and Security- working safely in a foodservice.

September 5 Labor Day Holiday: No class

September 7 Chapter 5- The recipe: Its structure and its use. Economics, food cost, and recipe conversion.

Quiz I: Material covered through September 5

September 12 Chapter 5 Recipe Conversion and Standardization

September 14 Chapter 5 Recipe Costing

Assignment 1 on foodborne illness due today

September 19 Chapter 5: The Menu

September 21 Chapter 5 Menu Costing and Pricing Strategies

September 26 Chapter 4- Basic Cooking Principles – cooking methods and seasonings

September 28 Chapter 4 Basic Cooking Principles – cooking methods and seasonings

Assignment 2: Recipe conversion problems due today.

October 3 **Exam I: Chapters 1, 2, 5, 4 and readings**

Chapter 7: Mis en Place: advanced preparation and Kitchen organization

October 5 Chapter 7: Mis en Place: advanced preparation and Kitchen organization Continued

October 10 & 11 Fall Break, no classes

October 12 Chapter 28: Buffets, Food Presentation and Garnish

October 17 Chapter 28: Buffets, Food Presentation and Garnish

Chapter 23 Hors D'oeuvres

October 19 Chapter 23 Hors D'oeuvres

Quiz II Material covered since Exam I (Chapters 7, 28, 23)

October 24 Chapters 8 and 9: Stocks, Sauces, and Soups

October 26-27 FCS Advising: NO class today. See your Advisor!

<u>October 31</u>	Chapters 10 and 11: Understanding and cooking Meat and Game
<u>November 2</u>	Chapters 10 and 11: Understanding and cooking Meat and Game
	Chapters 12 and 13: Understanding and cooking Poultry and Game birds
<u>November 7</u>	Chapters 12 and 13: Understanding and cooking Poultry and Game birds
	Exam II (Chapters 8, 9, 10, 11)
<u>November 9</u>	Chapters 14 and 15: Understanding and cooking seafood
<u>November 14</u>	Chapters 16 and 17: Understanding and cooking vegetables
<u>November 16</u>	Chapter 29 Basic Principles & Ingredients of the Bakeshop
<u>November 21</u>	Chapter 29: Bakeshop Production
<u>November 23</u>	Chapter 3- Tools and Equipment- Safe Use and care- Preventative and routine Maintenance
	Quiz III (Chapters 14, 15, 16, 17, 29)
<u>November 24-26</u>	Thanksgiving Holidays
<u>November 28</u>	Chapter 3- Tools and Equipment Purchasing: Equipment Depreciation Accounts
<u>November 30</u>	Chapter 3- Tools and Equipment Purchasing
	Assignment 3: Equipment Purchasing Project Due Today
<u>December 5</u>	Mise en place Christmas Open House.
<u>December 7</u>	Mise en place Christmas Open House
<u>December</u>	Comprehensive Final Exam (TBA Date & Time Colonel's Compass)
<u>December</u>	Final Grades Posted by TBA

Examinations and quizzes may contain questions on any information from the course including the textbook, Blackboard, lectures, presentations or any other source or media.

Grading System

	Points	Scale	Percent	Grade
Exam I	100	409-440	93 – 100	A
Exam II	100	370-408	84 – 92	B
Final Exam	100	330-369	75 – 83	C
Class Assignments 3 @ 20=	60	290-329	66 – 74	D
Quizzes 3 @ 20	60	0-289	0 - 65	F
Class Participation	<u>20</u>			
Total Possible	440			

ASSIGNMENT 1: Due September 14, 2011 20 Points - WRITTEN REPORT ON FOODBORNE ILLNESS
 Read a current newspaper, trade journal, magazine or web based article on some type of foodborne illness and write a one-page summary on the illness, the cause, the outcome, and the prevention. This paper is to be type written adhering to the APA (5th ed.) style of writing described in XII on page 2 of this syllabus, that includes a reference to the work cited. A photocopy of the newspaper, journal, or magazine article or the printout of a web based article used as the source for this assignment is to be attached to your one page typed summary. Be prepared to discuss your findings orally with the class.

Rubric: ASSIGNMENT 1: 20 Points

Name: _____

- _____ write a minimum one-page summary on the illness, name the illness and cite the cause, the outcome, and the prevention 10 pts
- _____ Use APA style that includes a reference to the work cited and intext citations. 5 pts
- _____ Attach a photocopy of the newspaper, journal, or magazine article or the printout of a web based article used as the source for this assignment. 5 pts

ASSIGNMENT 2: Due September 28, 2011: 20 Points - RECIPE CONVERSION ASSIGNMENT

Calculate an assignment that will be handed out on converting recipe yields. Consider each ingredient to determine if it is a liquid or dry ingredient and use the correct procedure for each type using the Book of Yields. Show all of your work. Report final recipe ingredient amounts in the most common kitchen terms that cooks would understand.

ASSIGNMENT 3: Due November 30, 2011: 20 Points

(1) Research recent journals, trade magazine or textbooks to find one type of mechanical equipment that you believe would be beneficial in foodservice operations. This mechanical equipment can be production, service, or sanitation

equipment. (Note: Do NOT confuse the term mechanical equipment, it is NOT small wares, china, or pots and pans. Write a one-page justification for the purchase of the mechanical equipment and use the equipment profitability formula concept to evaluate the estimated profitability of the purchase as part of your analysis.

(2) Write an equipment specification that describes the special delineating factors of the equipment that could be used to purchase the equipment.

Rubric: Assignment 3 Equipment Purchase

Name _____

_____ Research recent journals, trade magazine or textbooks 4 pts

_____ Find one type of mechanical equipment 4 pts

_____ Write a one-page justification for the purchase of the mechanical equipment 4 pts

_____ Use the equipment profitability formula 4 pts

_____ Write an equipment specification (special delineating factors) 4 pts

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __)	Family and Consumer Sciences Health Sciences NFA 326 Field Experiences in Quantity Food Production _____ _____ _____
*Provide only the information relevant to the proposal.		

Proposal Approved by: Departmental Committee _____ _____ _____ _____ _____ _____	Date November 1, 2010 _____ _____ _____ _____ _____	Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	Date NA 1/20/11 _____ _____ _____ _____
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>			
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

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

<p>A. 1. Specific action requested: To increase the number of credit hours for NFA 326 from 2 to 3.</p> <p>A. 2. Effective date: Fall 2011</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Additional time in field experience is needed to provide students more time to develop their management and culinary skills. This additional time will permit students to develop more realistic production and service plans and then show their management skills by accomplishing those plans.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. The same instructor will teach the class. Elimination of NFA 321 from the General Dietetics curriculum will free the instructor to teach these additional hours without any new cost to the university.</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</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.)

<p style="text-align: center;">New or Revised* Catalog Text</p> <p>(*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p>NFA 326 Field Experiences in Quantity Food Production. (2) 3 I. Prerequisite: NFA321. Co requisite: NFA325 Supervised field experience in the technical application of theory presented in NFA 325.</p>
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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)*
NFA	326	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS XX _____	FCSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
2- 3	Lecture _____	Laboratory 4.5 _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
	3		FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY - Department of Family and Consumer Sciences (FCS)
Course Syllabus, Fall 2011

- I. Course: NFA 326: Tuesday & Thursday Sections - Field Experiences in Quantity Food Production
Lab times: 9:30 am to 1:10 pm -Room 302 Burrier Building
- II. Credit Hours: 3
- III. Instructor: Jim R. Haynes, EdD, RD, LD Telephone: (859) 622-1176 (leave voice message if I do not answer)
or cell (859) 582-0245. Fall 2011 Office Hours: 8 AM- 9 AM Monday through Friday;
1:00- 4:00 PM on Tuesday; Friday 10- 11 AM or by appointment.
Office: 206C Burrier Building Email: jim.Haynes@eku.edu
- IV. Prerequisites: NFA 321. **NFA 325 is COREQUISITE.**
- V. Course requirements: Participate as part of a student management team in the planning, preparation, and serving of four course table service meals in the Baccalaureate Dietetics Restaurant in the Burrier Building, and plan, produce, and serve two departmental catered events. Document all lab experiences by keeping a comprehensive portfolio. Complete all written assignments and provide proof of mandatory requirements: **PROFESSIONAL LIABILITY INSURANCE; HEALTH/MEDICAL INSURANCE, AND A FOODSERVICE EMPLOYEE'S CERTIFICATE.**
- VI. Course description: Hands on work experience in the technical application of theory presented in NFA 325.
- VII. Course objectives: To provide a hands on work experience in the food service industry with emphasis upon food quality, safety, sanitation, quantity, teamwork, financial accountability and marketing.
- VIII. Mid-semester: Mid-semester grades will be turned in online to the Registrar on the TBA date that will be based upon work completed in the course up to that time.
- IX. Student Learning Objectives-Outcomes:
1. Performance in laboratory assignments that demonstrates punctuality, responsibility, personal ethics, professionalism and courtesy.
 2. Compare the different methods of food preparation used in laboratory to cooking theory.
 3. Identify food service tools and equipment by name, function, operation, purchase, specification and care.
 4. Describe safety precautions and safe food handling practices.
 5. Demonstrate understanding of teamwork and group dynamics.
 6. Evaluate menus in terms of nutrition, finances, kitchen equipment, preparation procedures, aesthetic qualities, staffing requirements, and customer satisfaction.
 8. Understand the impact of data processing technology on food service systems.
 9. Demonstrate competence in modifying recipes to small or large quantities.
 10. Analyze methods of quality control and improvement at each field experience.
 11. Display a working knowledge of food service systems theory, facility, materials and risk management, and marketing techniques.
 12. Apply classroom theory to menu planning, recipe development, preparation, service, and management of catered events.

Availability of Accommodations for Students with Disabilities

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

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Department Examination Policy: Electronic devices cannot be used during exams-e.g. cell phones, calculators, electronic translators. Calculators will be provided by the course instructor when necessary. Hats must be removed during exams.

Two Day Advising Dates: Daytime classes in the FCS Department do not meet, TBA.

Professional Liability Insurance (PLI): All students enrolled in this course must register for Professional Liability Insurance by the 2nd class meeting. This insurance is good for one academic year (Aug. 1-July 31). Failure to be insured will result in disenrollment from the class. You register for PLI in EKU Direct in the Drop/Add section.

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.

Last Day to drop a course: Please refer to the **Colonel's Compass** for the date. <http://www.registrar.eku.edu/schedule/>

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.

Baccalaureate Dietetics Program Restaurant Burrier 302, Department of Family & Consumer Sciences Student Manager's Schedule			
Date	Student Meal Managers	Date	Student Meal Managers
Sept 13 Lab 1	1.	Sept 15 Lab 2	11.
Sept 20 Lab 3	2.	Sept 22 Lab 4	12.
Sept 27 Lab 5	3.	Sept 29 Lab 6	13.
Oct 4 Lab 7	4.	Oct 6 Lab 8	14.
Oct 11 Lab 9	5.	Oct 13 Lab 10	15.
Oct 18 Lab 11	6.	Oct 20 Lab 12	16.
Nov 1 Lab 13	7.	Nov 3 Lab 14	17.
Nov 8 Lab 15	8.	Nov 10 Lab 16	18.
Nov 15 Lab 17	9.	Nov 17 Lab 18	19.
Nov 22 Lab 19	10.	Dec 1 Lab 20	20.

Baccalaureate Dietetics Program Restaurant
Peer Worker Assignments

	MM	CHEF	KS1	KS2	KS3	KS4	Maitre'd	WS1	WS2	WS3
Sept 13/ Sept 15	1 11	2 12	3 13	4 14	5 15	6 16	7 17	8 18	9 19	10 20
Sept 20/ Sept 22	2 12	3 13	4 14	5 15	6 16	7 17	8 18	9 19	10 20	1 11
Sept 27/ Sept 29	3 13	4 14	5 15	6 16	7 17	8 18	9 19	10 20	1 11	2 12
Oct 4/ Oct 6	4 14	5 15	6 16	7 17	8 18	9 19	10 20	1 11	2 12	3 13
Oct 11/ Oct 13	5 15	6 16	7 17	8 18	9 19	10 20	1 11	2 12	3 13	4 14
Oct 18/ Oct 20	6 16	7 17	8 18	9 19	10 20	1 11	2 12	3 13	4 14	5 15
Nov 1/ Nov 3	7 17	8 18	9 19	10 20	1 11	2 12	3 13	4 14	5 15	6 16
Nov 8/ Nov 10	8 18	9 19	10 20	1 11	2 12	3 13	4 14	5 15	6 16	7 17
Nov 15/ Nov 17	9 19	10 20	1 11	2 12	3 13	4 14	5 15	6 16	7 17	8 18
Nov 22/ Dec 1	10 20	1 11	2 12	3 13	4 14	5 15	6 16	7 17	8 18	9 19

MM=Meal Manager, Chef, KS= Kitchen Staff, Maitre'd, WS= Wait Staff

TENTATIVE SCHEDULE: NFA 326- FALL 2011

No changes may be made in lab assignments and schedules unless made by the instructor.

August 23 Tuesday Introduction to the course: Preview Blackboard

August 25 Thursday Introduction to the course: Preview Blackboard

August 30 Tuesday and Thursday sections together 9:30 am

Tuesday Food Handler's exam will be administered by Madison County Environmental Health Officer.

Assignment 1: Medical insurance, waiver, Foodservice Employees Certificate, Proof of Professional Liability Insurance all due today.

Sept 06 Baccalaureate Dietetics Restaurant planning. Each student will be responsible for Tuesday managing, planning, and serving one meal in the Burrier Restaurant. Each student will also serve as a team member, working in various capacities to make each peer student-managers meal successful.

Assignment 2: Homecoming recipes due today. Five Signature Recipes for Fall Brunch: Turn in to instructor via email attachment to jim.haynes@eku.edu

Sept 08 Baccalaureate Dietetics Restaurant planning. Each student will be responsible for Thursday managing, planning, and serving one meal in the Burrier Restaurant. Each student will also serve as a team member, working in various capacities to make each peer student-managers meal successful.

Assignment 2: Homecoming recipes due today. Five Signature Recipes for Fall Brunch: Turn in to instructor via email attachment to jim.haynes@eku.edu

Sept 13 Lab 1 Burrier Baccalaureate Dietetics Restaurant
Tuesday

Sept 15 Lab 2 Burrier Baccalaureate Dietetics Restaurant
Thursday

Sept 20 Lab 3 Burrier Baccalaureate Dietetics Restaurant
Tuesday Plans for Homecoming event discuss in lab

Sept 22 Lab 4 Burrier Baccalaureate Dietetics Restaurant
Thursday Plans for Homecoming event discuss in lab

Sept 27 Lab 5 Burrier Baccalaureate Dietetics Restaurant
Tuesday Tuesday Section Homecoming Planning

Sept 29 Lab 6 Burrier Baccalaureate Dietetics Restaurant
Thursday Thursday Section Homecoming Planning

Oct 04 Lab 7 Burrier Baccalaureate Dietetics Restaurant
Tuesday

Oct 06 Lab 8 Burrier Baccalaureate Dietetics Restaurant
Thursday

Oct 11 Lab 9 Burrier Baccalaureate Dietetics Restaurant
Tuesday

Oct 13 Lab 10 Burrier Baccalaureate Dietetics Restaurant
Thursday

Oct 18 Lab 11 Burrier Baccalaureate Dietetics Restaurant
Tuesday

Oct 20 Lab 12 Burrier Baccalaureate Dietetics Restaurant
Thursday

Oct 25 Homecoming TBA: No Service in Restaurant
Tuesday Planning for Homecoming Brunch

Oct 27 Homecoming TBA: No Service in Restaurant
Thursday Preliminary Preparations for Homecoming Brunch

Oct 29 Homecoming Brunch
Saturday

Nov 1 Lab 13 Burrier Baccalaureate Dietetics Restaurant
Tuesday

Nov 3 Lab 14 Burrier Baccalaureate Dietetics Restaurant
Thursday

Nov 8 Lab 15 Burrier Baccalaureate Dietetics Restaurant
Tuesday **ASSIGNMENT 3 DUE TODAY: Five Signature Recipes for Christmas Open House: Turn in to instructor at via email attachment to jim.haynes@eku.edu**

Nov 10 Lab 16 Burrier Baccalaureate Dietetics Restaurant
Thursday **ASSIGNMENT 3 DUE TODAY: Five Signature Recipes for Christmas Open House: Turn in to instructor at via email attachment to jim.haynes@eku.edu**

Nov 15 Lab 17 Burrier Baccalaureate Dietetics Restaurant
Tuesday

Nov 17 Lab 18 Burrier Baccalaureate Dietetics Restaurant
Thursday Finalize written food production plans for Open House

Nov 22 Lab 19 Burrier Baccalaureate Dietetics Restaurant
Tuesday

Nov 24 Closed for Thanksgiving

Nov 29 Finalize written food production plans for Open House
Tuesday

December 1 Lab 20 Burrier Baccalaureate Dietetics Restaurant
Thursday

December 6 Both **Tuesday and Thursday Sections together**. Set up Living Center, decorate, and do Tuesday Mis en Place For Thursday's Open House.

December 8 Both **Tuesday and Thursday Sections together** : Everyone participates in Thursday preparing, serving and cleaning for the Open House. Everyone be here on time as scheduled by your instructor and your group captains.

December 14 TURN IN PORTFOLIO TO INSTRUCTOR FOR FINAL GRADING

December Final Grades Posted TBA

ATTENDANCE POLICY

ATTENDANCE IS CRITICAL TO THE SUCCESS OF MEALS SERVED IN THE LAB SECTION OF THIS COURSE. THERE IS NO TOLERANCE FOR ANY PERSON WHO FAILS TO ATTEND ANY OF THE LABS. PERSONS MISSING A LAB WITHOUT A WRITTEN DOCUMENTED VERIFIABLE EXCUSE ACCEPTED BY THE INSTRUCTOR WILL RECEIVE AN "F" FOR THIS COURSE. A verified excuse will prevent you from receiving an F for the course, but will NOT result in points for the meal missed. Minimum points for attendance and performance in class and in lab are listed in the grading system. Attendance includes punctuality. Performance includes proper attire, cleanliness, cooperation, and work ethic. No changes may be made in lab assignments unless made by the instructor. TARDINESS IS NOT ACCEPTABLE. Two tardies will count as one absence.

EXPERIENCE PORTFOLIO: 100 points

Each student will be responsible for keeping a THREE RING BINDER that contains the student's written record of all lab experiences. The portfolio should be arranged chronologically by date and each page numbered. Portfolios are due for grading two times during the semester. The portfolio should begin with an INDEX that names the location of the experience, the page in the portfolio the experience can be found, and the date the field trip/experience occurred. Lab form summaries should include: Your overall impression of the experience, what did you learn from the experience, what did you wear, how many people did you work with, what problems did you encounter. A minimum of one paragraph is expected, but no more than one additional page may be added. Portfolios **should** include extra information beyond the typed lab experience form such as copies of menus, pictures, websites, recipes and other documents students work on or are exposed to in their lab experiences. **Pictures of food, facilities, locations, copies of documents or other embellishments that pertain to the experience should be included in the portfolios.** Grades given will depend on the kind of effort you put in your portfolio. This portfolio will be useful to you in your Seminar exit course in the program.

MINIMUM PORTFOLIO REQUIREMENTS:

- a. Index
- b. Lab experience form
- c. Additional Information

LAB EXPERIENCE NO.

Name _____	Date _____
Name of Facility _____	
Time of Arrival _____	Time of Departure _____
Manager on Duty _____	
Person Training _____	
Food Prepared _____	
Equipment Used _____	
Safety Procedures _____	
Quality Controls _____	
Summary: _____	

DRESS CODE

STUDENTS IN NFA 326 FIELD EXPERIENCES IN QUANTITY FOOD PRODUCTION WILL BE EXPECTED TO DRESS APPROPRIATELY FOR WORK EXPERIENCES, AND CATERED EVENTS IN THE BURRIER BUILDING. To satisfy safety concerns, we insist on safe footwear that is non-cavass closed toe slip resistant. Proper attire is to follow the dress code of dark slacks, trousers or skirt (black or blue), white blouse or shirt with sleeves and collar or white chef's coat, and a hair covering such as a hair net, bonnet, or **ballcap with EKU logo**. Because of the hazardous nature of food service kitchens, no student will be permitted to participate in lab experiences wearing open footwear such as sandals, and shorts, or sleeveless shirts or tops. Class members are expected to follow the dress code for meals served in the Baccalaureate Dietetics Restaurant and the Homecoming Brunch and Holiday Open House Meals. Class members preparing the food are required to wear a hair covering such as a hair net or bonnet that restrains all of their hair. Sanitary plastic gloves are to be worn when handling raw food items.

Field Experience Reports

Ask your supervisor to initial the report of your time on the job on the experience report form for the date and time of your experience. This completed experience form is to be turned in to the instructor at the next regular NFA 325 class meeting.

AMOUNT OF FOOD PREPARED AT BURRIER EVENTS

Professional food service management dictates that the amount of food prepared for meal service or any catered events be planned so that there will be as little waste and left over food as possible. Food left at the end of any event in the Burrier Building is property of Eastern Kentucky University and is to be wrapped, dated, and stored properly. No food or supplies are to be removed from the Burrier Building or disposed of in any manner without the express permission of the instructor.

<u>Grading System</u>				
	Points	Scale	Percent	Grade
Assignments 3 @ 20	60	521-560	93 - 100	A
Experience Portfolio	100	470-520	84 - 92	B
Rest. EXP. Rotations	10 @ 20=200	420-471	75 - 83	C
Homecoming Brunch	100*	370-419	66 - 74	D
Open House Reception	<u>100*</u>	0 -369	0- 65	F
Total Possible	560			
*50% grade from work on written plans and 50% from performance on event.				

ASSIGNMENT 1: Due August 30, 2011

Provide to the instructor a copy of the (1) receipt for your Professional Liability Insurance through Eastern Kentucky University, (2) Disclaimer, (3) Proof of Medical Insurance or Medical Waiver, and (4) a copy of your Foodservice Employees Health Certificate. Liability insurance is mandatory and is purchased through Eastern Kentucky University. Each student is also required to have personal Health/ Medical Insurance or sign a medical waiver attached to this syllabus that releases Eastern Kentucky University and any field experience facility from liability. A copy of your insurance card is to be kept in your Experience Portfolio. All students are required to take the exam for the Madison County Food Employees Certificate in lab on August 30, 2011 or to provide a copy of their currently existing Food Employees Certificate.

ASSIGNMENT 2: Due SEPTEMBER 06 and 08

Each class member is to search for and submit ELECTRONICALLY to the instructor five creative recipes of brunch reception type foods that are one of each: entree, bread or dessert, fruit, vegetable, or beverage. **Each recipe is to be in the form of a PDF**

photocopy from trade magazines or cookbooks with available pictures of the completed dish or cooking processes. This assignment includes your submission of ideas for a complete menu, theme decorations, ambience, accompaniments, merchandising displays etc. for this years' homecoming brunch.

Turn in to instructor via email attachment to jim.haynes@eku.edu

ASSIGNMENT 3: Due Nov. 08 and 10

Each class member is to search for and submit ELECTRONICALLY five signatures recipe of holiday reception type foods that are one of each: entree, bread or dessert, fruit, vegetable, or beverage. **Each recipe is to be in the form of a PDF photocopy from trade magazines or cookbooks with available pictures of the completed dish or cooking processes.** Come to class with ideas for a complete menu, decorations, ambience, accompaniments, merchandising displays etc. for the Christmas Open House.

Turn in to instructor via email attachment to jim.haynes@eku.edu

A DISCLAIMER:
RELEASE OF PERSONAL INJURY LIABILITY

I PERSONALLY ACCEPT ALL RESPONSIBILITY FOR INJURY AND RELEASE EASTERN KENTUCKY UNIVERSITY, AND ANY SUBSIDIARIES, OFFICERS, EMPLOYEES OR FACULTY OF THE UNIVERSITY FROM ANY LIABILITY IN CASE I AM INJURED DURING ANY OF THE EXPERIENCE LABORATORIES RELATED TO COURSE NFA 326 QUANTITY FOODSERVICE FIELD EXPERIENCE.

SIGNED _____

DATE _____

MEDICAL INSURANCE WAIVER

My health/medical insurance is covered by _____.

SIGNATURE: _____.

DATE _____.

OR I DO NOT HAVE HEALTH INSURANCE AND AM RESPONSIBLE FOR MY OWN MEDICAL CARE.

SIGNATURE: _____.

DATE _____.

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input 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.	Family & Consumer Science College of Health Science General Dietetics (BS) (Major __, Option __; Minor __; or Certificate __)
---	---	--

Proposal Approved by:	Date	Date
Departmental Committee	12/2/10	NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	1/20/11
College Curriculum Committee	12/8/10	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***

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

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

- A. 1. Specific action requested:**
- a. incorporate course revisions to NFA 325 Quantity Food Production and NFA 326 Field Experiences in Quantity Food Production (increase hrs from 2 to 3 for both courses)
 - b. add supporting courses BIO 171 Human Anatomy, EHS 380 Food Hygiene, and EMC 105 Survey of Medical Terminology
 - c. delete major courses NFA 321 Meal Management and NFA 415 Seminar in the Dietetics Profession
 - d. delete supporting course BIO 273 Clinical Microbiology
- A. 2. Effective date:** Fall 2011
- A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

B. The justification for this action:

Curriculum changes will address recent changes in Commission on Accreditation and Dietetic Education (CADE) Eligibility Requirements and Accreditation Standards (ERAS); total program hours will not change.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

General Dietetics (B.S.) Area Major

CIP Code: 19.0501

Program Objectives

Upon completion of a degree in General Dietetics, graduates will be able to: 1) succeed in one or more of the following: a graduate program related to dietetics, an accredited Dietetic Internship, or employment in dietetics or a related field; 2) exhibit competent professional practice in all areas of the basic foundation knowledge and skills necessary for entry-level dietetics practitioners; 3) demonstrate a commitment to service by participating in service activities to the region and profession; and 4) develop skills for providing comprehensive food and nutrition services in a variety of settings. Employment opportunities are available in hospitals, foodservice or public health and wellness programs. After completing the degree, students may consider applying for a Dietetic Internship in order to sit for the Registered Dietitian (RD) exam.

Major Requirements.....59-60 ~~56~~ hours

CDF 132, FCS 303, 400, FRM 352, NFA 121, 201, 202 (1); NFA 301; NFA 317, ~~324~~, 323, 325 (~~2~~), 326 (~~2~~), 344; NFA 349 (1) or FCS 330D (1); NFA 401, 402, 403, 404, 411, 415 (~~2~~), 445.

Supporting Course Requirements.....2730 hours

BIO ~~273~~; BIO 171, 301; CHE 101/107, 102; HEA 350 or STA 215*; CIS 212 or CSC 104; ACC 201 or 550; PSY 200; EHS 380; EMC 105 (1).

General Education Requirements.....33 hours

Standard General Education program, excluding blocks IVB, VB, VII (QS) and VIII (6 hours). Refer to Section Four of this *Catalog* for details on the General Education and University Requirements.

University Requirement.....1 hour

HSO 100.

Total Curriculum Requirements.....120-124 hours

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

Part I

Department Name	Family Consumer Sciences
College	College of Health Sciences
*Course Prefix & Number	n/a
*Course Title (30 characters)	n/a
*Program Title	MS in Community Nutrition
	(Major ____, Option ____, Minor ____, or Certificate ____)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: 1/20/11

Completion of A 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 clarify difference between Option 1 and Option 2 for the MS in Community Nutrition.
 To remove subscripts from all course numbers listed as suggested by the Grad Council

A. 2. Effective date: Fall 2011

Part II. Recording Data for Revised Course**Part III. Recording Data for Revised Program**

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.

	New or Revised* Program
	(*Use strikeout for deletions and <u>underlines</u> for additions.)
Required Core	24 hours
All Options Core Courses	21 hours
NFA709 ₃ , 717 ₃ , 811 ₃ , 820 ₃ ; HEA810 ₃ , 855 ₃ , and PHE800 ₃ .	
Option 1 – Degree in Community Nutrition -- Core requirement *	
NFA800 ₃	
Option 2 – Degree in Community Nutrition with RD Registry Eligibility -- Core requirement **	
NFA802 ₃	
Applied Experience	6-12 hours
Option 1*: NFA835 ₆	6 hours
Option 2**: NFA830 ₆ and 831 ₆	12 hours
Total Hours: Option 1	30 hours
Option 2	36 hours
Exit Requirement	
GRD887c	
* Does not lead to eligibility to sit for the Registered Dietitians' exam.	
**Available ONLY to students who <u>have obtained a verification statement from the American Dietetics Association, and who plan to apply for</u> have applied for and been accepted into the Dietetic Internship, and leads to eligibility to sit for the Registered Dietitians' exam.	

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Health Promotion and Administration <hr/> College Health Sciences <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Health Education B.S. (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10-20-10	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 1/20/11
College Curriculum Committee	11/10/10	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate** 2/7/11
Teacher Education Committee*	1/5/2011	Board of Regents** 4/18/11
		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: Change name of major from Health Education to Public Health. Also correct a number in Worksite Health Promotion Option from HEA 360 to HEA 460. That course number was changed last year but was missed in the revised catalog.

A. 2. Effective date: Fall 2011

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

B. The justification for this action:

Changing the name of our degree to a Bachelor of Science in Public Health aligns our name with that of our national credentialing organization, Council on Education in Public Health, and our professional standards organization, the Society of Public Health Education and with the titles used in many departments and programs in schools and programs of public health around the country.

This change also more clearly demonstrates the emphasis on ecological factors and the social determinants of health in our coursework on health promotion and disease prevention. This change emphasizes the fact that the health education discipline is an essential component of public health. It also suggests the community focus of our work. Our students do their field placements in community agencies developing community programs and this is the essence of public health.

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.)

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

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

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

~~HEALTH EDUCATION~~ Public Health (B.S.)

CIP Code: ~~51.1504~~ 51.2207

Major Requirements42-52 hours

~~Health Education~~ Public Health Core36 hours

HEA 202, 285, 290, 315, 320, 345, 375 or 592; 350, 380, 455, 480, 490. Majors must select an option in Community Health, School Health, P-12 (Teaching) or Worksite Health Promotion:

Community Health.....16 hours

HEA 316, 420, 460, 463*; select three hours from HEA 498, 590, 591, 593, 595, 599, or SOC 353.

School Health, P-12 (Teaching)6 hours

EME 586 and three hours from HEA 390, 391, 498, 590, 593, 595, or 599.

Worksite Health Promotion15 hours

HEA ~~360~~ 460, 463; PHE 325, 433.

Supporting Course Requirements16-46 hours

All Options15 hours

BIO 171, 301, NFA 201, and CIS 212 or CSC 104 and EHS 280.

School Health, P-12 (Teaching)1 hour

BIO 378.

Worksite Health Promotion15 hours

PHE 212, 315, 320, 407; REC 460.

Professional Education Requirements School Health Option..... 31 hours

EDF 103(1), 203, 319, 413, EMS 499(12), ESE 490, 587, and SED 401 or 401S.

General Education Requirements36 hours

Standard General Education program, excluding course blocks VI, VII (QS), and VIII (6 hours). Refer to Section Four of this *Catalog* for details on the General Education and University Requirements.

University Requirement1 hour

HSO 100.

Free Electives0-16 hours

Community Health.....16 hours (13 of these elective hours are restricted to course work outside of the major and the option.)

School Health, P-12 (Teaching)0 hours

Worksite Health Promotion2 hours (All hours restricted to course work outside of the major and the option.)

Total Curriculum Requirements.....120-126 hours

*Bachelor of Science degree students in the Community Health and Worksite Health Promotion Options are required to document a minimum of 100 hours of health education/wellness related experiences prior to enrolling in HEA 463, Internship in Health Promotion and Administration.

Curriculum Change Form

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major <u>XX</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)	Health Promotion and Administration Health Sciences HEA 856 Applied Epidemiology _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10-20-10	Graduate Council* 12/17/10
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 1/20/11
College Curriculum Committee	11/10/10	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
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: Add new Course entitled Applied Epidemiology, HEA 856

A. 2. Effective date: Fall 2011

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

B. The justification for this action:

MPH graduates desiring a job at the Kentucky Department for Public Health in an epidemiology position are required to have at least 2 courses in Epidemiology. Currently, MPH graduates only get 1 course. A recent assessment indicated that < 30% of epidemiologists have formal training in epidemiology and that more training is needed in design of epidemiologic studies, design of data-collection tools, and data management.

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.)

New or Revised* Catalog Text (*Use <u>strikethrough</u> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>HEA 856 Applied Epidemiology. (3) A. Prerequisites: HEA 830 and HEA 855. An applied epidemiology course with emphasis on field investigations, public health surveillance, surveys and sampling, use of computers in epidemiology descriptive epidemiology, designing studies, analysis, interpretation and communication of data, and intervention/control measures.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
HEA	856	Fall 2011	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS XX	HPAD
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) 51	
1	3	Normal	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.	HEA 830 AND HEA 855
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF HEALTH PROMOTION AND ADMINISTRATION

COURSE: HEA 856 – Applied Epidemiology - 3 credit hours

INSTRUCTOR: TBD **OFFICE:**

OFFICE HOURS:

PHONE:

E-MAIL ADDRESS:

COURSE DESCRIPTION:

An applied epidemiology course with emphasis on field investigations, public health surveillance, surveys and sampling, use of computers in epidemiology, descriptive epidemiology, designing studies, analysis, interpretation and communication of data, and intervention/control measures.

Prerequisites: HEA 855 and HEA 830 or similar course.

REQUIRED TEXTS:

Gregg, Michael. (Ed.). (2008) *Field epidemiology* (3rd ed.). New York, NY: Oxford University Press, USA. ISBN 9780195313802

REFERENCE TEXTS:

U.S. Department of Health and Human, Centers for Disease Control and Prevention, Office of Workforce and Career Development. (n.d.). *Principles of epidemiology in public health practice (3rd ed.): An introduction to applied epidemiology and biostatistics*. Available from <http://www.cdc.gov/training/products/ss1000/ss1000-ol.pdf>

U.S. Department of Health and Human, Centers for Disease Control and Prevention, National Center for Public Health Informatics. (2005). *Epi Info community health assessment tutorial*. Available from ftp://ftp.cdc.gov/pub/Software/epi_info/EIHAT_WEB/EIHAT2.0.pdf

REQUIRED SOFTWARE:

Centers for Disease Control and Prevention. (2008). Epi Info (Version 3.5.1) [Software]. Available from <http://www.cdc.gov/Epiinfo/>

STUDENT LEARNING OUTCOMES:

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

1. Apply basic terminology and definitions of descriptive and analytic epidemiology to evaluate public health problems
2. Assess key sources for epidemiologic surveillance
3. Apply epidemiologic principles to the operational aspects of surveillance
4. Apply epidemiologic principles in conducting rapid health assessments and outbreak investigations
5. Design and evaluate surveys for investigating public health issues
6. Design and select a survey sample
7. Code, enter, edit, process, and analyze epidemiologic data using appropriate computer software
8. Evaluate appropriate epidemiologic methods for conducting epidemiologic studies in the field
9. Develop and assess intervention/control measures
10. Formulate epidemiologic findings for oral and written communication to diverse audiences

COURSE REQUIREMENTS:

All students are required to:

1. Attend class, to participate in class by completing and discussing the assigned readings and in-class exercises.
2. Complete 8 clock hours of observation/shadowing of an epidemiologist (state, regional, local) and complete a written report that includes a description of the major job functions, job training requirements, public health system partners/stakeholders, relationship between course topics and job functions, and personal reflection on the experience detailing how this will prepare students for roles in epidemiology.
3. Conduct a critical analysis of a public health surveillance system, prepare a written report of the analysis and give an oral presentation. The report will:
 - Describe the public health importance of the health-related event under surveillance (e.g. frequency, severity, disability, disparities/inequities, preventability, etc.)
 - Describe the purpose and operation of the system (e.g. objectives, planned uses, health related events under surveillance, including case definitions, legal authority for data collection, components of the system such as population under surveillance, period of time of data collection, frequency of data collection, reporting sources of data, and determination of expected number of cases)
 - Describe the resources used to operate the system (e.g. funding, personnel, other resources)
 - Analyze the system's performance (e.g. level of usefulness, simplicity, flexibility, data quality)
4. Develop a survey to be used in a epidemiological investigation, describe the sampling methods for the survey, develop a coding scheme for data entry and format the data entry screen for a computer application (e.g. Epi Info, Excel)
5. Analyze findings of an assigned data set using Epi Info and develop a 1-page written report of the findings that can be communicated to the public
6. Complete 3 group case studies

EVALUATION METHODS:

1. The ability to apply basic terminology and definitions of descriptive and analytic epidemiology to evaluate public health problems will be evaluated through case studies, analysis of surveillance systems, survey and sampling design, data analysis and report of findings.
2. The ability to assess key sources for epidemiologic surveillance will be evaluated through analysis of surveillance systems.
3. The ability to apply epidemiologic principles to the operational aspects of surveillance will be evaluated through case studies and analysis of surveillance systems.
4. The ability to apply epidemiologic principles in conducting rapid health assessments and outbreak investigations will be evaluated through case studies and observation.
5. The ability to design and evaluate surveys for investigating public health issues survey and sampling design and case studies.
6. The ability to design and select a survey sample will be evaluated through survey and sampling design and case studies.
7. The ability to code, enter, edit, process, and analyze epidemiologic data using appropriate computer software will be evaluated through survey and sampling design, data analysis and report of findings, and case studies.
8. The ability to evaluate appropriate epidemiologic methods for conducting epidemiologic studies in the field will be evaluated through observation and case studies.
9. The ability to develop and assess intervention/control measures will be evaluated through observation and case studies.
10. The ability to formulate epidemiologic findings for oral and written communication to diverse audiences will be evaluated through case studies and data analysis and report of findings.

<u>Evaluation Method</u>	<u>Relative Weight</u>	<u>Grading Scale</u>
Observation of epidemiologist	10%	A 90 - 100%
Critical analysis of surveillance system	20%	B 80 – 89.9%
Survey, sampling, & coding	20%	C 70 - 79.9%
Data analysis & report of findings	20%	D 60 - 69.9%
Group Case Studies (3 @10% each)	30%	

STUDENT PROGRESS: Scored assignments will serve as notification of grade standing and will be made available to students prior to the last day to drop the course with a W. Students are encouraged to ask about their progress and grades at any time during the course.

CLASS ATTENDANCE POLICY:

1. Regular class attendance is expected of all students.
2. Class attendance will be recorded at the beginning of EACH scheduled class meeting. When a student is late in getting to class or after attendance has been recorded, the student is responsible, immediately after class, to see that the absence is removed from the record. Tardies will be considered one-third of an absence.
3. A student missing twenty percent or more of the hours the class meets shall be assigned an "F" grade. Twenty percent of absences for the class are interpreted as six hours (6). This policy may be waived by the instructor, but only when at least half the absences are due to participation in approved University activities or legitimate medical excuses.
4. At the discretion of the instructor, any time away from class in excess of the number of credit hours allotted to the course may negatively influence the student's grade. One-third of a letter grade will be deducted for EACH absence over two hours.
5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures, but the responsibility for initiating make-up work rests with the student.
6. Each faculty member is to notify, in writing, all class members of the attendance policy. This is to be done on one of the first days of the semester.
7. Attendance regulations shall begin with the first scheduled meeting of the class regardless of when the student enrolls.

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 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.

COMMUNICATION:

The student's EKU email account will be the official means of communication.

Proposed Course Schedule			
Week	Topics	Text Chapters & Readings	Assignments Due
1	Introduction to the course; Definition of Field Epi; Review of Basic Epi Principles	Gregg Chs. 1 & 2	
2	Surveillance, Role of labs in surveillance	Gregg Chapter 3; FOCUS Vol. 5, Issues 5 & 6	
3	Group Case Study #1 (focus on surveillance)		Select site of observation
4	Operational aspects of field epidemiology	Gregg Chapter 4; FOCUS Vol. 1, Issues 1, 2 & 3	Critical analysis of surveillance system
5	Conducting field investigations; Legal considerations in surveillance & field epidemiology	Gregg Chs. 5 & 14; FOCUS Vol. 1, Issues 4, 5, & 6	Schedule of observation hours
6	Surveys and sampling	Gregg Chapter 6; FOCUS Vol. 2, Issues 1, 2 & 3	
7	Use of computers in field epidemiology--Epi Info Training	Gregg Chapter 7	
8	Group Case Study #2		
9	Designing studies in the field	Gregg Chapter 8; FOCUS Vol. 2, Issues 4, Vol. 3, Issues 1 & 2	
10	Describing the findings: descriptive epidemiology	Gregg Chapter 9	

11	Analyzing/Interpreting of findings	Gregg Chapter 10; FOCUS Vol. 3, Issues 5 & 6	Survey, sample design & coding
12	Developing interventions/control measures	Gregg Chapter 11	
13	Communicating findings and dealing with the public/media	Gregg Chs. 12 & 13	
14	Group Case Study #3		
15	Special topics: Preparedness and emergency response for the field epidemiologist; Field investigations for natural disasters	Gregg Chs. 22 & 23	Data analysis & report findings
16	Special topics: Environmental Epidemics	Gregg Chapter 18; FOCUS Vol. 3, Issue 4	Final Observation Report

Deadline for online (EKUDirect) WITHDRAW from class without a fee is _____ .

Last day to "withdraw" with a "W" from a full-term class is _____ (fee & permission required).

BIBLIOGRAPHY:

University of North Carolina School of Public Health, North Carolina Center for Public Health Preparedness, Focus on Field Epidemiology (FOCUS): A periodical with a hands-on, practical approach to various topics in field epidemiology. Select issues available from <http://cphp.sph.unc.edu/focus/> .

Brookmeyer, Ron, and Stroup, Donna. Editors. Monitoring the Health of Populations Statistical Principles and Methods for Public Health Surveillance. Oxford Press, 2003; ISBN: 0195146492.

Brownson, R.C., Petitti, D.B., Applied Epidemiology, 2nd ed., Oxford University Press, 2006. ISBN: 0195187415.

Friis, Robert H., Sellers, Thomas A. Epidemiology for Public Health Practice; 3rd Edition Jones and Bartlett Publishers, 2003; ISBN: 0763731706.

Greenberg R.S., Daniels S.R., Flanders W.D., Eley J.W., Boring J.R. Medical Epidemiology, 4th Edition. Norwalk, CT: Appleton & Lange, 2004; ISBN: 0071416374.

Hebel, J. Richard and McCarter, Robert. Study Guide to Epidemiology and Biostatistics, 6th Edition Jones and Bartlett Publishers, 2006; ISBN: 0763734918.

Heymann, David L, Editor. Control of Communicable Disease Manual. American Public Health Association 18th Edition, 2004; ISBN: 0875530346.

Last J.M., Spasoff, R., Harris, S., Thuriaux, M. A Dictionary of Epidemiology; 4th Edition New York: Oxford University Press, 2000; ISBN: 0195141695.

Szklo, Moyses and Nieto, Javier. Epidemiology Beyond Basics, 2nd Ed. Aspen Publication, 2006; ISBN: 0763729272.

Teutsch, Steven and Churchill, R. Elliott. Principles and Practices of Public Health Surveillance, 2nd ed. Oxford Press, 2000; ISBN: 0195138279 .

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Health Promotion and Administration <hr/> College Health Sciences <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Master of Public Health (Major __, Option XX; Minor __; or Certificate __)																																				
*Provide only the information relevant to the proposal.																																					
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10-20-10</td> <td>Graduate Council*</td> <td></td> <td style="text-align: center;">12/17/10</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> <td style="text-align: center;">1/20/11</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/10/10</td> <td>Approved <input checked="" type="checkbox"/> Disapproved</td> <td></td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td></td> <td style="text-align: center;">2/7/11</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> <td style="text-align: center;">4/18/11</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>			<u>Date</u>	Departmental Committee	10-20-10	Graduate Council*		12/17/10	<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		1/20/11	College Curriculum Committee	11/10/10	Approved <input checked="" type="checkbox"/> Disapproved			General Education Committee*	NA	Faculty Senate**		2/7/11	Teacher Education Committee*	NA	Board of Regents**		4/18/11			Council on Postsecondary Edu.***		NA
	<u>Date</u>			<u>Date</u>																																	
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		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:** Add HEA 856 to MPH program electives for Health Education
- A. 2. Effective date:** Fall 2011
- A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

B. The justification for this action: MPH graduates desiring a job at the Kentucky Department for Public Health in an epidemiology position are required to have at least 2 courses in Epidemiology. Currently, MPH graduates only get 1 course. A recent assessment indicated that < 30% of epidemiologists have formal training in epidemiology and that more training is needed in design of epidemiologic studies, design of data-collection tools, and data management.

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

Personnel Impact: NA

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

MASTER OF PUBLIC HEALTH PROGRAM

CIP Code: 51.2201

Dr. Carolyn Harvey, MPH Director

www.mph.eku.edu

Page 80, 2010-11 Graduate Catalog

III. PROGRAM REQUIREMENTS

MPH Core Courses	21 hours
EHS 850; HEA 810, 816, 830, 855; EHS 800 or HEA 840; EHS 825	
Community Health Education Required Courses.....	12 hours
HEA 820, 825, 875, and 898	
Elective.....	3 hours
HEA 791, 792, 793, 795, 804, <u>856</u> , EHS 880, or POL 877	
Practicum.....	3 hours
HEA 899	
Research.....	3 hours
HEA 880	
Capstone.....	1 hour
MPH 895	
Total Credit Hours/MPH: CHE Option	43 hours

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Occupational Therapy <hr/> College Health Sciences <hr/> *Course Prefix & Number OTS 362 <hr/> *Course Title (30 characters) Human Motion for Activity <hr/> *Program Title _____ (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/16/10	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	1/20/11
College Curriculum Committee	12/8/10	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: To change the title and description of the course A. 2. Effective date: Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Change of title to better reflect course content; change of description to incorporate recent theory and research, emphasize application, and make editorial changes	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) OTS362 Human Motion for Activity Occupation (3) A. Pre-requisites: BIO 271. Kinetics of the musculoskeletal system in relation to occupational performance. Application to occupational performance of the physics of movement, biomechanical analysis and motor learning. Included are <u>Includes</u> evaluation procedures for muscle strength and range of motion. Emphasis on physics of movement and biomechanical analysis of occupation.
--

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	362	Fall 2011	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY
OTS 362 - HUMAN MOTION FOR OCCUPATION
Spring 2012

Credit Hours: 3
Dizney 135
Section: Wed./Fri. 10:10-12:10 CRN: 23144

Melba Custer
Office: Dizney 140
Phone: 859.622.1268
Email: Melba.Custer@eku.edu

COURSE DESCRIPTION OTS 362 Human Motion for Activity (3) I, II. Prerequisites: BIO 271. Application to occupational performance of the physics of movement, biomechanical analysis and motor learning. Includes evaluation procedures for muscle strength and range of motion.

TEXTBOOKS - Required

Rybski, M. (2004). *Kinesiology for occupational therapy*. Thorofare, NJ: Slack.

Clarkson, H. M. (2004). *Musculoskeletal assessment: Joint range of motion and manual muscle strength*. (2nd. ed.) Baltimore: Lippincott, Williams & Wilkins.

STUDENT LEARNING OUTCOMES

1. Apply knowledge of anatomical structure and function within the physical context.
2. Apply the principles of the physics of movement to occupation.
3. Analyze and interpret the biomechanics of occupation.
4. Perform standardized and non-standardized assessment related to human motion.
5. Apply principles of biomechanics necessary for safe performance of physical tasks.
6. Describe and explore motor control and motor learning theories.

To meet the course outcomes a student will learn to:

1. Apply knowledge of anatomical structure and function within the physical context.
Given a diagram or pattern of the forearm and hand of a client, the learner will label relevant anatomical structures that one needs to consider in orthotic device design.
Given a client scenario requiring anatomical knowledge to perform the evaluation, the learner selects and locates relevant structures.
Given a client scenario with anatomical and neurobiological deficits, anticipate the difficulties the client might have in the physical context.
2. Apply the principles of the physics of movement to occupation.
Given a client scenario, apply concepts of force systems (composition of forces, resolution of forces, lever systems, and mechanical advantage).
3. Analyze and interpret the biomechanics of occupation.
Given an occupation, analyze and interpret equilibrium, osteokinematics (planes and axes), movements, joint classifications, accessory motion of bone surfaces, kinematic chains, prime movers, and types of muscle contraction.
Given an occupation, analyze and interpret external forces of gravity, balance and stability, friction, magnitude of external force, and muscle strength forces.
4. Perform standardized and non-standardized assessment related to human motion.
Given a client [client scenario], select and perform range of motion evaluation, manual muscle test, grip and pinch strength evaluation, and screening evaluations as needed.
5. Apply principles of biomechanics necessary for safe performance of physical tasks.
Given a client [client scenario], instruct in sit-to-stand, stand-to-sit, surface-to-surface transfers, lifting tasks, and repetitive motion tasks.
6. Describe and explore motor control and motor learning theories.
Given a client [client scenario], identify and describe motor control and/or motor learning theory.

Overview of GRADING

<u>Graded item</u>	<u>Points</u>	<u>Percent</u>	<u>Record of My Points</u>
Online quiz 1	40	4%	_____
Online quiz 2	40	4%	_____
Online quiz 3	40	4%	_____
Online quiz 4	40	4%	_____

Online quiz 5	40	4%	_____
Written Exam 1	100	10%	_____
Written Exam 2	100	10%	_____
Written Exam 3	100	10%	_____
Written Exam 4	100	10%	_____
Written Exam 5	100	10%	_____
Performance Exam 1	100	10%	_____
Performance Exam 2	100	10%	_____
Performance Exam 3	100	10%	_____
Total	1000	100 %	_____

Grading Scale

Grade	Percent	Grade definition	Quality points
A	90-100%	Excellent	4.0
B	80-89%	Good	3.0
C	70-79%	Average	2.0
D	60-69%	Below average	1.0
F	below 60%	Failure	0.0

GENERAL GUIDELINES for ASSIGNMENTS, QUIZZES, AND EXAMS

- Scoring may be adjusted depending on the performance of the class.
- Students may calculate their grades at midterm or at any point during the course as follows:
total points earned divided by total points possible = percentage
- Generally no make up exams are given. If you miss an exam and you have an excused absence [acceptable reason / written documentation as determined specific to this course], then the average of your written exams will be entered as the missing score. If your absence is not excused, then a score of 0 will be recorded.
- All exams and assignments must be submitted by the specified due date and time to receive full credit.
- Assignments turned in late will be penalized 10% for each day late if approval to submit the assignment/exam is provided.
- No assignments will be accepted after the close of the last regularly scheduled meeting of the course.
- Exams may be multiple choice, true-false, short essay, skill performance, have a section that is completed before class, other format. You will be given specific directions in class.
- Written assignments [if included] must:
 - use correct grammar, spelling, and punctuation
 - include proper identifying information on the title page (student name, student email and address, course number/title; title of the assignment)
 - be written in a clear and concise manner
 - be organized with side headings
 - use APA style manual (5th edition) guidelines
 - include all items specific to the assignment
 - be typed or word processed [such as Discussion Board]
 - meet or exceed the minimum length requirement
- Performance exams will group people in testing times. You must be on time to your exam time. A list of all possible performance exam items will be distributed in class for your study and practice. You will be tested on a random selection of items.
- Activity Analysis: This will be addressed in class, exams, and discussion board.
- Questions: please keep a list of your questions. Try to look up the answers in your textbook. If you are still not sure of the correct answer, give me your list in writing.
- Attendance and participation per the course syllabus is expected. More than two absences, excused or unexcused, may result in lowering the course grade. Participation includes prompt and regular attendance, no cell phones / texting during class, no excessive side-talking or disturbing classroom neighbors, and no working on non-class items.

GRADING AND FEEDBACK

- Grading and posting of exam scores is generally done within 10 [or fewer] days after the exam.
- Grading of online quizzes is automatic.
- Feedback for the course exams and assignments is given in group, aggregate format and posted in Announcements.
- Feedback [student-to-student] on assignments may be included in the course to continue discussion and promote student learning.

ACADEMIC HONESTY AND INTEGRITY POLICY Academic dishonesty will be defined and handled according to the policies on academic honesty in the EKU. Students are reminded that they are to abide by the Academic Honesty and Integrity Policy. Information is included in the Department Student Handbook, EKU Student Handbook, and EKU Academic Integrity website.

ATTENDANCE AND PARTICIPATION

- Attendance and participation are expected and are intended to help you learn the essential content of this course. Due to

- space limitations, you must attend with the section in which you are registered.
2. Informal dress may be needed to actively participate. This included comfortable, loose fitting clothing to move and demonstrate motions. It may include T-shirts, muscle shirts, or shorts to practice evaluation skills (this will be discussed in class).
 3. If you need to miss class, you are expected to provide notification (email is fine). This is good practice for clinical / fieldwork courses and job performance.
 4. If you have special situations arise that affect your attendance and participation, please discuss this with me in person.
 5. More than two absences, excused or unexcused, may result in lowering the course grade

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

EXPECTATIONS FOR OUTSIDE WORK As per University policy, 3 hours outside preparation for each credit hour is expected (per week). In this course there are 4 hours of in-class lecture/active learning per week. The average student can expect that an additional 9 hours of study is needed per week in this course.

OCCUPATIONAL SCIENCE PROGRAM OTS 362 Human Motion for Activity - The course is intended to provide you with the opportunity to learn knowledge and skills needed by occupational therapists in clinical practice. This material is important for success on the certification exam, clinical fieldwork, and practice. OTS 362 Analysis of Human Motion is part of the occupational science major. Occupational science is a foundational science to support the practice of occupational therapy.

Although kinesiology is applied in many fields of study in different ways, the emphasis in this course is concepts and applications needed by occupational therapists.

This course will contribute to your success on Cycle 2 Outcomes: occupation, reasoning, diversity, communication, and professional identity.

Examples of how this course applies to the curriculum design:

Occupation – analysis of occupation emphasizes biomechanical and musculoskeletal applications.

Reasoning – clinical problem-solving in evaluation and instruction of others require selection of best practice methods.

Diversity - evaluation, instruction, and interaction with others that is nondiscriminatory. Evaluation, instruction, and interaction with others illustrate awareness of diversity issues.

Communication – clear directions are given to others when performing evaluation and instruction to apply course concepts. Written work is clear, accurate, and properly cited.

Professional identity – in performance exams, proper clinic dress and professional skills are demonstrated.

Materials for this course

This course uses computer (Blackboard) features, library resources, two textbooks; in-class anatomical learning aids and a variety of clinic equipment. The Learning Resource Center has CD/DVD resources and anatomical models for review of course-related material.

Use of Blackboard

This course will use Blackboard. It is a “blended course” in that web-based and classroom [lecture/discussion/active learning] experiences are included.

You must regularly read Announcements. Course Documents, Assignments, and Grade Book features will be used regularly. Discussion Board may be included as needed.

Prerequisite: BIO 271 is a required prerequisite for this course. You are strongly encouraged study the Rybski and Clarkson textbooks as these include anatomical review in addition to kinesiology concepts.

Online Quiz – The five online quizzes are timed. You may access each quiz twice. You must work independently. The quiz for all sections is available from Thursday [6 am] to Saturday [noon].

Last Day to drop a course: Please refer to the ***Colonel's Compass*** for the date. <http://www.registrar.eku.edu/schedule/>

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Occupational Therapy <hr/> College Health Sciences <hr/> *Course Prefix & Number OTS 479S <hr/> *Course Title (30 characters) Equine Assisted Activity <hr/> *Program Title _____ (Major __, Option __; Minor __; or Certificate __)	
*Provide only the information relevant to the proposal.		
Proposal Approved by:		
	Date February 16, 2010	Date NA
		Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs 1/20/11
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Create service-learning course OTS 479S A. 2. Effective date: Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: This elective course has evolved over the years from a course <i>about</i> therapeutic riding to a course that involves students directly and immediately in service for the organization that provides equine assisted activities and Hippotherapy and includes an overarching significant learning process.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

	New or Revised* Catalog Text (*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) OTS-479S: <u>Equine Assisted Activity (3) A. Explores equine assisted activity, therapeutic horseback riding, equine facilitated mental health, and Hippotherapy. Content includes supervised service learning experiences with individuals of varying ages and conditions in a horse related environment. Credit will not be awarded for both OTS 479 and 479S.</u>
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Part IV. Recording Data for New or Revised Course (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	479S	Fall 2011	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
Lecture & Lab combined		N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	None
Course Prefix and No.	

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

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

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

Course Prefix and No.	
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.	OTS479
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)			

Service Learning Course Application

Department submitting application Occupational Therapy

Date of Submittal 1/15/10

Name of faculty teaching this course Kathy Splinter-Watkins

Email kathy.splinter-watkins@eku.edu Phone 859-622-6322

Course name and number OTS-479S

Number of credit hours 3

Check the appropriate box: New Course Existing Course

Will other sections of the course be offered without service-learning? Yes No

How many sections of the course will be offered? one (1) section

What community organization/agency will the students be working with? How did you determine their need?

The students in this course will be working with Central Kentucky Riding for Hope (CKRH), located in Lexington, KY. This organization has an ongoing need for volunteers to sidewalk with individuals with disabilities and the horses. I have been consulting and providing volunteer services with this organization for 20 years. It has now moved to a new indoor facility and has changed from an active 5-6 month program to a year round program, thus the increased and continual need for volunteers throughout the year.

How many hours of service per semester will students be required to complete?

16 - 20 hours of service per semester will be required depending on the needs of the facility

What reflective assignment(s) will students be required to complete?

The students will be required to complete weekly reflective blogs, various discussion board topics on line through Blackboard and 4 structured reflective papers that are handed in.

Have you incorporated an experiential educational activity that is connected to academic content as described in the syllabus?

Yes No

Additional comments to complement the syllabus: This course has evolved over the years from a course about therapeutic riding industry to a course involving students directly and immediately in service for the organization that provides equine assisted activities and Hippotherapy for those with disabilities and includes an overarching significant learning process.

Department Chair: Colleen Schneck Date: 1-26-10

Service-Learning Committee Approval: Approved Denied Date: 02-10-10

Signatures: J. Scott Townsend Lisa P. Cox
Lisa Cox &/or Scott Townsend, EKU Service-Learning Committee Co-Chairs

LEARNING TO EMPOWER LIVES THROUGH OCCUPATION

EASTERN KENTUCKY UNIVERSITY
Department of Occupational Therapy
Syllabus for OTS 479S, Equine Assisted Activity, CRN 24058
3 credit hours SPRING 2010

Kathy Splinter-Watkins, MOT, OTR/L, HPCS, FAOTA
Office: Dizney 136
Phone: 622-6322; 622-3300
Kathy.Splinter-Watkins@eku.edu

Catalogue Course Description: Explores equine assisted activity, therapeutic horseback riding, equine facilitated mental health, and hippotherapy. Content includes supervised service learning experiences with individuals of varying ages and conditions in a horse-related environment.

Prerequisites:

- It is recommended that students complete basic CPR and First Aid training.
- Previous horse experience is recommended, but not required.

Text: Engel, B. T., & MacKinnon, J. R. (Eds.). (2007). *Enhancing human occupation through hippotherapy: A guide for occupational therapy*. Bethesda, MD: AOTA Press.

Additional journal articles and/or texts may be used as appropriate.

Student Learning Outcomes:

Upon completion of the course, the learner will:

1. Define and discuss the various terms, key concepts, and perspectives associated with the equine activity and therapy industry.
2. Recognize and differentiate the different methods of horse partnership for effective equine assisted activity and therapy.
3. Understand and analyze the movement and sensory system of the horse as it relates to human movement and cognitive behavioral responses.
4. Incorporate knowledge of the horse and disabilities with hands-on participation (service learning) in therapeutic horseback riding or hippotherapy sessions.
5. Distinguish various possibilities for personal and professional involvement in the fields of equine assisted activity, therapeutic riding industry, or occupational therapy with a clinical emphasis in hippotherapy.
6. Discover and critique various resources, evidence of effectiveness, and references for future involvement and education.

Evaluation Methods:

- **30%** Participation in service learning with Central Kentucky Riding for Hope (CKRH), minimum of 20 hours exclusive of travel.
- **15%** Individual self evaluation of participation and observation through posted reflective assignments on Blackboard online component.
- **20%** Discussion board or blog topics will be via Blackboard online component on various assigned topics and/or questions. Responses are to be to instructor and to at least two other classmates.
- **20%** Topical evidence paper consists of an in depth exploration of a chosen or assigned topic relevant to equine assisted activity. The paper will be 5-7 pages in length and must follow American Psychological Association (APA) format.
- **10%** Final class presentation consists of a classroom presentation of the topical evidence paper.
- **5%** Professional participation assessment

Student Progress:

All grades will be posted to Blackboard. Midterm grades will be available prior to the last withdrawal date.

Grades: A = 90 – 100% B = 80 – 89 % C = 70 – 79% D = 60 – 69% F = Below 59%

Attendance/Participation:

Students are expected to be in class except when unavoidable circumstances occur. This is a class that requires your presence for discussions and service learning. If you must miss a class, you are responsible for 1) notifying the instructor at least a day in advance, 2) arranging with a classmate to obtain any information or handouts for that day, and 3) notifying CKRH (859-231-7066) that you will not be present, if the class is scheduled for the Horse Park.

Participation consists of not only presence in the classroom and the off-campus therapeutic riding center, but also appropriate involvement with the riders, volunteers, staff, and caregivers. Participation also includes safe and professional conduct, discussion during class time, and most importantly, respect of confidentiality.

Important Dates:

The last day to withdraw from this course is 3/20/10.
Midterm grades are determined by assignments completed by 3/5/10.

Standardized Disability Statement for Course Syllabi: 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 e-mail at diserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

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

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

Course Requirements:

- Grading will be based on attendance & participation, discussion board assignments, a topical evidence paper and final class presentation.
- Students must purchase Professional Liability Insurance for Health Science students through University registration (PLI-0000).

Guidelines for Assignments:

1. All assignments are to be turned in at the beginning of the class period on the due date. Exceptions must have prior approval of instructor.
2. Assignments turned in late will be penalized one full grade for each day late.
3. No assignments will be accepted after the close of the last regularly scheduled meeting of the course.
4. Written assignments must use correct grammar, spelling and punctuation.
5. All assignments must be completed in order to pass the course.

Expectations for Outside Work

As per University policy, 3 hours outside preparation for each hour of class will be expected.

COURSE OUTLINE:

Date	Topic	Readings/Assignments
<u>Week of:</u> January 9	CKRH Volunteer Orientation 1 - 4 pm	
January 11	Overview of course Introduction to equine assisted activity Historical perspective of therapeutic riding/EAA/HPOT Defining terms	

January 16 – March 26	Meet at CKRH (KY Horse Park)** Volunteer for assigned session	Respond to Blog or Discussion Board prompts in Bb Self Evaluations 1-5 Assigned readings/handouts
March 29	Review of TR/HPOT sessions Understanding horses	On campus – D-200
April 5	Theoretical background Analysis of sensory Analysis of movement	Assignment: Topical Evidence Paper On campus – D-200
April 12	Program visitation & assessment	Community assignment
April 19	Assessment of the horse (lab)	KY Horse Park
April 26	Career/educational possibilities	Topical Evidence Paper Due Triad Farm
May 3	FINAL PRESENTATIONS	Topical Evidence Papers Presented & discussed 3:30 – 5:30 pm D-200

Schedule:

SPRING SEMESTER: The first lecture class will be held at EKU in D-200 on Monday, 1/11/10. Volunteer Orientation will be held on Saturday, January 9, 1 – 4 pm at CKRH. For the Spring Semester, the first portion of the class will be held at Central Kentucky Riding for Hope at the Kentucky Horse Park and includes service learning involvement with participants of varying ages and conditions in combination with the equine environment in a series of therapeutic riding sessions or hippotherapy sessions (January 16 – March 26).

The second portion of the course will be held at EKU, D-200 in the Disney Building and will focus on the therapeutic partnership with the horse, analysis of horse movement, the various methods of therapeutic interaction and teamwork within the equine environment, equipment, terms and key concepts regarding equine assisted activity.

Lab location:

Central Kentucky Riding for Hope (CKRH)
Kentucky Horse Park
1089 Iron Works Pike, Lexington, KY 40504
859-231-7066 www.CKRH.org
Contact persons: Joan Wilcoxon, Volunteer Coordinator
Denise Spittler, Program Director

Directions: Driving to the Kentucky Horse Park will take approximately 45 minutes.

From Richmond:

- Take I-75 North to exit 120 (Kentucky Horse Park)
- Go right onto Iron Works Pike and turn left into the Kentucky Horse Park entrance.
- Just past the guard shack, follow around the circle to go left onto Cigar Lane. (If someone is in the guard shack, tell them you are with CKRH)
- Turn left onto Walt Robertson Drive. Follow this past the new arena to Central Kentucky Riding for Hope.
- Turn right into the second drive and park on the gravel lot. Come in “Volunteer” entrance. Watch for signs.

EKU WILL DEVELOP INFORMED, CRITICAL & CREATIVE THINKERS WHO COMMUNICATE EFFECTIVELY (EKU Quality Enhancement Plan, 2009).

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Occupational Therapy <hr/> College Health Sciences <hr/> *Course Prefix & Number OTS-479 <hr/> *Course Title (30 characters) Equine Assisted Activity <hr/> *Program Title (Major __, Option __; Minor __; or Certificate __)	
*Provide only the information relevant to the proposal.		

Proposal Approved by: Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> College Curriculum Committee General Education Committee* Teacher Education Committee*	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; border-bottom: 1px solid black;">Date</th> <th style="text-align: center; border-bottom: 1px solid black;">Date</th> </tr> <tr> <td style="border-bottom: 1px solid black;">February 16, 2010</td> <td style="border-bottom: 1px solid black;">NA</td> </tr> <tr> <td style="border-bottom: 1px solid black;">11/10/10</td> <td style="border-bottom: 1px solid black;">WITHDRAWN</td> </tr> <tr> <td style="border-bottom: 1px solid black;">NA</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">NA</td> <td style="border-bottom: 1px solid black;"></td> </tr> </table>	Date	Date	February 16, 2010	NA	11/10/10	WITHDRAWN	NA		NA		Graduate Council* Council on Academic Affairs Approved Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
Date	Date											
February 16, 2010	NA											
11/10/10	WITHDRAWN											
NA												
NA												

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

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

A. 1. Specific action requested: Drop course A. 2. Effective date: Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: OTS479S replaces OTS479

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

New or Revised* Catalog Text (*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) OTS-479: Equine Assisted Activity (3) A. Explores equine assisted activity, therapeutic horseback riding, equine facilitated mental health, and Hippotherapy. Content includes supervised service learning experiences with individuals of varying ages and conditions in a horse related environment.
--

Curriculum Change Form

Part I

(Check one)	Department Name	Occupational Therapy
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	OTS 855S
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	The Role of OT & the Aging Adult
<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	2/16/10	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	11/10/10	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
<p>*If Applicable (Type NA if not applicable.)</p> <p>**Approval needed for new, revised, or suspended programs</p> <p>***Approval/Posting needed for new degree program or certificate program</p> <p>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Create a service-learning course, OTS 855S, to replace OTS 855.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2011</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>To provide occupational therapy graduate students an opportunity to enroll in an elective service-learning course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

<p style="text-align: center;">New or Revised* Catalog Text</p> <p>(*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p>OTS 855S The Role of OT & the Aging Adult. (3) A. Prerequisite: OTS 820 or departmental approval. Advanced study of occupational therapy's role in delivering services to the aging adult in emerging/innovative programming.</p> <p><u>Identification and analysis of factors which promote/hinder quality of life. Credit will not be awarded for both OTS 855 and 855S.</u></p>
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Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	855S	Fall 2011	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
L (Lecture with Lab included)		N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	OTS 820 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.	OTS 855
Course Prefix and No.	
Course Prefix and No.	

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

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

OTS 855 Revised Student Learning Outcomes for Service-Learning Designation
Used ~~strike through~~ for deletions and underlines for additions.

STUDENT LEARNING OUTCOMES:

Upon completion of the course the learner will:

1. Analyze the various roles and methods of OT service provision in emerging models of geriatric care, including medical, residential and community settings.
2. Synthesize the positive means of responding to the changing state of health care and occupational therapy's role with the aging adult.

~~Analyze the impact of the financial and legislative environment on the occupational therapy profession.~~

3. Analyze and critique ~~gerontological~~ trends and research in occupations unique to older adults.
4. Integrate the value of occupation in promoting quality of life ~~with~~ for the client, ~~consumer~~-family and caregivers.

~~Design a practice model to foster occupation, which acknowledges emerging trends of inter-professional collaboration and consumer core values.~~

5. Integrate elements of the service learning experience as those occur in an authentic context of collaborative geriatric practice.
6. Utilize critical thinking to enhance quality of life for aging adults in contexts of marginal resources, supports and opportunities for engagement.

Eastern Kentucky University
 Department of Occupational Therapy
 Syllabus for OTS 855: Role of Occupational Therapy and the Older Adult
 CRN:13072, 3 Credit Hours, Fall 2010

Course Instructor:

Dory Marken, PhD, OT/L Dizney 201B, 859-622-3300 Dory.marken@eku.edu

Course Meets:

6:00 – 8:45 PM, Monday, D200, or alternatively, 1:00 – 4:00 PM, Friday, Eastern State Hospital

Catalogue Course Description:

Prerequisite: OTS 820 or departmental approval. Advanced study of occupational therapy’s role in delivering services to the aging adult in emerging/innovative programming. Identification and analysis of factors which promote/hinder quality of life.

Text:

Coppola, S., Elliott, S. J., & Toto, P. E. (2008). *Strategies to advance gerontology excellence: Promoting best practice in occupational therapy*. Bethesda, MD: AOTA Press.

Student Learning Outcomes:

Upon completion of the course the learner will:

Student Learning Outcome:	Theme	ACOTE Standard
7. Analyze the various roles and methods of OT service provision in emerging models of geriatric care, including medical, residential and community settings.	Professional Identity	B.6.5.
8. Synthesize the positive means of responding to the changing state of health care and occupational therapy’s role with the aging adult.	Diversity	B.2.3.
9. Analyze and critique trends and research in occupations unique to older adults.	Reasoning	B.8.1.
10. Integrate the value of occupation in promoting quality of life for the client, family and caregivers.	Occupation	B.2.5.
11. Integrate elements of the service learning experience as those occur in an authentic context of collaborative geriatric practice.	Reasoning	B.2.7., B.2.11
12. Utilize critical thinking to enhance quality of life for aging adults in contexts of marginal resources, supports and	Reasoning	B.2.9.. B.3.3.

Service Learning Assignment: This is a service-learning course described by the University as: "an experiential educational method in which students participate in an organized service activity meeting community needs and reflecting on the service activity in such a way as to develop critical thinking skills and develop an enhanced sense of civic responsibility." Students enrolled in this course will participate in a minimum of 15 hours of one-on-one interaction with older individuals who reside at Eastern State Hospital for the purposes of a) developing an understanding of the aging process while b) providing residents carefully designed opportunities for engagement in meaningful occupation.

Students are required to a) attend an orientation to the Gragg 1 Geropsych Unit at Eastern State Hospital, and b) provide verification of immunizations and Kentucky State Police Background Check prior to initiation of the learning experience.

This experiential course blends classroom instruction and community placement in a way that benefits older persons in a residential setting who have limited access to social and financial supports. One anticipated outcome is student appreciation of their social responsibility to diverse populations as they apply and examine concepts addressed in class to their own experience of serving others. A second anticipated outcome is resident satisfaction with individual and group activities that meet their needs for satisfying social interaction and the advantage of a comprehensive plan for transition to home and community.

Personal Journal: In addition to the designated activities conducted during this course, each student is required to keep a personal journal of the community experience written according the principles of critical reflection. The journal will be submitted at the assigned dates indicated on the topic outline.

There is no minimum or maximum length to entries, but each entry must be formatted to include the following: Date, time and nature of your activity. Following a brief description of the activity your written reflection may touch on the following points:

What did I learn from this activity?

What part of the experience proved most challenging?

Critique your performance and preparation. What to do different next time?

What feedback did you receive from a supervisor, residents or student peers?

Critique your ability to work as a group member. Are you a desirable group member? What do you tend to bring to a working group of peers? How can you improve?

Describe a situation when you demonstrated reflection-in-action; that is, to attend closely to what is happening and alter actions as the situation unfolds.

Evaluation Methods:

Completion of DCPA Series 1 as an AFA Qualified Dementia Care Provider	50
Completion of DCPA Series 2 as an AFA Qualified Dementia Case Specialist	50

Recitation Co-Leader	25
Recitation Participant	30

Service-Learning Assignment:

- | | |
|---|----|
| • Evaluation Summary (Profile, ACLS, ADM and observation) | 50 |
| • Presentation of Modification of Activity Demands | 25 |
| • Implementation of Individual Occupation-Based Activity | 25 |

- Presentation of Modification of Activity Demands for Group 25
- Implementation of Group Occupation-Based Activity 25
- Development of Individual Transition Plan 50
- Presentation of Individual Transition Plan 25
- Reflective Journal 25

Grading Scale:

Final grades will be assigned according to the following scale:

Letter:	Numerical Value:	
A	90 – 100	B 80 – 89 C 70 – 79 D 60 – 69

All assignments must be completed to pass the course.

Student Progress:

Students will be notified of their progress via BB (a numerical grade) plus written feedback on each assignment throughout the semester. Any student wishing for more specific information regarding his/her progress in the course is invited to meet with the instructor.

Attendance Policy:

Attendance is expected in this course with students prepared and actively engaged in all classroom and community service-learning experiences. Since this is a service-learning class, students cannot be excused from the assigned service times. The people being served depend upon your attendance. Students missing service assignments will fail the course unless extreme circumstances can be documented.

Last Day to Drop the Course:

August 29 is end of Add/Drop period: Last day to drop a full semester course without a "W" appearing on the university transcript, last day to register for or add additional full-semester courses. Last day for full tuition refund.

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

Official E-mail:

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

Course Requirements:

This elective service-learning course is comprised of four integrated parts designed to build student skills in direct care as well as provide consultative service to a population of older adults. Requirements are to a) complete DCPA Series 1 and 2 to establish a firm understanding of memory loss, b) evaluate a person by completing an occupational profile, observation and administration of the ACLS and ADM, then c) based on evaluation results modify activity demands of a selected occupation for an individual and group, and d) develop a comprehensive transition plan to facilitate an older person's participation in meaningful activities in home and community contexts and communicate the transition plan to members of the interdisciplinary treatment team.

Course Outline:

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
August 23 Monday	Trends Shaping Delivery of Health Care for Older Adults <ul style="list-style-type: none"> • Course Review • Recitation Schedule 	Blog Introduction by Noon August 27th
<i>August 29 End of Add/Drop. Last day to drop course without "W" on transcript.</i>		
August 30 Monday	Recitation 1: Evaluating Occupational Performance of Older Adults Role of OT as Practitioner: Evaluation and Intervention <ul style="list-style-type: none"> • ACLS-5 DCPA Series 1 <ul style="list-style-type: none"> • Basic Understanding of Dementia • Management of Activities of Daily Living • Management of Behavioral Problems • Principles of Basic Care 	Coppola Ch. 14 Reading ¹² Review Allen's Cognitive Disability Model and Allen Cognitive Level Tests
September 3 Friday	Student Service-Learning at Eastern State Hospital (1)	
September 13 Monday	Recitation 2: Occupations of Older Adults Role of OT as Practitioner: Evaluation and Intervention <ul style="list-style-type: none"> • ADM 	Coppola Ch. 3 DUE: Series 1 Exam
September 20 Monday	Recitation 3: Health Conditions Associated with Aging DCPA Series 2 <ul style="list-style-type: none"> • Understanding the Aging Mind • Basic Brain Function • Common Neuropsychiatric Disorders • Evaluation of Individuals with Dementia 	Coppola Ch. 8

¹ Warchol, K. (2000). The challenge of dementia care. *OT Practice Online* [BB Course Documents]

² Life Story Information Gathering Tool [BB Course Documents]

October 1 Friday	Student Service-Learning at Eastern State Hospital (2) DCPA Series 2 <ul style="list-style-type: none"> • Cognitive Symptoms of Dementia • Psychiatric Symptoms of Dementia • Behavioral Problems Associated with Dementia 	Reflective Journal
October 8 Friday	Student Service-Learning at Eastern State Hospital (3) DCPA Series 2 <ul style="list-style-type: none"> • End of Life Care • Vascular Dementia and Diffuse Lewy Body Disease • Forms of Dementia 	Reflective Journal
October 11	No Class – Fall Break	
October 18 Monday	Presentation of Individual OB Intervention Utilizing Principles of Person-Centered Dementia Care	DUE: Written Intervention Plan DUE: Series 2 Exam
October 29 Friday	Student Service-Learning at Eastern State Hospital (4)	Reflective Journal
<i>October 29</i>	<i>Last day to withdraw from the University</i>	
November 1 Monday	Recitation 6: Importance of Context to Occupation <i>Fall Proof</i> – A Comprehensive Balance and Mobility Training Program	Coppola Ch. 12
November 8 Monday	Presentation of Group OB Intervention	DUE: Written Group Intervention Plan
November 12 Friday	Student Service-Learning at Eastern State Hospital (5)	
November 15 Monday	Recitation 7: Outcomes Measurement Skin / Wound Care and Therapeutic Surfaces	Coppola Ch. 16
November 29 Monday	Principles of Discharge Planning: Documentation Standards & Community Resources Intervention Approaches for the Medically Fragile Client <ul style="list-style-type: none"> • Splinting the Geriatric Hand 	DUE: Written Transition Plan
December 10 Friday	Role of OT as Consultant: Presentation of Transition Reports to Geropsych Team at Eastern State Hospital (6)	Reflective Journal

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major __, Option __; Minor __; or Certificate __)	Occupational Therapy Health Sciences OTS855 Equine Assisted Activity _____
*Provide only the information relevant to the proposal.		

Proposal Approved by: Departmental Committee _____ <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Date February 16, 2010 _____	Graduate Council* Council on Academic Affairs Approved _____ Disapproved _____ Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	Date 12/17/10 WITHDRAWN _____ _____ _____ _____ _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

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

A. 1. Specific action requested: Drop course A. 2. Effective date: Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: OTS855S replaces OTS855	

C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None
--

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

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

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

Editorial Change - Curriculum Form

CAA Approved 1/20/11

Faculty Senate Approved 2/7/11 **(Present only one curriculum editorial change per form)**

Board of Regents Approved 4/18/11

(Complete only the section(s) applicable.)

Part I

Department Name	Occupational Therapy
College	Health Sciences
*Course Prefix & Number	
*Course Title (30 characters)	
*Program Title	Occupational Therapy M.S.
	(Major <u>X</u> , Option __; Minor __; or Certificate __)
*Provide only the information relevant to the proposal.	
Original Proposal Approved by the Council on Academic Affairs on	Date: 1/20/11
Grad Council 12/17/10	

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

A. 1. Specific action requested: Add "S" to Option 1 and 3 beside OTS855 which is now a service learning course

A. 2. Effective date: Fall 2011

Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.

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

**DEPARTMENT OF
OCCUPATIONAL THERAPY**

Dr. Colleen Schneck, Chair

Master of Science in Occupational Therapy

Pages 88-89, 2010-11 *Graduate Catalog*

III. PROGRAM REQUIREMENTS

Program Option 1

Core Courses.....29 hours

OTS 820, 822, 824, 830, 832, 836, 850, 880.

Electives.....3 hours

OTS 720, 825, 835, 837, 851, 852, 853, 855 or 855S, 862, 863, 864, 865, 866, 870, 875, 882, 883, 884, 885, 890.

Research.....9 hours

Non-thesis

OTS 896 and an elective.

Comprehensive examination required (GRD887d).

OR

Thesis

OTS 898, 899, GRD888c.

Field Work.....18 hours

OTS 821, 831, 845, 846, 847, 871.

A minimum of 56 semester hours of graduate credit is required.

Program Option 2

After completion of transition prerequisite course work and admission to the graduate program, Option 2 students complete program requirements for Option 1.

Program Option 3

Core Courses.....15 hours

OTS 834, 836, 853, 870, 880.

Electives/Cognates.....6 hours

OTS 720, 825, 837, 851, 852, 853, 855 or 855S, 862, 863, 864, 865, 866, 875, 882, 883, 884, 885, 890.

Cognates may be selected from related areas such as Business, Special Education, Therapeutic Recreation, Education, Nutrition, Child Development, Psychology, Sociology, etc.

Research.....9 hours

Non-thesis

OTS 875, 896 and an elective.

Comprehensive examination required (GRD887d).

OR

Thesis

OTS 875, 898, 899, GRD888c.

A minimum of 30 semester hours of graduate credit is required.



EASTERN KENTUCKY UNIVERSITY

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College of Justice and Safety
"A Program of Distinction"
Department of Criminal Justice
Correctional/Juvenile Justice Graduate Studies
www.eku.edu

467 Stratton Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-5086
FAX: (859) 622-1549

Memorandum

To: Dr. Norm Spain, Associate Dean
From: Dr. Peter Kraska, Graduate Program Coordinator
Date: January 5, 2011
Subject: **CAA Curriculum Items**

The following curriculum change requests for the Correctional/Juvenile Justice Graduate Studies Program were approved during the December Graduate Council meeting and are now ready to forward to the Council on Academic Affairs for consideration during their January meeting.

The Correctional & Juvenile Justice Studies Department was dissolved into the Criminal Justice Department in January, 2010. As a result, the existing Correctional/Juvenile Justice Graduate Studies Program required revision to reflect a curriculum suitable to the new department that houses the graduate program. As a result, the graduate program faculty met and came to consensus on a new program, Adult, Juvenile, and Community Corrections Leadership. The new curriculum includes the following revisions:

- Change the core course requirements from 24 hours to 15 hours
- Change the elective course requirements from 6 hours to 15 hours
- Remove the thesis or comprehensive examination option and add a capstone applied research project as the exit requirement
- Revise existing courses, create new courses, and delete one course no longer needed in the curriculum
- Revise the certificate program option

Program Revision	CJJS to AJCC Leadership	Page 1
Course Dropped	COR 806	Page 5
New Course	COR 809	Page 8
Course Revision	COR 810	Page 18
New Course	COR 812	Page 27
Course Revision	COR 818	Page 36
Course Revision	COR 820	Page 45
New Course	COR 825	Page 54
New Course	COR 826	Page 65
New Course	COR 827	Page 73
New Course	COR 828	Page 81
Course Revision	COR 830	Page 87
Course Revision	COR 835	Page 95
Course Revision	COR 840	Page 103
Course Revision	COR 850	Page 111
Course Revision	COR 856	Page 119
New Course	COR 857	Page 127
New Course	COR 878	Page 136



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	Criminal Justice
<input type="checkbox"/> New Course (Parts II, IV)	College	Justice & Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Ó[!!^&ç) aPX ç^} á/Á • ç^ÁÜç áá• Á ÈÈÈ
<input type="checkbox"/> New Program (Part III)		(Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input checked="" type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date	Date
Departmental Committee	6/28/10	Graduate Council* 12/17/10
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs 1/20/11
College Curriculum Committee	11/9/10	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*		Faculty Senate** 2/7/11
Teacher Education Committee*		Board of Regents** 4/18/11
		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.)
 To revise the existing Correctional/Juvenile Justice Graduate Studies Program into the Adult, Juvenile & Community Corrections Leadership Graduate Program, revise the Certificate in Adult/Juvenile Correctional Leadership, and revise/create/delete courses.

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

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

B. The justification for this action:
 The Correctional & Juvenile Justice Studies Department was dissolved into the Criminal Justice Department in January 2010. As a result, this program revision will reflect a curriculum suitable to the new department that houses the graduate program. Additionally, the existing program experienced difficulties attracting and retaining an adequate number of professional students. These program/curriculum revisions will address those issues. This revision includes revising the certificate program option.

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.)

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.)

Department of Criminal Justice

Dr. Victor E. Kappeler, Chair
(859) 622-1978
Stratton Building, Room 467

Dr. Peter Kraska, Graduate Program Coordinator
(859) 622-1980

MASTER OF SCIENCE ~~Correctional/Juvenile Justice Studies~~ Adult, Juvenile, & Community Corrections Leadership

CIP Code: 43.0102

I. GENERAL INFORMATION

The Department of Criminal Justice offers Master of Science degrees in ~~Correctional/Juvenile Justice Studies~~ Adult, Juvenile, & Community Corrections Leadership and Criminal Justice. Graduates of the program are expected to demonstrate advanced-level critical and analytical thinking; to apply principles from multiple academic disciplines to problems in ~~corrections and juvenile justice~~ adult, juvenile, and community corrections in an effort to formulate creative solutions; and to respect, evaluate, and synthesize information from diverse sources; ~~and to communicate effectively with both client and professional audiences.~~ A central goal is to develop the student's leadership/communication/critical thinking skills in order to improve their administrative effectiveness. Further, graduates are required to show competency in the following areas: (1) the historical, theoretical, and legal foundations of the field; (2) the methods of gathering and analyzing information for research purposes; (3) knowledge of the major bases of literature; and (4) the ability to ~~assume positions of responsibility and leadership in correctional and juvenile justice agencies~~ function responsively in leadership positions within adult, juvenile, and community corrections agencies.

II. ADMISSION REQUIREMENTS

Applicants must (a) meet the requirements of the Graduate School; (b) hold a baccalaureate degree from an accredited institution; (c) have achieved an undergraduate grade point average (GPA) of 3.0 overall or in the last 60 hours of the baccalaureate program; (d) have a combined Graduate Record Examination (GRE) score of at least 1250 under the GRE scoring system in use until October 1, 2002 or a combined verbal and quantitative score of at least ~~800~~ 850 and an analytical writing score of at least ~~3.0~~ 4.0 under the scoring system in use after October 1, 2002; and (e) have ~~three~~ two persons qualified to assess the applicant's potential for graduate work submit letters of recommendation directly to the Graduate Coordinator in the Department of Criminal Justice (Stratton 467). Applicants who do not meet these GPA or GRE requirements, but who otherwise demonstrate promise for successful graduate study, may be granted probationary admission, but such applicants must comply with all requirements of the Graduate School regarding probationary admission.

Online Course Work — The Master of Science in ~~Correctional/Juvenile Justice Studies~~ Adult, Juvenile, & Community Corrections Leadership ~~may~~ must be completed online. ~~In addition to satisfying all other admission requirements (see above), admission to the online program requires that students reside at least 60 miles from campus or, if they reside closer, to demonstrate a rationale that is satisfactory to the department for pursuing requirements online.~~ Contact the ~~Correctional/Juvenile Justice Graduate Studies~~ Graduate Program Coordinator for additional details.

III. PROGRAM REQUIREMENTS

Prerequisites — ~~Students lacking undergraduate coursework or practical field experience will be required to take the following undergraduate coursework either prior to or simultaneously with enrollment in the corresponding graduate course(s): COR 311 required for COR 820 and COR 201 required for COR 830, 835, 840, 850, and 856.~~

A minimum of 30 semester hours of graduate credit is required. A maximum of nine hours of approved, outside credit may be transferred to this degree program. All outside credit must be approved by the Department Graduate Committee.

Core Courses.....24 15 hours
COR 808, ~~809~~, 810, 818, ~~820 (or 840)~~, 830, 835, ~~850~~, and ~~856~~ 878.
~~Thesis or Additional COR/Approved Electives~~.....6 15 hours
Exit Requirement
GRD 898a (0 credit)
Total Curriculum Requirements.....30 hours

Note: No more than 6 hours total may be applied to a degree from COR ~~806~~, 839, and 897 (singularly or combined).

IV. EXIT REQUIREMENTS

Capstone Applied Research Project

Prerequisites: Complete all core courses and be in the last semester of coursework prior to graduation.

Candidates are required to satisfactorily complete a capstone applied research project (COR 878) and oral comprehensive examination (GRD 898a, 0 credit) before they are eligible to graduate from the program.

Thesis—A six-hour thesis is optional in this program. If the thesis option is chosen, the topic must be approved by the student's thesis committee, and a proposal defense and an oral defense are required.

Comprehensive Examination—Students who do not choose the thesis option must pass a comprehensive examination, with both written and oral components assessed by a comprehensive exam committee. Such students must also complete six additional hours of elective courses.

CERTIFICATE

Correctional/Juvenile Justice Leadership

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in Correctional/Juvenile Justice Leadership granted by the Department of Criminal Justice and the College of Justice and Safety. The certificate must be completed online. While the GRE is not required to pursue the certificate, students who earn an overall GPA of less than 3.0 in certificate courses will not be accepted into the M.S. program. Students who complete certificate courses with a GPA above 3.0 may apply to the M.S. degree program and apply credit from the certificate toward the degree. The certificate will consist of four courses and offer either a juvenile justice or adult corrections option.

Adult Corrections Option.....12 hours

COR 809, 812, 835, and 840, 850, and 856.

Juvenile Justice Option.....12 hours

COR 809, 812, 820, and 835, 850, and 856.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Criminal Justice</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>COR 806</u> *Course Title (30 characters) <u>Advanced Workshop</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	6/28/10	Graduate Council* 12/17/10
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	11/9/10	Council on Academic Affairs 1/20/11
General Education Committee*		Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*		Faculty Senate** NA
		Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To remove COR 806, Advanced Workshop, from the curriculum. A. 2. Effective date: (Example: Fall 2001) Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: As a result of revising the Adult, Juvenile, and Community Corrections Leadership Graduate Program, this course is no longer needed in the curriculum.	
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.)

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.)
~~COR 806 Advanced Workshop. (1-3) A. Prerequisite: departmental approval. Students gain exposure to advanced level professional development activities related to adult corrections and/or juvenile justice. This course may be retaken to a maximum of three hours on different topics.~~

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

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

New or Revised* Program Text

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

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

Part I

(Check one)	Department Name	Criminal Justice
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice & Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COR 809
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Prog/Policy Eval & Analysis
<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	6/28/10	Graduate Council*	12/17/10
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	1/20/11
College Curriculum Committee	11/9/10	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*		Faculty Senate**	NA
Teacher Education Committee*		Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	To create a new, 3 hour course, COR 809, Program/Policy Evaluation & Analysis for the Adult, Juvenile, and Community Corrections Leadership Graduate Program.
A. 2. Effective date: (Example: Fall 2001)	Fall 2011
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	N/A
B. The justification for this action:	This course will be a required course in the revised Adult, Juvenile, and Community Corrections Leadership Graduate Program.
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact:	None
Operating Expenses Impact:	None
Equipment/Physical Facility Needs:	None
Library Resources:	None

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

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

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

New or Revised* Catalog Text

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

COR 809 Program/Policy Evaluation & Analysis. (3) A. Qualitative/quantitative concepts and procedures to manage, understand, and effectively consume program evaluation and statistically based-research. Reading, understanding, accurately interpreting evaluation-based research journals and governmentally produced research emphasized.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COR	809	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
B	3		SO _____ SR _____	
W	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

Eastern Kentucky University
Department of Criminal Justice
Syllabus for COR 809
Program/Policy Evaluation and Analysis

CRN # _____
3 Credit hours

Instructor Information

Dr. James B. Wells, Ph.D.
Office: 103 Stratton Building
Mailbox: 467 Stratton Building
Office Hours: By appointment
Office Phone: (859) 622-1158
Email: james.wells@eku.edu

Catalogue Course Description

Qualitative and quantitative concepts and procedures relevant to managing, understanding, and effectively consuming program evaluation and statistically based research. Emphasis would be on reading, understanding, and accurately interpreting evaluation based research found both in academic journals and in governmentally produced research.

Required Texts

Royse, D., Thyer, B.A., & Padgett, D.K. (2010). *Program Evaluation: An Introduction*. (5th ed.). Belmont, CA: Wadsworth.

[A student companion web site is also available](#)

Rubin, A. (2010). *Statistics for Evidence-Based Practice & Evaluation* (2nd ed.). Belmont, CA: Brooks/Cole.

[A student companion web site is also available](#)

Additional Readings

Throughout the sixteen week semester there will be additional readings that will help you complete the homework and to supplement the course texts. These readings will all be available online in the course documents section.

Student Learning Outcomes

The student will demonstrate the ability to:

- gain deeper understanding of the importance, motivations, philosophical assumptions, and ethical issues of program evaluation
- define, describe and distinguish the various steps in the program development process
- define, describe, and distinguish the various qualitative, mixed and quantitative methods used in evaluation
- demonstrate mastery of the relevance of statistics in evidence based practice and evaluation
- select an appropriate qualitative or quantitative (i.e., statistic) analytical technique for a given evaluation scenario and a given set of evaluative data
- intuitively understand the findings of research and evaluation reports and be able to critically appraise the evidence in those reports as a potential guide for their own practice
- analyze, interpret, and present statistical results
- describe and critically evaluate best practices in corrections

Course Outline

The course will draw additionally from evaluation studies of various types, current media releases, collateral readings, student participation, and any other resources which seem appropriate for developing awareness and understanding. Some portions of the lessons may cover additional topics that are not specifically addressed in your text.

General Topics & Primary Readings

Lesson 1 (_/_ - _/_)

Orientation & Introduction

Introduction (Read Ch. 1 of *Program Evaluation*)

Ethical Issues in Program Evaluation (Read Ch.2 of *Program Evaluation*)

Why Study Statistics (Read Ch. 1 of *Statistics for Evidence-Based Practice (EBP) & Evaluation*)

Use of Statistics in EBP (Read Ch. 2 of *Statistics for EBP & Evaluation*)

Review of Key Research Methodology Concepts and Terms (Read Ch. 3 of *Statistics for EBP & Evaluation*)

Discussion Board Exercises

Homework (review and critique of an evaluation study)

Online Quizzes 1 & 2 of *Program Evaluation*

Online Quizzes 1, 2 & 3 of *Statistics for EBP & Evaluation*

Lesson 2 (_/_ - _/_)

Needs Assessment (Read Ch. 3 of *Program Evaluation*)

Qualitative and Mixed Methods in Evaluation (Read Ch. 4 of *Program Evaluation*)

Frequency Distributions (Read Ch. 4 of *Statistics for EBP & Evaluation*)

Graphs & Charts (Read Ch. 5 of *Statistics for EBP & Evaluation*)

Measures of Central Tendency (Read Ch. 6 of *Statistics for EBP & Evaluation*)

Discussion Board Exercises

Homework (review and critique of an evaluation study)

Online Quizzes 3 & 4 of *Program Evaluation*

Online Quizzes 4, 5 & 6 of *Statistics for EBP & Evaluation*

Lesson 3 (_/_ - _/_)

Formative & Process Evaluation (Read Ch. 5 of *Program Evaluation*)

Single System Research Designs (Read Ch. 6 of *Program Evaluation*)

Measures of Dispersion (Read Ch. 7 of *Statistics for EBP & Evaluation*)

Normal Distributions (Read Ch. 8 of *Statistics for EBP & Evaluation*)

Z-Scores, Percentiles, and Effect Size (Read Ch. 9 of *Statistics for EBP & Evaluation*)

Discussion Board Exercises

Homework (review and critique of an evaluation study)

Online Quizzes 5 & 6 of *Program Evaluation*

Online Quizzes 7, 8 & 9 of *Statistics for EBP & Evaluation*

Lesson 4 (_/_ - _/_)

Client Satisfaction (Read Ch. 7 of *Program Evaluation*)

Sampling (Read Ch. 8 of *Program Evaluation*)

Probability and Sampling Distributions (Read Ch. 10 of *Statistics for EBP & Evaluation*)

Hypothesis Testing and Statistical Significance (Read Ch. 11 of *Statistics for EBP & Evaluation*)

Discussion Board Exercises

Homework (review and critique of an evaluation study)

Online Quizzes 7 & 8 of *Program Evaluation*

Online Quizzes 10 & 11 of *Statistics for EBP & Evaluation*

Lesson 5 (_/_ - _/_)

Group Research Designs (Read Ch. 9 of *Program Evaluation*)

Cost-Effectiveness and Cost Analysis (Read Ch. 10 of *Program Evaluation*)

Type I and Type II Errors (Read Ch. 12 of *Statistics for EBP & Evaluation*)

Interpreting the Strength and Importance of Relationships (Read Ch. 13 of *Statistics for EBP & Evaluation*)

Discussion Board Exercises

Homework (review and critique of an evaluation study)

Online Quizzes 9 & 10 of *Program Evaluation*

Online Quizzes 12 & 13 of *Statistics for EBP & Evaluation*

Lesson 6 (_/_ - _/_)

Measurement Tools and Strategies (Read Ch. 11 of *Program Evaluation*)

Illustrations of Instruments (Read Ch. 12 of *Program Evaluation*)

The t-test (Read Ch. 14 of *Statistics for EBP & Evaluation*)

Analysis of Variance (Read Ch. 15 of *Statistics for EBP & Evaluation*)

Discussion Board Exercises

Homework (review and critique of an evaluation study)

Online Quizzes 11 & 12 of *Program Evaluation*

Online Quizzes 14 & 15 of *Statistics for EBP & Evaluation*

Lesson 7 (_/_ - _/_)

Pragmatic Issues (Read Ch. 13 of *Program Evaluation*)

Data Analysis (Read Ch. 14 of *Program Evaluation*)

Cross Tabulation and Chi-Square (Read Ch. 16 of *Statistics for EBP & Evaluation*)

Correlation (Read Ch. 17 of *Statistics for EBP & Evaluation*)

Discussion Board Exercises

Homework (review and critique of an evaluation study)

Online Quizzes 13 & 14 of *Program Evaluation*

Online Quizzes 16 & 17 of *Statistics for EBP & Evaluation*

Lesson 8 (_/_ - _/_)

Writing Evaluation Proposals, Reports & Journal Articles (Read Ch. 15 of *Program Evaluation*)

Regression Analysis (Read Ch. 18 of *Statistics for EBP & Evaluation*)

Applications to Single-System Evaluation Designs (Read Ch. 19 of *Statistics for EBP & Evaluation*)

Discussion Board Exercises

Homework (review and critique of an evaluation study)

Online Quizzes 15 & 16 of *Program Evaluation*

Online Quizzes 18 & 19 of *Statistics for EBP & Evaluation*

Course Methodology

For each chapter of the texts there are the following: learning objectives, outline, main points, key terms, review questions and exercises, and additional readings. Online quizzes on Blackboard developed especially for this course will be used for drill and practice and a grade. The online quizzes will primarily assess the student's comprehension of the material presented in the texts. In addition, discussion boards and homework will be used to assess the student's comprehension of the texts as well as other material covered in the course. Video lessons, PowerPoint lectures, lecture outlines will also be made available for review.

Course Correspondence Policy

Given the large size of my classes and the number of emails I expect to receive throughout the semester, please follow the course correspondence policy outlined below.

1. Any email correspondence regarding the course must include the specific course ID (COR 809) as the first letters of the subject line. Use COR 809 as the first letters of the subject line.
2. The course ID (COR 809) should be followed by a space and a distinctive subject (e.g., COR 809 Online Quiz 1).

3. Whenever you send any type of file to me, make sure you name it in the following manner:

last name_COR 809_CRN_____ (Issue)

For example:

Wells_COR809_CRN15038_Question_about_Homework_1

Doing this facilitates file downloading, reviewing, commenting, and uploading back up again.

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

Feel free to call or leave a message on my office phone 859-622-1158, meet with me during office hours, or to schedule an appointment.

Course Structure

Virtual Office

This discussion forum is used to post questions to the Instructor and the rest of the class about the course. Posting them here will allow others who might have similar questions to see responses.

Class Lounge

This discussion forum is a place to get to know your classmates. Introduce yourself and find out about others who are taking this course. Nothing in this discussion board will be graded. It is analogous to the student center on campus, a place to socialize with other students.

Lessons

Every two weeks of this course will have corresponding lessons that need to be completed. The lessons contain the content, activities, and assessments to help you meet the course objectives. These tasks are located in the Lessons section of Blackboard.

Course Requirements

- A. ECU Blackboard
 - B. Assigned chapter readings
 - C. Online Quizzes
 - D. Lectures and lecture outlines
 - E. Class participation (discussion boards)
 - F. Homework (review and critique of evaluation studies)
 - G. Final Exam
- A. **Blackboard.** Each student is expected to be familiar with ECU Blackboard. From the ECU Blackboard, students will: 1) get basic information (e.g., syllabus material) about the course and instructor; 2) retrieve (and print from their own computer/printer) lecture outlines, lectures, homework, etc.; 3) take on-line quizzes; 4) communicate with the

instructor and other students; and 5) retrieve grades and other information about their progress.

- B. **Assigned chapter readings.** Each student will be expected to read the assigned chapters as described in the lessons and course outline. These readings must be done in order to master the content material for that lesson. You will also need to demonstrate an understanding of the readings in your class participation (i.e., discussion boards), homework, and quiz responses.
- C. **Quizzes.** There will be online quizzes required for every lesson of this course. The online quizzes are designed to ensure that students read and are familiar with the material in the text. The quizzes will be made available on Monday of each lesson and are required to be completed and submitted by the second Sunday at 10:00 pm of that lesson. Note that each quiz begins with instructions that two attempts are permitted. Try and take quizzes at least two times prior to the due date. The last time you take the quiz is the grade recorded in Blackboard. Note that your best grade isn't recorded.

If you find an error in any of the quizzes, please do the following: 1) identify the chapter, 2) state the question, 3) what's wrong with the question, 4) how the question should be corrected, 5) refer me to a page number of the text if applicable. If you provide me with this information in Blackboard's Virtual Office I will reward you with 2 extra-credit points for every error you find.
- D. **Lecture Presentations** in MS PowerPoint will be made available to students prior to the beginning of that lecture. It is important that you review these since they contain some important course material not covered in the text. Lecture outlines will also be made available whenever a new lecture is begun. Each outline will contain some questions or problems students should think about as they do their assigned reading and review. Some of the questions are to ensure that the students understand the material read and others are intended to encourage their critical response to questions the instructor may ask in class.
- E. **Class Participation** is critical to student success in this course. The instructor assumes that students will be prepared to discuss any lesson readings in every class. Discussion boards will be used on a regular basis throughout the course.
- F. **Homework assignments** will be collected throughout the course. Students are encouraged to attempt all homework assignments. Each homework will pertain to reading, reviewing, and critiquing an actual correctional evaluation study. Students should be prepared to discuss their homework response with the rest of the class as instructed by the professor.
- G. **Final Exam** will be conducted during the last lesson of the course. The final exam will be comprehensive and will include matching qualitative or quantitative analytical techniques to the correct evaluation scenario.

Student Assessment and Grading

The grading for the course is as follows:

Discussion Boards: 8 @ 25 points each	200
Online Quizzes: 34 @ 10 points each	340
Homework: 8 @ 25 points each	200
Final Exam: 1 @ 200 points	200
Total Points (may fluctuate given number of quizzes, assignments, etc.)	940

Grading Scale

I would encourage each student to read the "How to Make an A" Section of the [EKU Colonel Compass](#), located on page 55, to become familiar with the behaviors and attitudes that are needed to earn the grade you are seeking. You should be aware that average work will earn you a grade of C. The specific grading scale for this course is as follows:

A-Excellent	90%-100%
B-Good	80%-89%
C-Average	70%-79%
D-Poor	60%-69%
F-Unacceptable	59% and below

Class Attendance and Withdrawals

The decision to permit students to make up work required in any class missed rests with the instructor. If the student presents the instructor with an adequate and documented reason for an absence, the instructor will normally allow the student to make up the work missed.

Students wishing to withdraw are cautioned to follow prescribed instructions from the Registrar's Office, on or before the official "drop date" listed below:

Classes Begin: _/_
Add/ Drop Deadline: _/_

Late Assignments & Homework

It will be the student's responsibility to complete and submit all assignments and homework on the correct due date. Should a student fail to submit an assignment or homework for valid and approved reasons (contained in a written excuse that the instructor will keep), the homework or assignment must be submitted during the next class period or an automatic grade of zero will be assigned. Excused absences include sickness, death in the family, or university/business trips and the like. I must be informed via email or phone before the assignment or homework is due in order for the assignment or homework to count as an excused absence. Assignments or homework will not be accepted late ("late" being defined as anytime after the due date), except in unusual problem situations which have been previously discussed with the instructor. A student who, without such prior explanation and approval, fails to submit the assignment or homework on time will be docked 50% of their letter grade. Students are advised to make electronic backups of homework and assignments and to print and proof their papers before the due date.

Academic Honesty

Cheating and Plagiarism

No student shall give or receive any assistance not authorized by the instructor in the preparation of any assignment or examination to be submitted as a requirement for academic credit (note: I encourage students to assist each other with homework). Let me state unequivocally - do not cheat! Anyone caught cheating will receive an F for the course as well as be subject to disciplinary action.

Policy on Academic Honesty

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.

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list from the EKU Faculty/Staff Handbook is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive.

PLAGIARISM. Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgment of the source. Since university instructors assume material presented by students is their own unless otherwise indicated, all quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it, as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).

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

CO-RESPONSIBILITY. Anyone who knowingly assists in any form of academic dishonesty shall be considered as guilty as the student who accepts such assistance. Students should not allow their work to be copied or otherwise used by fellow students, nor should they sell or give unauthorized copies of examinations to other students.

Accommodations

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.

Note from the Instructor

Final Note: I am very glad you're along to participate in this endeavor. We will maintain as informal a classroom environment as possible while upholding the standards of good education. If each of us does the work we're supposed to do, this course should be a lot of fun as well as informative. Let's have a great class!

The course syllabus provides a general plan for the course; deviations may be necessary. I reserve the option to modify course related policies or establish additional ones as particular situations may require. All stated policies and procedures of Eastern Kentucky University will be adhered to as described in the appropriate sources.

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	Criminal Justice
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Justice & Safety
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	COR 810
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (<u>30 characters</u>)	Understanding Crime, Delinquency, & Correctional Programs
<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	6/28/10	Graduate Council* 12/17/10
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs 1/20/11
College Curriculum Committee	11/9/10	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*		Faculty Senate** NA
Teacher Education Committee*		Board of Regents** NA
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To revise the course title and description of COR 810.

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

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

B. The justification for this action:
As a result of revising the Adult, Juvenile, and Community Corrections Leadership Graduate Program, this course title and description required revision to better fit the new curriculum.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

10. For a new course, provide the catalog text.
11. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
12. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~**COR 810 Understanding Crime, Delinquency, and Correctional Programs Crime Theory for Corrections/Juvenile Justice Leaders. (3) A.**~~ This course presents and critiques explanations of crime and delinquency from a multi-disciplinary perspective and examines their use in adult and juvenile corrections programs. Presents and critiques explanations of crime, delinquency, criminalization. Emphasizes application of these explanations to correctional/juvenile justice programming and leadership.

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

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

New or Revised* Program Text

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

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)*
COR	810	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

COR 810
Crime Theory for Corrections/Juvenile Justice Leaders
CRN: 3 Credit Hours

PROFESSOR: Kevin I. Minor, Ph.D.
Office: Stratton 104
Office Phone: 859-622-2240
Fax: 859-622-6650
E-mail: Kevin.Minor@eku.edu

COURSE DESCRIPTION: This course presents and critiques explanations of crime, delinquency, and criminalization and emphasizes the application of these explanations to corrections/juvenile justice programming and leadership. (3 credit hours)

REQUIRED READINGS:

1. Akers, R. L., & Sellers, C. S. (2009). *Criminological theories: Introduction, evaluation, and application* (5th ed.). New York: Oxford University Press.
2. Williams, F. P. III, & McShane, M. D. (Eds.). (1998). *Criminology theory: Selected classic readings* (2nd ed). Cincinnati, OH: Anderson.
3. Supplemental readings as listed in the course outline

Texts are available at <http://eku.bkstore.com/>. Supplemental readings can be accessed under “Course Documents.”

STUDENT LEARNING OUTCOMES: Upon successful completion of this course, you will be able to:

1. Display knowledge of the nature of criminological theory including definition and components, varieties of theory, and criteria for evaluating theories
2. Demonstrate in-depth comprehension of, and ability to analyze, major theoretical perspectives on crime and criminalization including assumptions, concepts, and propositions
3. Critically evaluate theories and discuss modifications thereof
4. Compare and contrast perspectives
5. Apply theoretical insights to practices, policies, and issues in the field
6. Communicate effectively in writing about criminological theory

COURSE SCHEDULE AND OUTLINE: Course weeks begin on Monday morning at 10:00 a.m. and end on Sunday at 10:00 p.m., with the exception that Week 8 will end on Friday at 10:00 p.m. Some topics listed below may be carried forward to a subsequent week.

Week	Topics	Video Lectures and Audio PowerPoints	Readings
Week 1	Introduction 1. Nature of Criminological Theory	1. Introductory Video 2. Lesson 1 Video	1. Akers & Sellers: Ch. 1 2. Williams & McShane: Preface

	2. Demonological Perspective	3. Audio PowerPoints 1, 2	3. Supplemental – Einstadter & Henry: pp. 31-45 (Demonological Theories)
Week 2	3. Classical Theory and Modern Variants 4. Rise of Positivistic Criminology 5. Biological Theories and Research	1. Lesson 2 Video 2. Audio PowerPoints 3, 4, 5	1. Akers & Sellers: Chs. 2 and 3 2. Williams & McShane: pp. 9-21 (Beccaria), 313-321 (Cohen & Felson) and 41-51 (Lombroso) 3. Supplemental – Vold et al.: pp. 20-26 (The Transition to Positivist Criminology) 4. Supplemental – Walsh & Beaver: pp. 7-28 (Introduction to Biosocial Criminology)
Week 3	6. Psychological Theories and Research 7. Early Sociological Theories 8. Social Disorganization (Ecological) Theory Midterm Exam Part I due 1/29/10, by 10:00 pm. The midterm will be available at 8:00 am on 1/25/10.	1. Lesson 3 Video 2. Audio PowerPoints 6, 7, 8	1. Akers & Sellers: Chs. 4 and 8 (pp. 177-182) 2. Williams & McShane: pp. 63-69 (Shaw & McKay) 3. Supplemental – Bartol & Bartol: pp. 162-177, except pp. 172-175 (Origins of Criminal Behavior) 4. Supplemental – Beirne & Messerschmidt: pp. 289-309 (The Emergence of Sociological Criminology)
Week 4	9. Anomie and General Strain Theories 10. Subcultural Theories 11. Differential Opportunity Theory Final paper guidelines available on 2/7/09 at 10 pm.	1. Lesson 4 Video 2. Audio PowerPoints 9, 10, 11	1. Akers & Sellers: Ch. 8 (pp. 182-209) 2. Williams & McShane: pp. 121-131 (Merton), 133-147 (Cohen), 163-179 (Miller), and 149-161 (Cloward & Ohlin) 3. Supplemental – Agnew: pp. 201-209 of Cullen & Agnew (Pressured into Crime) 4. Supplemental – Anderson: pp. 151-161 of Cullen & Agnew (The Code of the Street)
Week 5	12. Differential Social Organization and Association Theory 13. Social Learning Theory Midterm Part II due 2/12/10, by 10:00 pm The midterm will be available at 8:00 am on 2/5/10.	1. Lesson 5 Video 2. Audio PowerPoints 12, 13	1. Akers & Sellers: Ch. 5 2. Williams & McShane: pp. 77-81 (Sutherland)
Week 6	14. Neutralization/Drift Theory 15. Control Theories	1. Lesson 6 Video 2. Audio PowerPoints 14, 15	1. Akers & Sellers: Ch. 6 2. Williams & McShane: pp. 273-281 (Sykes & Matza), 283-287 (Reckless), and 289-304 (Hirschi) 3. Supplemental – Gottfredson & Hirschi: pp. 228-240 of Cullen & Agnew (A General Theory of Crime)

Week 7	16. Labeling Perspective	1. Lesson 7 Video	1. Akers & Sellers: Chs. 7 and 9
	17. Conflict Perspective	2. Audio PowerPoints 16, 17	2. Williams & McShane: pp. 187-197 (Becker), 199-202 (Lemert), and 243-264 (Turk)
Week 8	18. Critical Perspectives	1. Lesson 8 Video	1. Akers & Sellers: Chs. 10 and 11
	Final Paper due no later than 3/12/10 at 10 pm.	2. Audio PowerPoint 18	2. Williams & McShane: pp. 229-241 (Spitzer) 3. Supplemental – Lanier & Henry: pp. 317-340

COURSE METHODOLOGY: This course is 100 percent online, with students expected to use ECU's Blackboard Learning System for all coursework. Phone conversations with the professor are encouraged to clarify questions. The course will include weekly readings, video lectures, audio PowerPoint slides to expand on video lectures, and discussion boards. There will be a midterm examination (divided into two parts) over the first half of the course and a final paper covering the second half of the course. Students are required to complete all assigned readings and be fully prepared to participate in discussion boards. Students are also required to have adequate working knowledge of Blackboard. If you encounter computer or Blackboard related problems, please post your questions or comments in "Virtual Office" and our technical support specialist will reply to your post, usually within 24 hours.

COURSE CORRESPONDENCE POLICY:

- Any email correspondence regarding the course must include the specific course ID (COR 810) as the first letters of the subject line.
- The course ID must be followed by a space and a distinctive subject (e.g., COR 810 Discussion Board Question 1).
- You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner.
- All course assignments must be submitted within Blackboard. Assignments submitted as email attachments will not be accepted unless specified otherwise by the professor.
- All emails must be directed to your professor.

COURSE REQUIREMENTS: Students are required to:

1. Complete all assigned readings during the week these are assigned.
2. Complete weekly lessons including video lectures, audio PowerPoints, and discussion boards.
3. Take the midterm examination.
4. Complete the final paper.

Assigned Readings: Reading assignments for each week are shown in the course schedule and outline (see above.)

Weekly Lessons: Each week of this course has a corresponding lesson located in the "Weekly Lessons" section. Lessons consist of learning objectives, a list of tasks intended to help you achieve those objectives, and discussion board questions (see below for discussion board policy).

Midterm Examination: The midterm will consist of two parts. Part I will be a timed "in-class" short answer essay exam, while Part II will be a "take home" longer answer essay exam. Part I will be administered during Week 3. Part II will be made available near the end of Week 4. The midterm exam and final paper links will be made available in the assignment section of Blackboard.

Final Paper: For the final paper, you will be required to apply theories and perspectives studied from Weeks 5 through 8 to policies, practices, or issues in the fields of adult corrections or juvenile justice. Specific guidelines for writing the paper will be distributed at midterm.

Course Requirements and Weights

Requirement	Points	% of Final Grade
Midterm Examination (Part I) (Part II)	100 (40) (60)	37.9
Final Paper	100	37.9
Discussion Boards	64	24.2

Scale for Calculation of Course Grades

Point Range	Percentage Range	Letter Grade
264-237.6	100-90	A
237.5-211.2	89-80	B
211.1-184.8	79-70	C
184.7-158.4	69-60	D*
Less than 158.4	Less than 60	F

*In a graduate course, grades of D and F are considered synonymous.

DISCUSSION BOARD PARTICIPATION POLICY: The discussion question for each week will be posted in Blackboard starting on Mondays. You must post an initial response to the question by 10:00 p.m. on Wednesday of each week. In addition, you must make at least one follow up entry in response to peer responses or posts, and you are encouraged to make more such entries. You must not post all your entries at one time. Instead you must reflect on the insight that others have brought to the discussion. Remember your postings will serve as a reflection of your understanding of course material to the professor. All responses must be posted by 10 p.m. on Sundays.

Discussion board entries will be scored based on relevance and quality. Your entries must demonstrate understanding of the material covered in the corresponding lesson. For each question posted, initial responses (those due on Wednesdays) will be scored on a scale of 0-4. Likewise, follow up entries for each question (those due Sundays) will be scored on a scale of 0-4 irrespective of the number of such entries – the focus of grading will be on quality.

Please remember that, by its nature, good discussion is going to be intellectually and emotionally stimulating, especially when it involves sensitive and controversial issues of the kind that pervade this course. Accordingly, disagreements are inevitable, and indeed, healthy for the learning environment. The key to preempting disagreements from turning into conflicts is distinguishing being critical of someone's ideas from being critical of them. Keep in mind that when we write something, it might get interpreted as being critical of someone else irrespective of how we intended it. So please put extra effort into trying to figure out ahead of time how others might conceivably interpret what you write. This is especially important in an online learning environment due to the element of anonymity that is lacking in direct personal interaction.

STUDENT PROGRESS AND VIEWING YOUR GRADE IN BLACKBOARD: The My Grades link is under the Tools button on Blackboard. If you go into this section, you will be able to view any grades posted by your instructor. You will be notified of your grades on all assignments shortly after assignments are graded. Discussion board responses will typically be scored within 2 to 3 days of the due date. Exam and paper assignments will usually be graded within 7 to 10 of the due date. You will be notified of any exceptions to these time frames.

VIRTUAL OFFICE: This feature of Blackboard provides a discussion forum where you can post questions to the professor concerning the course. You are also encouraged to post any technical issues or concerns in this forum. By typing "technical issue" in the subject line of the thread, you will alert the tech support person (Mike Johnson) that this post is for him. He will try to address your issue within 24 hours. Posting questions here allows others who might have similar questions to see responses. Your professor and tech support person will be checking the virtual office frequently to answer questions. Your classmates may also be able to provide assistance

Posting questions here allows others who might have similar questions to see responses. Your professor will be checking the virtual office to answer questions. Your classmates may also be able to provide assistance.

CLASS LOUNGE: This feature is a place where classmates can get to know one another and socialize. You can introduce yourself and find out about others who are taking the course. Nothing here is graded. This is like a student center on campus.

TERM DATES:

Classes Begin:

Add/Drop Deadline:

Withdraw Period:

Withdraw Refund Schedule:

75% tuition refund:

50% tuition refund:

25% tuition refund:

Classes End:

ACADEMIC INTEGRITY: It is your responsibility to know and follow EKU's policy on academic integrity. Excerpts from the policy appear below, as regards the definition of academic dishonesty. 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 this policy may be directed to the Office of Academic Integrity. Failure to abide by this policy will result in failure for the course.

Academic Dishonesty Defined

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

Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:

- Giving or receiving assistance not authorized by the instructor or University representative;
- Participating in unauthorized collaboration on an academic exercise;
- Using unapproved or misusing electronic devices or aids during an academic exercise.

Plagiarism

Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:

- Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
- Facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

Fabrication

Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- Listing sources in a bibliography not directly used in the academic exercise;
- Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

DISABILITY STATEMENT: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSDI, please contact the Office in 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 alternative format.

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>Criminal Justice</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>COR 812</u> *Course Title (<u>30 characters</u>) <u>Leading w/Pol, Eth, Emot Intel</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>6/28/10</u> Graduate Council* <u>12/17/10</u> <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs <u>1/20/11</u> College Curriculum Committee <u>11/9/10</u> Approved <input checked="" type="checkbox"/> Disapproved _____ General Education Committee* _____ Faculty Senate** <u>NA</u> Teacher Education Committee* _____ 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 create a new, 3 hour course, COR 812, Leading with Political, Ethical, and Emotional Intelligence for the Adult, Juvenile, and Community Corrections Leadership Graduate Program. A. 2. Effective date: (Example: Fall 2001) Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	B. The justification for this action: This course will be an elective course in the revised Adult, Juvenile, and Community Corrections Graduate 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
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Part II. Recording Data for New, Revised, or Dropped Course

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

- 13. For a new course, provide the catalog text.
- 14. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 15. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

COR 812 Leading with Political, Ethical and Emotional Intelligence (3) A. Examines leadership within the correctional field, focusing on three competencies essential for effective, just leadership: political, ethical, and emotional intelligence. Understanding mindset/tactics associated with administrators that do/don't lead with these competencies.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COR	812	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
B	3		SO _____ SR _____	
W	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
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.)

COR 812 – Leading With Political, Ethical, and Emotional Intelligence
Department of Criminal Justice
Eastern Kentucky University

Course: COR 812, CRN:	Term:
Credit Hours: 3 hrs.	
Professor: Dr. Peter Kraska	Office Hours: 8-5, M-F
Phone: (859) 622 2011	Email: peter.kraska@eku.edu

Catalog Course Description

This course will examine the activity of leadership within the correctional field, focusing specifically on three rationality competencies most essential for effective and just leadership: political, ethical, and emotional intelligence. Emphasis will be placed on understanding the mindset and tactics associated with those administrators that lead with these three competencies, and those that don't.

Term Dates

Classes Begin:
Add/Drop Deadline:
Withdraw Period:

Contacting the Instructor

Email is generally the best way to reach me. During the 8-week term I plan on being in the office Monday through Friday from 8:00 to 5:00 Richmond time. I will try to respond to your email or return your call as soon as possible.

Required Texts

Daniel Goleman (2002) *Primal Leadership: Learning to Lead with Emotional Intelligence*. Boston: Harvard Business School Press.

Robert Greene (1998) *The 48 Laws of Power*. New York: Penguin.

Craig Johnson (2009) *Meeting the Ethical Challenges of Leadership*. Thousand Oaks, CA: Sage.

Additional Readings

Throughout the 8-week semester there will be additional readings that will supplement the course texts. These readings will all be available online in the course documents section.

Student Learning Outcomes

Students who successfully complete the course will be able to:

1. Understand and be able to apply the idea of "leading with political intelligence."
2. Understand and be able to apply the idea of "leading with ethical intelligence."
3. Understand and be able to apply the idea of "leading with emotional intelligence."
4. Comprehend the activity of leading with political, ethical, and emotional intelligence on both the micro/individual/interactive level and the macro/cultural/structural level – particularly as these relate to community, adult, and juvenile corrections.

Methods of Instruction

The primary methods of instruction will consist of video lessons, supplementary materials (e.g., camtasia instructional videos and virtual simulation exercises), and online video discussions conducted over the Internet (e.g., Skype, “gotomeetings.com”).

We will also include – after one half of the semester is complete – a one-day leadership seminar where course participants will have the opportunity to meet face to face and discuss the course material with the professor. For those students who logistically cannot attend, other accommodations will be made.

Program Competencies and Course Purpose

In developing the Master of Science program in Adult, Juvenile, and Community Correctional Leadership, the departmental faculty closely reviewed the needs of current and future leaders. This process resulted in the identification of a set of intellectual and skill-based competencies deemed to constitute essential knowledge and skills. Graduates of the program are expected, therefore, to use analytical and critical thinking to demonstrate proficiency in the following areas:

1. Written and visual/oral communication.
2. The application of problem solving to evaluating and synthesizing information
3. Comprehension of the corrections / juvenile justice field (including the historical, theoretical, and legal foundations of the field; methods of gathering and analyzing information for research purposes; and the major bases of literature), and;
4. Leadership, organizational, and administrative skills.

One purpose of this course is to help students establish a solid foundation for acquiring these competencies, especially as they relate to adult, community, and juvenile corrections.

Course Requirements

The primary requirements of this course are to:

- 1) Complete the assigned reading, video lectures, written summaries and application essays, research exercises, and essays. This component of the course will be worth 40% of the final grade.
- 2) Participate in the associated discussion boards and the online video discussions. This component will be worth 20% of your final grade.
- 3) Complete two exams – one given the first half of the course and the other at the end of the course. The second exam will be comprehensive. This component will be worth 40% of your final grade.

Required Tools

Reliable internet access – Due to the technology used in this course (e.g., email and Blackboard), all students should have reliable internet access, which should include a computer equipped with either an internal or external camera.

EKU email address – Every student enrolled at Eastern Kentucky University is assigned an email address. This email address is your official connection to the EKU community. At times, it will serve as a vehicle for communication for this course. Thus, it is necessary for you to familiarize yourself with the functions of the campus email system.

Blackboard – It is important that you become familiar with the operations and functions of this program, as all coursework will be completed via the class Blackboard site. Blackboard is accessible at: learn.eku.edu. If you encounter any computer or Blackboard related problems, please contact Mike Johnson at mike.johnson@eku.edu.

Microsoft Word (.doc) or Rich Text Format (.rtf) capabilities. The University computer system will not read Microsoft Works or Wordperfect documents. If you do not have Office software on your PC, please refer to the External Links button on Blackboard to access and utilize the free web source – openoffice.org.

Grading - Evaluation

As noted above, grades will be determined as such:

*Participation is a key element in the class and all students will be evaluated on their contribution to discussion boards and online video discussion – which must be grounded in a comprehensive understanding of the course materials.	20%
*Two exams – the second comprehensive.	40%
*Reading and written assignments	40%

Grades

A – 90 and up

B – 80-89

C – 70-79

D – 60-69

F – 59 or less

Attendance Policy

Because this is an online course, class “attendance” is more flexible than in a traditional place-based course. However, there are times when students are expected to participate in discussions and complete exams or other assignments. The time frames for these activities will be communicated to all class members. Students are required to complete assignments within the allotted times. Failure to do so will result in a loss of points for the assignment in question. If for some reason you are not able to complete course requirements during the allotted time frame, you must communicate with the professor immediately and note the reasons for missing the assignment. Making up missed assignments and the allocation of partial credit will be at the discretion of the professor.

Academic Integrity

If it has been a while since you have been to College, please familiarize yourself with the ECU Academic Integrity policy – which is available at: <http://www.academicintegrity.ecu.edu>. Questions regarding this policy may be directed to the Office of Academic Integrity.

As practitioners we often “borrow” the work of others (e.g., using a survey that somebody else has developed) but these practices are not allowed in these course assignments. If in doubt – email the instructor: It is always better to be safe than sorry.

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@ecu.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Virtual Office

This discussion forum is used to post questions to the Instructor/Facilitator about the course. Posting them here will allow others who might have similar questions to see responses. The virtual office will be checked frequently to answer any questions that may have been posted. In many cases your colleagues/classmates will be able to provide assistance.

Discussion Boards

Discussions will be conducted via our class Blackboard site and an online video meeting site such as skype or gotomeetings. All students are expected to participate in and contribute to these discussions each week. Failure to do so will result in a zero for that week's discussion board grade.

Discussions are an essential element of this course. The discussion area is where most class interaction will occur, and this is the "glue" that holds our online classes together. This online community is where we will get to know each other, and know your classmates as well. Your participation is important as it is the only way that our online students receive the same quality of education as our campus graduate students.

These discussions are evaluated according to the thoughtfulness of your contributions, your ability to integrate course content into the discussion topic, timeliness, and quantity.

You will find the blackboard discussion assignments on the discussion board, which is where you will be required to post your response. Your responses will be available for all other students and the instructor to read and respond.

Course Schedule

If there are any changes to the schedule, students will be given as much notice as possible.

Week 1:

Topic: Emotional Intelligence
Reading: Goleman, chapters 1-5
Additional Information: Video Lectures / Notes / Summary-Application Essay

Week 2:

Topic: Emotional Intelligence
Reading: Goleman Chapters 6-11
Additional Information: Notes/ Video Lectures / Summary-Application Essay

Week 3:

Topic: Political Intelligence
Reading: Greene Laws 1-18
Additional Information: Video Lecture / Notes/ Summary-Application Essay

Week 4:

Topic: Political Intelligence
Reading: Greene Laws 19-30
Additional Information: Video Lecture / Notes / Summary-Application Essay
MIDTERM EXAM

Week 5:

Topic: Political Intelligence
Reading: Greene Laws 31-48
Additional Information: Video Lecture / Notes / Summary-Application Essay

Week 6:

Topic: Ethical Intelligence
Readings: Johnson Chapters 1-3
Additional Information: Notes / Video Lecture / Summary-Application Essay

Week 7:

Topic: Ethical Intelligence
Reading: Johnson Chapters 4-7
Additional Information: Notes/ Video Lecture / summary-application essay

Week 8:

Topic: Ethical Intelligence
Reading: Johnson Chapters 8, 9,10
Additional Information: Notes/Video Lecture / summary-application essay

FINAL EXAM

Discussion Board/Online Video Grading Rubric

Category	1 point	2 points	3 points	4 points
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts: posts appear 'hasty'	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community; seems indifferent.	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with the group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

Modified from: CSU-Hayward: Assessing effectiveness of student participation in online discussions.

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	Criminal Justice
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Justice & Safety
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	COR 818
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Research in Corrections & Juvenile Justice
<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>	
Departmental Committee	6/28/10	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes *** <input type="checkbox"/> No <input checked="" type="checkbox"/>		12/17/10
College Curriculum Committee	11/9/10	Council on Academic Affairs
General Education Committee*		1/20/11
Teacher Education Committee*		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
		Faculty Senate**
		NA
		Board of Regents**
		NA
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	To revise the title and description of COR 818.
A. 2. Effective date: (Example: Fall 2001)	Fall 2011
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	N/A

B. The justification for this action:

As a result of revising the Adult, Juvenile, and Community Corrections Leadership Graduate Program, this course title and description required revision to better fit the new curriculum.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

16. For a new course, provide the catalog text.
17. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
18. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~COR 818 Research in Corrections and Juvenile Justice Methods in Corrections/Juvenile Justice. (3) A. This course will examine strategies and issues relevant to the collection and analysis of corrections and juvenile justice data. Special attention will be devoted to survey methods and program development and evaluation.~~ Examines strategies/issues relevant to collection and analysis of quantitative and qualitative data in areas of community corrections, juvenile justice, adult corrections. Special attention to methods/techniques most relevant to agency administration.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COR	818	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

COR 818 – Research Methods in Corrections/Juvenile Justice
Department of Criminal Justice
Eastern Kentucky University

Course: COR 818 CRN:	Term:
Credit Hours: 3 hrs.	
Professor: Dr. Peter Kraska	Office Hours: 8-5, M-F
Phone: (859) 622 2011	Email: peter.kraska@eku.edu

Catalog Course Description

This course will examine strategies and issues relevant to the collection and analysis of both quantitative and qualitative data in the areas of community corrections, juvenile justice, and adult corrections. Special attention will be devoted to those methods and techniques most relevant to agency administration.

Term Dates

Classes Begin:
Add/Drop Deadline:
Withdraw Period:

Contacting the Instructor

Email is generally the best way to reach me. During the semester I plan on being in the office Monday through Friday from 8:00 to 5:00 Richmond time. I will try to respond to your email or return your call as soon as possible.

Required Text

Kraska, P.B. and W.L. Neuman (2011). *Criminal Justice and Criminology Research Methods, 2nd edition*. New York: Pearson. ISBN: 13-978-0-205-48570-3

Additional Readings

Throughout the 16-week semester there will be additional readings that will supplement the course texts. These readings will all be available online in the course documents section.

Student Learning Outcomes

Students who successfully complete the course will be able to:

1. Competently understand and critique crime and justice based qualitative and quantitative research.
2. Understand the various facets of designing a research study that will yield legitimate and worthwhile knowledge in crime and justice studies.
3. Understand how to conduct various research methods, including surveys, interviews, content analysis, experiments, quasi-experiments, ethnographic field research, and academic legal research.
4. Understand the basic concepts associated with conducting social scientific research (e.g., variables, reliability and validity, inductive and deductive theorizing, etc.).
5. Learn the philosophical and ethical dimensions of crime and justice research including epistemological assumptions and ethical guidelines.

Methods of Instruction

The primary methods of instruction will consist of video lessons, supplementary materials (e.g., camtasia instructional videos and virtual simulation exercises), and online video discussions conducted over the Internet (e.g.,

Skype, “gotomeetings.com”). We will also include – after one half of the semester is complete – a one-day research methods seminar where course participants will have the opportunity to meet face to face and discuss the course material with the professor. For those students who logistically cannot attend, other accommodations will be made.

Program Competencies and Course Purpose

In developing the Master of Science program in Adult, Juvenile, and Community Correctional Leadership, the departmental faculty closely reviewed the needs of current and future leaders. This process resulted in the identification of a set of intellectual and skill-based competencies deemed to constitute essential knowledge and skills. Graduates of the program are expected, therefore, to use analytical and critical thinking to demonstrate proficiency in the following areas:

1. Written and visual/oral communication.
2. The application of problem solving to evaluating and synthesizing information
3. Comprehension of the corrections / juvenile justice field (including the historical, theoretical, and legal foundations of the field; methods of gathering and analyzing information for research purposes; and the major bases of literature), and;
4. Leadership, organizational, and administrative skills.

One purpose of this course is to help students establish a solid foundation for acquiring these competencies, especially as they relate to adult, community, and juvenile corrections.

Course Requirements

The primary requirements of this course are to:

- 1) Complete the assigned reading, video lectures, written summaries, research exercises, and essays. This component of the course will be worth 40% of the final grade.
- 2) Participate in the associated discussion boards and the online video discussions. This component will be worth 20% of your final grade.
- 3) Complete two exams – one given the first half of the course and the other at the end of the course. The second exam will be comprehensive. This component will be worth 40% of your final grade.

Required Tools

Reliable internet access – Due to the technology used in this course (e.g., email and Blackboard), all students should have reliable internet access, which should include a computer equipped with either an internal or external camera.

EKU email address – Every student enrolled at Eastern Kentucky University is assigned an email address. This email address is your official connection to the ECU community. At times, it will serve as a vehicle for communication for this course. Thus, it is necessary for you to familiarize yourself with the functions of the campus email system.

Blackboard – It is important that you become familiar with the operations and functions of this program, as all coursework will be completed via the class Blackboard site. Blackboard is accessible at: learn.eku.edu. If you encounter any computer or Blackboard related problems, please contact Mike Johnson at mike.johnson@eku.edu.

Microsoft Word (.doc) or Rich Text Format (.rtf) capabilities. The University computer system will not read Microsoft Works or Wordperfect documents. If you do not have Office software on your PC, please refer to the External Links button on Blackboard to access and utilize the free web source – openoffice.org.

Grading - Evaluation

As noted above, grades will be determined as such:

- *Participation is a key element in the class and all students will be evaluated on their contribution to discussion boards and online video discussion – which must be grounded in a comprehensive understanding of the course materials. 20%
- *Two exams – the second comprehensive. 40%
- *Reading and written assignments 40%

Grades

A – 90 and up

B – 80-89

C – 70-79

D – 60-69

F – 59 or less

Attendance Policy

Because this is an online course, class “attendance” is more flexible than in a traditional place-based course. However, there are times when students are expected to participate in discussions and complete exams or other assignments. The time frames for these activities will be communicated to all class members. Students are required to complete assignments within the allotted times. Failure to do so will result in a loss of points for the assignment in question. If for some reason you are not able to complete course requirements during the allotted time frame, you must communicate with the professor immediately and note the reasons for missing the assignment. Making up missed assignments and the allocation of partial credit will be at the discretion of the professor.

Academic Integrity

If it has been a while since you have been to College, please familiarize yourself with the ECU Academic Integrity policy – which is available at: <http://www.academicintegrity.ecu.edu>. Questions regarding this policy may be directed to the Office of Academic Integrity.

As practitioners we often “borrow” the work of others (e.g., using a survey that somebody else has developed) but these practices are not allowed in these course assignments. If in doubt – email the instructor: It is always better to be safe than sorry.

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@ecu.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Virtual Office

This discussion forum is used to post questions to the Instructor/Facilitator about the course. Posting them here will allow others who might have similar questions to see responses. The virtual office will be checked frequently to answer any questions that may have been posted. In many cases your colleagues/classmates will be able to provide assistance.

Discussion Boards

Discussions will be conducted via our class Blackboard site and an online video meeting site such as skype or gotomeetings. All students are expected to participate in and contribute to these discussions each week. Failure to do so will result in a zero for that week's discussion board grade.

Discussions are an essential element of this course. The discussion area is where most class interaction will occur, and this is the "glue" that holds our online classes together. This online community is where we will get to know each other, and know your classmates as well. Your participation is important as it is the only way that our online students receive the same quality of education as our campus graduate students.

These discussions are evaluated according to the thoughtfulness of your contributions, your ability to integrate course content into the discussion topic, timeliness, and quantity.

You will find the blackboard discussion assignments on the discussion board, which is where you will be required to post your response. Your responses will be available for all other students and the instructor to read and respond.

Course Schedule

If there are any changes to the schedule, students will be given as much notice as possible.

Week 1:

Topic: Defining and the four corners of RESEARCH
Reading: Kraska Chapter 1
Additional Information: Introduction Video / Notes / Complete exercises #1,#4.

Week 2:

Topic: Nature of Science and Social Science
Reading: Kraska Chapter 2
Additional Information: Notes/ Video Lecture / exercises #1,2,3

Week 3:

Topic: Philosophical and Theoretical Foundations
Reading: Kraska Chapter 3
Additional Information: Video Lecture / Notes/ exercises #2,5

Week 4:

Topic: Ethics and Reviewing the Literature
Reading: Kraska Chapter 4
Additional Information: Video Lecture / Notes / exercises #2,3,6

Week 5:

Topic: Research Design
Reading: Kraska Chapter 5
Additional Information: Exercises #1,3,6 / Notes /

Week 6:

Topic: Measurement and Sampling
Readings: Kraska Chapters 6 and 7
Additional Information: Notes / Video Lecture / chapter 6, exercises 4,6; chapter 7, exercises 1,3.

Week 7:

Topic: Experiments
Reading: Kraska Chapter 8
Additional Information: Notes/ Video Lecture / exercises #1,2,3

Week 8:

MIDTERM EXAM

Week 9:

Topic: Survey Research
Reading: Kraska Chapter 9
Additional Information: Notes/ Video Lecture / exercises #1,2,3

Week 10:

Topic: Content Analysis and Existing Statistics
Reading: Kraska Chapter 10
Additional Information: Notes/ Video Lecture / exercises #1,2,3

Week 11:

Topic: Quantitative Data Analysis
Reading: Kraska Chapter 11
Additional Information: Notes/ Video Lecture / exercises #1,2,3

Week 12:

Topic: Ethnographic Field Research
Reading: Kraska Chapter 12
Additional Information: Notes/ Video Lecture / exercises #1,2,3

Week 13:

Topic: Historical, Academic Legal, and Mixed Methods
Reading: Kraska Chapter 13
Additional Information: Notes/ Video Lecture / exercises #1,2,3

Week 14:

Topic: Qualitative Data Analysis
Reading: Kraska Chapter 14
Additional Information: Notes/ Video Lecture / exercises #1,2,3

Week 15:

Topic: Presenting Research
Reading: Kraska Chapter 15
Additional Information: Notes/ Video Lecture / exercises #1,2,3

Week 16:

FINAL EXAM

Discussion Board/Online Video Grading Rubric

Category	1 point	2 points	3 points	4 points
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts: posts appear 'hasty'	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community; seems indifferent.	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with the group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

Modified from: CSU-Hayward: Assessing effectiveness of student participation in online discussions.

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	Criminal Justice
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Justice & Safety
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	COR 820
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Juvenile Justice
<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	6/28/10	Graduate Council*	12/17/10
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	1/20/11
College Curriculum Committee	11/9/10	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
General Education Committee*		Faculty Senate**	NA
Teacher Education Committee*		Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To revise the course title and description of COR 820.

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

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

B. The justification for this action:
As a result of revising the Adult, Juvenile, and Community Corrections Leadership Graduate Program, this course title and description required revision to better fit the new curriculum.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

19. For a new course, provide the catalog text.
20. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
21. 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.)

~~**COR 820 Juvenile Justice Trends/Issues in Juvenile Institutional/Community Corrections. (3) A. This course presents a critical analysis of juvenile justice operations with particular emphasis placed on history and the role and effectiveness of police, court, and correctional responses to juvenile offenders. Examines trends/issues central to understanding contemporary juvenile corrections/crime; correctional trends; historical development; use/effectiveness of various interventions (prevention, pre/post adjudicatory responses to juvenile offenders).**~~

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

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

New or Revised* Program Text

(*Use ~~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)*
COR	820	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

COR 820: Trends/Issues in Juvenile Institutional/Community Corrections
Department of Criminal Justice
Eastern Kentucky University

Course: COR 820
Credit Hours: 3 hrs.
Professor: Dr. Preston Elrod
Phone: (859) 622-1160

Term:

Office Hours: 9-3, M-F
Email: preston.elrod@eku.edu

Catalog Course Description

This course examines trends and issues central to understanding contemporary juvenile corrections including juvenile crime and correctional trends, the historical development of juvenile corrections, and the use and effectiveness of various interventions such as prevention, and preadjudicatory and post adjudicatory juvenile justice responses to juvenile offenders.

Term Dates

Class Dates:
Add/Drop Deadline:
Withdraw Date:

Contacting the Instructor

Email is generally the best way to reach me. During the term I plan on being in the office Monday, Wednesday and Friday from 9:00 to 3:00. However, from time to time I have to attend meetings on campus or in the community. Consequently, it is always a good to call or email ahead and set up an appointment. If you do call and leave a message, please speak clearly and slowly when giving me your phone number. I will try to respond to your email or return your call as soon as possible. If you are running into trouble in the course, I encourage you to contact me right away so that we can develop a plan of action to get you on track.

Required Texts

Lundman, Richard J. (2001). *Prevention and control of juvenile delinquency*, 3rd edition. New York: Oxford University Press.

Miller, Jerome G. (1991). *Last One Over The Wall: The Massachusetts Experiment in Closing Reform Schools*, 2nd Edition. Columbus, OH: Ohio State University Press.

Parry, David L. (2005). *Essential Readings in Juvenile Justice*. Upper Saddle River, NJ: Pearson-Prentice-Hall.

Additional Readings

Throughout the six week semester there will be additional readings that will help you complete the four assignments and to supplement the course texts. Students will be responsible for incorporating them into the weekly discussion boards. These readings will all be available online in the course documents section.

Student Learning Outcomes

Students who successfully complete the course will be able to:

1. Analyze trends in juvenile corrections and identify critical factors that influence juvenile correctional trends.
2. Assess the influence of juvenile correctional history on contemporary juvenile justice practices.
3. Evaluate the impact of contemporary community and institutional corrections programs for youths on its clients and the community.
4. Evaluate the impact of exposing youths to adult corrections programs on its clients and the community.

Methods of Instruction

The primary methods of instruction will consist of video lessons, supplementary materials (e.g., weekly PowerPoint presentations), and discussion board participation.

Program Competencies and Course Purpose

In developing the Master of Science program in Correctional/Juvenile Justice Studies, department faculty reviewed the occupational profiles of numerous jobs in adult corrections and juvenile justice. This process resulted in the identification of a set of competencies deemed to constitute essential knowledge and skills.

Graduates of the program are expected to use analytical and critical thinking to demonstrate proficiency in the following areas:

1. Written and oral communication and computer literacy,
2. The application of problem solving to evaluating and synthesizing information
3. Comprehension of the corrections / juvenile justice field (including the historical, theoretical, and legal foundations of the field; methods of gathering and analyzing information for research purposes; and the major bases of literature), and;
4. Organizational skills and professional leadership

One purpose of this course is to help students establish a solid foundation for acquiring these competencies, especially as they relate to adult corrections.

Course Requirements

The primary requirements of this course are to critically examine and master the course materials, produce four reasoned and well-researched and written papers that demonstrate a sound understanding of trends and issues in juvenile corrections, and be an active participant in course discussions.

As active learners, students will be expected to carefully study the assigned readings prior to the class, and be prepared to discuss the strengths and weaknesses of the arguments proposed by the author(s). The PowerPoint slides will help refine your readings and studies. Please be courteous in your online discussions. Because the discussion boards are somewhat anonymous, it is sometimes easy to forget the importance of etiquette – especially when we are discussing controversial subjects. It is expected that everybody will demonstrate respect and proper classroom and online conduct.

Required Tools

Reliable internet access – Due to the technology used in this course (e.g., email and Blackboard), all students should have reliable internet access.

EKU email address – Every student enrolled at Eastern Kentucky University is assigned an email address. This email address is your official connection to the EKU community. At times, it will serve as a vehicle for communication for this course. Thus, it is necessary for you to familiarize yourself with the functions of the campus email system.

Blackboard – It is important that you become familiar with the operations and functions of this program, as all coursework will be completed via the class Blackboard site. Blackboard is accessible at: learn.eku.edu. If you encounter any computer or Blackboard related problems, please contact Mike Johnson at mike.johnson@eku.edu.

Microsoft Word (.doc) or Rich Text Format (.rtf) capabilities. The University computer system will not read Microsoft Works or Wordperfect documents. If you do not have Office software on your PC, please refer to the External Links button on Blackboard to access and utilize the free web source – openoffice.org.

Grading - Evaluation

Grades will be based on two criteria – a series of 4 short (5 page) papers that addresses current issues in corrections (40%), two exams (20% each), and participation in the discussion boards (20%). Participation is a key element in the class and all students will be evaluated on their contribution to discussion boards – which must be grounded in a comprehensive understanding of the course materials.

4 – 5 page papers: 40%	Due: Weeks 4, 8, 12, 16
2 – Exams: 40%	Due: Weeks 3 and 6
Discussion Boards: 20%	Ongoing participation each week

All of the papers are to be written in American Psychological Association (APA) format. The course document entitled “A short orientation to jails and prisons” is written in APA format, so use that as a model. There is also a short course document entitled APA Crib Sheet that provides an overview of this style.

Grades

A – 90 and up
B – 80-89
C – 70-79
D – 60-69
F – 59 or less

Attendance Policy

Because this is an online course, class “attendance” is more flexible than in a traditional place-based course. However, there are times when students are expected to participate in discussions and complete exams or other assignments. The time frames for these activities will be communicated to all class members. Students are required to complete assignments within the allotted times. Failure to do so will result in a loss of points for the assignment in question. If for some reason you are not able to complete course requirements during the allotted time frame you must communicate with the professor immediately and note the reasons for missing the assignment. Making up missed assignments and the allocation of partial credit will be at the discretion of the professor.

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.

At a minimum, students who violate this code will receive an "F" (0 points) for the work in question and students should expect to receive a grade of "F" in the course. In addition, other penalties may be imposed by the Department, College, or University.

Disability Statement

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

Virtual Office

This discussion forum is used to post questions to the Instructor/Facilitator about the course. Posting them here will allow others who might have similar questions to see responses. The virtual office will be checked frequently to answer any questions that may have been posted. In many cases your colleagues/classmates will be able to provide assistance.

Discussion Boards

Discussions will be conducted via our class Blackboard site. All students are expected to participate in and contribute to these discussions each week. Failure to do so will result in a zero for that week’s discussion board grade.

Discussions are an essential element of this course. The discussion area is where most class interaction will occur, and this is the “glue” that holds our online classes together. This online community is where we will get to know each other, and know your classmates as well. Your participation is important as it is the only way that our online students receive the same quality of education as our campus graduate students. Your participation in these discussions will count as 20% of your course grade. The format for grading the discussion boards is on the last page of this document.

On the first day of the week (usually Monday) when classes are in session, two questions will be posted that relate to that week’s readings by 11:00 a. m. One of the expectations of the class is that you make your first response to each discussion board question by 10:00 pm. Wednesday.

These discussions are evaluated according to the thoughtfulness of your contributions, your ability to integrate course content into the discussion topic, timeliness, and quantity.

Please note that higher marks will be given to students who post discussions throughout the week (e.g., If everybody posted in the last hour of the week, we wouldn’t have much time for answers or reflection).

You will find the blackboard discussion assignments on the discussion board, which is where you will be required to post your response. Your responses will be available for all other students and the instructor to read and respond.

For all lessons the discussion board will be open at 11:00 am on Monday (or the first day of class for that week) and close at 11:00 pm on Sunday (Richmond time).

Course Schedule

If there are any changes to the schedule, students will be given as much notice as possible.

The following is the class schedule that will be followed during the term.

<u>Week</u>	<u>Dates</u>	<u>Topics</u>	<u>Assigned Readings</u>
1		Course Introduction, Syllabus Review Defining Juvenile Corrections	Handouts
2		Trends in juvenile corrections	Handouts
3		An overview of issues in juvenile corrections	Parry, pp. 20-40 Lundman: Chapter 1
4		An Historical Perspective Paper 1 due	Lundman: Chapter 2 Parry, pp. 47-71
5		Pre-delinquent Intervention/prevention	Lundman: Chapters 3-4
6		Preadjudicatory Interventions Juvenile Diversion	Lundman: Chapter 5 Parry, pp. 206-230
7		Community Corrections: At-Home Programming, Probation and Parole, Graduated Sanctions	Lundman: Chapters 6 & 7 Parry, pp. 365-382
8		Community Corrections: Out-of-Home Programs Paper 2 due	Lundman: Chapters 8
9		Community Corrections: Out-of-Home Programs Exam 1	Handout
10		Institutional Corrections: Detention and Jail	Parry, pp.231-256
11		Institutional Juvenile Corrections: Boot Camps and Outdoor Adventure Programs	Lundman: Chapter 9 Handout
12		Institutional Juvenile Corrections: Traditional Programs Paper 3 due	Lundman: Chapter 10 Miller: Preface, Section 1
13		Issues in Juvenile Corrections: Conditions of Confinement	Miller: Sections 2-3 Parry, pp. 348-355
14		Issues in Corrections: Right to Treatment	Miller: Sections 4-5 Parry, pp. 355-364
15		Characteristics of Effective Programs	Handouts
16		The Future of Juvenile Corrections Paper 4 due	Lundman: Chapter 11
	Final Exam		

Discussion Board Grading Rubric

Category	1 point	2 points	3 points	4 points
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts: posts appear 'hasty'	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community; seems indifferent.	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with the group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

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>Criminal Justice</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>COR 825</u> *Course Title <u>(30 characters)</u> <u>Illicit Offender Networks</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>6/28/10</u> Graduate Council* <u>12/17/10</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs <u>1/20/11</u> College Curriculum Committee <u>11/9/10</u> Approved <input checked="" type="checkbox"/> Disapproved _____ General Education Committee* _____ Faculty Senate** <u>NA</u> Teacher Education Committee* _____ 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 create a new, 3 hour course, COR 825, Illicit Offender Networks, for the Adult, Juvenile, and Community Corrections Leadership Graduate Program. A. 2. Effective date: (Example: Fall 2001) Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: This course will be an elective course in the revised Adult, Juvenile, and Community Corrections Leadership Graduate Program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

- 22. For a new course, provide the catalog text.
- 23. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 24. 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.)

COR 825 Illicit Offender Networks (3) A. Examines structure/functions of inmate exchange networks. Discussion on markets for illicit goods, services; interpersonal, collective, sexual violence; staff complicity in illegal activities. Explore social/institutional factors impacting inmate exchange networks.

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

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

New or Revised* Program Text

(*Use ~~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)*
COR	825	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
B	3		SO _____ SR _____	
W	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Department of Criminal Justice
COR 825: Illicit Offender Networks
CRN: 3 Credit hours
Instructor: Gary Potter

Course Description: Examines the structure and functions of inmate exchange networks. Markets for illicit goods and services; interpersonal, collective, and sexual violence; and staff complicity in illegal activities will be discussed. Social and institutional factors impacting inmate exchange networks will also be explored.

Texts: There are no required textbooks for this course. Required readings will consist of articles from peer-reviewed refereed journals. The list of required readings may be found below. (Note that this list will change on an annual basis as older research articles are replaced by newer ones):

1. Berg, M., and M. DeLisi. 2006. Correctional melting pot: Race, ethnicity, citizenship, and prison violence. *Journal of Criminal Justice* 34, 6: 631-642.
2. Camp, S. and G. Gaes. 2005. Criminogenic effects of the prison environment on inmate behavior: Some experimental evidence. *Crime & Delinquency* 51, 3: 425-442.
3. Cope, Nine. 2000. Drug use in prison: The experience of young offenders. *Drug; Education, prevention and policy* 7, 4: 355-366.
4. Crewe, B. 2007. Power, adaptation and resistance in a late-modern men's prison. *British Journal of Criminology* 47, 2: 256-275.
5. Cullen, F. 2007. Make rehabilitation corrections' guiding paradigm. *Criminology & Public Policy* 6, 14: 717-728.
6. DeLisi, M., M. Berg, and A. Hochstetler. 2004. Gang members, career criminals and prison violence: Further specification of the importation model of inmate behavior. *Criminal Justice Studies* 17: 4: 369-383.
7. Forsyth, C. 2003. Reconsidering the pseudo-family/gang distinction in prison research. *Journal of Police and Criminal Psychology* 18, 1: 15-23.
8. Fortune, S. 2004. Prison gang leadership: Traits identified by prison gangsters. *Journal of Gang Research* 11, 4: 25-46.
9. Gaes, G., S. Wallace, E. Gilman, J. Klein-Saffran, and S. Suppa. 2002. Influence of prison gang affiliation on violence and other prison misconduct. *Prison Journal* 82, 3: 359-385.
10. Griffin, M. and J. Hepburn. 2006. Effect of gang affiliation on violent misconduct during the early years of confinement. *Criminal Justice and Behavior* 33, 4: 419-448.
11. Hensley, C., J. Wright, R. Tewksbury, and T. Castle. 2003. Evolving nature of prison argot and sexual hierarchies. *Prison Journal* 83, 3: 289-300.
12. Hoan, N. and M. Morash, 2010. Impact of network relationships, prison experience, and internal transformation on women's success after prison release. *Journal of Offender Rehabilitation* 49, 1: 1-22.
13. Huggins, D., L. Capeheart, and E. Newman. 2006. Deviants or scapegoats: An examination of pseudofamily groups and dyads in two Texas prisons. *Prison Journal* 86, 1: 114-139.
14. Lahm, K. 2008. Inmate-on-inmate assault: A multilevel examination of prison violence. *Criminal Justice and Behavior* 35, 1: 120-137.
15. Man, C. and J. Cochrane. 2002. Forecasting sexual abuse in prison: The prison subculture of masculinity as a backdrop for "deliberate indifference." *Journal of Criminal Law and Criminology* 92, 1: 127-185.
16. Marquart, J., M. Barnhill, and K. Balshaw-Biddle. 2001. Fatal attraction: An analysis of employee boundary violation in a Southern prison system, 1995-1998. *Justice Quarterly* 18, 4: 877-910.
17. Monahan, S., and B. Quinn. 2006. Beyond bad apples and weak leaders: Toward a neo-institutional explained of organizational deviance. *Theoretical Criminology* 10, 3: 362-385.
18. Morselli, C. and P. Tremblay. 2004. Criminal achievement, offender networks and the benefits of low self-control. *Criminology* 42, 3: 773-804.
19. Severance, T. 2005. "You know who you can go to": Cooperation and exchange between incarcerated women. *Prison Journal* 85, 3: 343-367.
20. Trulson, C., J. Marquart, and S. Kawucha. 2006. Gang suppression & institutional control. *Corrections Today* 68, 2: 26-28, 30-31.
21. Ward, A. and D. Roe-Sepowitz. 2009. Assessing the effectiveness of a trauma-oriented approach to treating prostituted women in a prison and a community exiting program. *Journal of Aggression, Maltreatment & Trauma* 18, 3: 293-312.
22. Williams, D. and G. Walker. 2009. Does offender gambling on the inside continue on the outside?: Insights from correctional professionals on gambling and re-entry. *Journal of Offender Rehabilitation* 48, 5: 402-415.
23. Wolff, N. C. Blitz, J. Shi, J. Siegel and R. Bachman. 2007. Physical violence inside prisons: Rate of victimization. *Criminal Justice and Behavior* 34, 5: 588-599.
24. Wolff, N., J. Shi., C. Blitz, and J. Siegel. 2007. Understanding sexual victimization inside prisons: Factors that predict risk. *Criminology & Public Policy* 6, 3: 535-564.

25. Wolff, N. J. Shi, and J. Siegel. 2009. Understanding physical victimization inside prisons: Factors that predict risk. *Justice Quarterly* 26, 3: 445-475.

Student learning outcomes:

- Students will gain an extensive knowledge of the research literature related to inmate exchange networks; illicit markets in the prison setting; interpersonal, collective and sexual violence in prison settings; the impact of organizational policies and regimens on crimes committed in the institution; and an understanding of social, political and economic factors external to the prison which impact criminality and exchange network structure within the prison.
- Students will learn to critically evaluate the research literature; integrate concepts from that literature in analyzing issues related to inmate exchange networks and prison criminality; and, engage in theory construction based on that research literature.
- Students will understand the integration of sexual hierarchies; institutional hierarchies; and inmate power hierarchies in the total institution.
- Students will practice forms of communication commonly found among professional peers by making extensive use of discussion boards; and forms of communication commonly found within the research community by submitting professional written critical evaluations of the published research.
- Students will learn to evaluate the utility of research methods and will extensively make use of the tools commonly used to construct literature reviews in scholarly research.

Evaluation Methods: Students will be evaluated and learning outcomes will be measured as follows:

- Students will engage in weekly discussion board interactions with their peers: 40 points
- Students will submit weekly critical evaluations of the research covering each required reading for this course: 100 points
- Students will submit eight weekly essays integrating research findings from multiple studies: 160 points

Final grades will be awarded as follows:

276-300 points = A

252-275 points = B

228-251 points = C

204-227 points = D

000-203 points = F

Student progress: All weekly essays and critical research evaluations will be submitted through the safe assignments modality in BlackBoard. Students will receive a numerical grade and written comments no later than one week after submission of their work. Discussion board participation will be graded at the end of the course. However, any deficiency in performance will be brought to the student's attention by e-mail.

Attendance policy: Because this is a total on-line course there is no attendance policy. However, there are multiple weekly requirements which must be met.

Last day to Add/Drop:

Last day to Withdraw (no penalty):

Last day to Withdraw (\$50/hr fee and instructor approval required):

Last day for Tuition Refunds: 75% - 50% - 25% -

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 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.

Course requirements: All students are required to:

- Read the assigned readings for each week of the course.
- Listen to the video lecture and read the lecture notes for each week of this course.
- Participate in discussion board discussions (see below).

- Submit eight weekly essays (see below).
- Submit 25 critical research evaluation papers (see below).

Discussion Board: Student's must respond to discussion board prompts for each week of the course. Students must post an initial comment by midnight on Tuesday and must respond to posts by other students by midnight on Thursday. All discussion board posts will make reference to and be confined to comments directly from the assigned readings. I fully understand that we all have personal experiences, work-related understandings and extensive media contacts to draw on in forming our opinions. But this is a graduate course at a university. The purpose of a university is to create and disseminate knowledge. That process occurs within the parameters of a research protocol. So, in this course, the only truth you know and will communicate is that which is found in peer-reviewed scholarly research.

Weekly Essays: Weekly essays relate to the assigned readings and the topics for each week. Weekly essays require the integration of findings of multiple research studies and the critical evaluation of that research. The sources to be used are specified in the question itself. Because you are using required readings for your essays formal citations are not required. Essays should be between 750 and 900 words and must be submitted by midnight each Saturday.

Critical research evaluation papers: Students will submit a critical research evaluation for each required reading for this course. An example of a critical research evaluation paper and advice on how to read a research article may be found below.

How to Read a Research Article

Every research article published in a social science journal will have the following elements: (1) introduction, (2) literature review, (3) methodology, (4) results, and (5) discussion or conclusion.

In the introduction, you will find an overview of the purpose of the research. Within the introduction, you will also find the hypothesis or hypotheses. A hypothesis is most easily defined as an educated statement or guess. In most hypotheses, you will find that the format usually followed is this: If X, Y will occur. For example, a simple hypothesis might be "If the price of gas increases, more people will ride bikes." This is a testable statement that the researcher wants to address in his or her study. Usually, authors will state the hypothesis directly, but not always. Therefore, you must be aware of what the author is actually testing in the research project. If you are unable to find the hypothesis, ask yourself two questions: what is being tested and/or manipulated, and what are the expected results?

The next section of the research article is the literature review. At times, the literature review will be separated from the text in its own section, and, at other times, it will be found within the introduction. In any case, the literature review is an examination of what other researchers have already produced in terms of the research question or hypothesis. For example, returning to my hypothesis on the relationship between gas prices and bike riding, we may find that five researchers have previously conducted studies on the effects of increasing gas prices. In the literature review, I will discuss their findings, and then discuss what my study will add to the existing research. The literature review may also be used as a platform of support for my hypothesis. For example, one researcher might have already determined that an increase in gas causes more people to roller-blade to work. I can use this study as evidence to support my hypothesis that increased gas prices will lead to more bike riding.

The methods used in the research design are found in the next section of the research article. In the methodology section, you will discover who and what was studied, how many subjects were studied, the research tool (e.g., interview, survey, observation), how long the subjects were studied, and how the data that was collected was processed. The methods section is usually very concise, with every step of the research project recorded. Concise but complete recording of steps is important because a major goal of the researcher is "reliability," or being able to do the research over again in the same way and achieving the same the results.

The results section is an analysis of the researcher's findings. If the researcher conducted a quantitative study (using numbers or statistics to explain the research), you will find statistical tables and analyses that explain whether or not the researcher's hypothesis is supported. If the researcher conducted a qualitative study (nonnumerical research for the purpose of theory construction), the results will usually be displayed as a theoretical analysis or interpretation of the research question.

Finally, the research article will conclude with a discussion and summary of the study. In the discussion, you will usually find the hypothesis restated and perhaps a small explanation of why this is the hypothesis. You will also find a brief overview of the methodology and results. Finally, the section will end with a discussion of the implications of the research and of what future research is still needed.

Critically Evaluating Research

As a major part of your work for this course you will analyze and critique research articles from the major journals. For each assigned reading you will submit an analysis which answers the following questions about the article:

1. What is the thesis or main idea from this article?
2. What are the hypotheses?
3. Is there any prior literature related to the hypotheses?
4. What methods are used to support the hypotheses?
5. Is this a qualitative study or quantitative study?
6. What are the results, and how does the author present the results?
7. Do you believe that the authors provided a persuasive argument? Why or why not?
8. Who is the intended audience of this article?
9. What does the article add to your knowledge of the subject?
10. What are the implications for criminal justice policy that can be derived from this article?

To illustrate what your critical evaluation should look like I've critically evaluated a piece of research published in *Justice Quarterly*.

Critical Research Analysis

Lutze, F. and D. Murphy. 1999. Ultramasculine prison environments and inmates' adjustment: It's time to move beyond the "boys will be boys" paradigm. *Justice Quarterly* 16, 4: 709-733.

1. What is the thesis or main idea from this article?

Lutze and Murphy first state that "few studies have considered the influence of gender-stereotyped environments on all-male correctional populations." This statement is then followed with the explanation of this study in the conclusion of the introduction: "In this study we explore the influence of ultramasculine prison environments on inmates' adjustment to prison." So, the main idea of this article is to fill in the space where prior research has failed to completely address the effect of ultramasculine prisons on male inmates and the process of rehabilitation.

2. What are the hypotheses?

In a section titled "Hypotheses," Lutze and Murphy state and explain their two hypotheses:

- Hypothesis 1: "The gendered or ultramasculine nature of the prison environment influences inmates' adjustment and perceptions of the environment."
- Hypothesis 2: "Shock incarceration programs are more gendered or more ultramasculine than traditional prisons and influence inmates' adjustment and perceptions of the institutional environment differently than traditional prisons."

3. Is there any prior literature related to the hypotheses?

Lutze and Murphy state in the section "Hypotheses," "This study builds on prior research by exploring the relationship between inmates' adjustment and the gendered nature of the prison environment in a male boot camp prison." The previous section, "Gender and Environmental Effects on Behavior," presents the prior literature to which the authors are referring. Throughout this section, the authors cite numerous studies that analyze the gendered nature of ultramasculine prisons. The authors then provide their own hypotheses to add to the already existing research.

4. What methods are used to support the hypotheses?

Lutze and Murphy outline their methods in the section titled "Methodology." Here, the authors state, "on the basis of survey evaluations of two all-male groups of inmates, we compare the differences in the perception of the prison environment present in a shock incarceration program and in a traditional minimum-security prison." The authors are utilizing surveys and that this is a comparative study conducted on male inmates. The authors continue the "Methodology" section by describing in detail the setting, the subjects, the procedure, the sample, and the measures.

5. Is this a qualitative study or quantitative study?

To determine whether or not a study is qualitative or quantitative, you must look at the results. Are Lutze and Murphy using numbers to support their hypotheses (quantitative) or are they developing a non-numerical theoretical argument (qualitative)? Because Lutze and Murphy utilize statistics in this study, we can safely conclude that this is a quantitative study.

6. What are the results, and how does the author present the results?

The results are presented in both the “Findings” and the “Discussion” sections. The “Findings” section discusses the statistical results, whereas the “Discussion” section analyzes the statistical results. If the reader has no prior statistical knowledge, it is best to uncover the results in the “Discussion” section. In this section of the Lutze and Murphy article, the authors state that “these findings indicate that perceptions of gender are important for inmates’ adjustment to the institution. In addition, they show that perceived differences in the gendered nature of the prison environment do not influence inmates’ patterns of adjustment differently in the two prison populations.” The authors then provide a detailed discussion of the findings, as well as the implications of the findings.

7. Do you believe that the authors provided a persuasive argument? Why or why not?

Lutze and Murphy present a persuasive argument. Let us return to the first major premise: The gendered or ultramasculine nature of the prison environment influences inmates’ adjustment and perceptions of the environment. This proposition is supported with a statistical analysis based on a comparative study of inmates’ attitudes and perceptions.

The second premise is this: Shock incarceration programs are more gendered or more ultramasculine than traditional prisons and influence inmates’ adjustment and perceptions of the institutional environment differently than traditional prisons. Although the findings showed a mixed statistical support for this proposition, the authors discuss the limitations of the study that may have led to the statistical conclusion. Lutze and Murphy argue that the “failure to find dramatic or consistent differences between prisons may be related to the general concept that prison environments are designed by men for men, and thus tend to be gendered in similar ways regardless of their design or pragmatic intent.” In other words, the authors realize that other variables are at work and future research is necessary. This limitation does not take away from the persuasiveness of the argument but rather acknowledges the many variables that affect inmates’ attitudes and perceptions.

8. Who is the intended audience of this article?

Lutze and Murphy are writing for not only students but also professors, criminologists, psychologists, and criminal justice personnel.

9. What does the article add to your knowledge of the subject?

This article adds a significant analysis of the gendered effect of ultramasculine prisons on the male prisoner. As Lutze and Murphy argue, most literature regarding ultramasculine or gendered prisons focuses on the effect on female inmates. The authors of this article add to the existing literature the effect of gendered prisons on male inmates and how this effect will ultimately affect the rehabilitation of male inmates.

10. What are the implications for criminal justice policy that can be derived from this article?

Many policy implications can be derived from this article, but the most important implication is a reevaluation of gendered and ultramasculine prisons. Does this type of prison environment assist or inhibit the rehabilitation of male inmates? After reading this article, you will see that the effect of ultramasculine prisons on male inmates’ attitudes and perceptions requires further research and evaluation so that the criminal justice system can better fulfill its function of changing behavior and preventing future criminality.

Course Outline and Schedule:

Week # 1

Topics:

- ❖ Defining inmate networks and associations
 - The issue of structure
 - Networks
 - Gangs
 - Recruitment

- Politicalization and racialization of prison gangs
- External networking

Required Readings:

- Berg, M., and M. DeLisi. 2006. Correctional melting pot: Race, ethnicity, citizenship, and prison violence. *Journal of Criminal Justice* 34, 6: 631-642.
- Fortune, S. 2004. Prison gang leadership: Traits identified by prison gangsters. *Journal of Gang Research* 11, 4: 25-46.
- Hoan, N. and M. Morash, 2010. Impact of network relationships, prison experience, and internal transformation on women's success after prison release. *Journal of Offender Rehabilitation* 49, 1: 1-22.
- Morselli, C. and P. Tremblay. 2004. Criminal achievement, offender networks and the benefits of low self-control. *Criminology* 42, 3: 773-804.

Discussion Board Prompt: What is an offender network? How do network relationships work in a total institution? You must post an initial comment by midnight on Tuesday and you must respond to posts by your fellow students by midnight on Thursday.

Critical Research Evaluation: Submit critical research evaluations for all four required readings for week one by midnight on Thursday.

Week 1 Essay Assignment: What is the congruence, if any, between the leadership traits of prison gangsters and the changing racial and ethnic compositions of prisons? Refer specifically to Berg and DeLisi, 2006 and Fortune, 2004 in formulating your answer. Be sure to integrate the findings of both studies and, after a critical evaluation of the research, indicate any arguments made by the researchers that you have rejected. Your essay should be between 750 and 900 words and must be submitted by midnight on Saturday.

Week # 2:

Topics:

- Pseudo-families
- Dyadic relationships
 - Manipulation and mistrust
 - Forced interaction in the prison environment
- Exchange networks

Required Readings:

- Forsyth, C. 2003. Reconsidering the pseudo-family/gang distinction in prison research. *Journal of Police and Criminal Psychology* 18, 1: 15-23.
- Huggins, D., L. Capeheart, and E. Newman. 2006. Deviants or scapegoats: An examination of pseudofamily groups and dyads in two Texas prisons. *Prison Journal* 86, 1: 114-139.
- Severance, T. 2005. "You know who you can go to": Cooperation and exchange between incarcerated women. *Prison Journal* 85, 3: 343-367.

Discussion Board Prompt: Is the concept of a pseudo-family in women's prisons a false construction based on presumptions of masculinity? Are they the gendered equivalent of prison gangs? Or are they substantially different? You must post an initial comment by midnight on Tuesday and you must respond to posts by your fellow students by midnight on Thursday.

Critical Research Evaluation: Submit critical research evaluations for all three required readings for week two by midnight on Thursday.

Week 2 Essay Assignment: Discuss in detail the impact of forced interaction between and among inmates in total institutions on inmate exchange networks. Refer specifically to Huggins, Capeheart and Newman, 2006 and Severance, 2005 in formulating your answer. Be sure to integrate the findings of both studies and, after a critical evaluation of the research, indicate any arguments made by the researchers that you have rejected. Your essay should be between 750 and 900 words and must be submitted by midnight on Saturday.

Week # 3:

Topics:

- Factors impacting inmate networks and associations
 - The total institution and degradation ceremonies
 - Prison racialization
 - Substandard prison-living conditions
 - The importation of violence

Required Readings:

- Camp, S. and G. Gaes. 2005. Criminogenic effects of the prison environment on inmate behavior: Some experimental evidence. *Crime & Delinquency* 51, 3: 425-442.
- Crewe, B. 2007. Power, adaptation and resistance in a late-modern men's prison. *British Journal of Criminology* 47, 2: 256-275.

- DeLisi, M., M. Berg, and A. Hochstetler. 2004. Gang members, career criminals and prison violence: Further specification of the importation model of inmate behavior. *Criminal Justice Studies* 17: 4: 369-383.

Discussion Board Prompt: Evaluate the importation model with regard to prison violence. How much does it account for violent behavior in total institutions in comparison with the “pains of imprisonment”? You must post an initial comment by midnight on Tuesday and you must respond to posts by your fellow students by midnight on Thursday.

Critical Research Evaluation: Submit critical research evaluations for all three required readings for week three by midnight on Thursday.

Week 3 Essay Assignment: How does the exercise of power within a total institution impact patterns of inmate behavior and the organization and goals of an inmate network? Refer specifically to Camp and Gaes, 2005 and Crewe, 2007 in formulating your answer. Be sure to integrate the findings of both studies and, after a critical evaluation of the research, indicate any arguments made by the researchers that you have rejected. Your essay should be between 750 and 900 words and must be submitted by midnight on Saturday.

Week 4:

Topics:

- ❖ Illicit markets in prisons
 - Protection
 - Drugs
 - Contraband
 - Organized prostitution
 - Gambling

Required Readings:

- Cope, N. 2000. Drug use in prison: The experience of young offenders. *Drug; Education, prevention and policy* 7, 4: 355-366.
- Williams, D. and G. Walker. 2009. Does offender gambling on the inside continue on the outside? Insights from correctional professionals on gambling and re-entry. *Journal of Offender Rehabilitation* 48, 5: 402-415.

Discussion Board Prompt: In what ways does “deliberate indifference” by the correctional staff in controlling the provision of illicit goods and services with the institution operate as a form of informal social control? You must post an initial comment by midnight on Tuesday and you must respond to posts by your fellow students by midnight on Thursday.

Critical Research Evaluation: Submit critical research evaluations for both required readings for week four by midnight on Thursday.

Week 4 Essay Assignment: Describe the inmate networking of both drugs and gambling services within the total institution. How are illicit exchange networks both imported to and exported from the prison? Refer specifically to Cope, 2000 and Williams and Walker, 2009 in formulating your answer. Be sure to integrate the findings of both studies and, after a critical evaluation of the research, indicate any arguments made by the researchers that you have rejected. Your essay should be between 750 and 900 words and must be submitted by midnight on Saturday.

Week # 5:

Topics:

- ❖ Inmate networks and the organization of violence
 - Rates of physical victimization in total institutions
 - Correlates of physical victimization in total institutions

Required Readings:

- Wolff, N. C. Blitz, J. Shi, J. Siegel and R. Bachman. 2007. Physical violence inside prisons: Rate of victimization. *Criminal Justice and Behavior* 34, 5: 588-599.
- Wolff, N. J. Shi, and J. Siegel. 2009. Understanding physical victimization inside prisons: Factors that predict risk. *Justice Quarterly* 26, 3: 445-475.

Discussion Board Prompt: Are official institutional databases, victimization surveys, or self-report surveys the best research method for estimating the incidence of physical violence in total institutions? You must post an initial comment by midnight on Tuesday and you must respond to posts by your fellow students by midnight on Thursday.

Critical Research Evaluation: Submit critical research evaluations for both required readings for week five one by midnight on Thursday.

Week 5 Essay Assignment: How much physical violence occurs in the prison setting? What are the limitations of any estimate of prison assaults? Given the problematic nature of the research which risk factors for interpersonal violence should be given the most credence and why? Refer specifically to both required readings for week 5 in formulating your answer. Be sure to integrate the findings of both studies and, after a critical evaluation of the research, indicate any arguments made by the researchers that you have rejected. Your essay should be between 750 and 900 words and must be submitted by midnight on Saturday.

Week # 6

Topics:

- Interpersonal violence
- Collective violence
 - Formal social control
 - Informal social controls

Required Readings:

- Gaes, G., S. Wallace, E. Gilman, J. Klein-Saffran, and S. Suppa. 2002. Influence of prison gang affiliation on violence and other prison misconduct. *Prison Journal* 82, 3: 359-385.
- Griffin, M. and J. Hepburn. 2006. Effect of gang affiliation on violent misconduct during the early years of confinement. *Criminal Justice and Behavior* 33, 4: 419-448.
- Lahm, K. 2008. Inmate-on-inmate assault: A multilevel examination of prison violence. *Criminal Justice and Behavior* 35, 1: 120-137.

Discussion Board Prompt: What are the “levels” of analysis used by Lahm? Do any appear to be more or less relevant in explaining prison assaults? You must post an initial comment by midnight on Tuesday and you must respond to posts by your fellow students by midnight on Thursday.

Critical Research Evaluation: Submit critical research evaluations for all three required readings for week six by midnight on Thursday.

Week 6 Essay: There appears to be some consensus on the claim that the presence of prison gangs in a total institution increases the incidence of both interpersonal and collective violence. Is that assertion supported by the empirical evidence? Is it possible that prison gangs may actually exercise informal social controls that reduce the level of physical violence? Refer specifically to both required readings for week 6 in formulating your answer. Be sure to integrate the findings of both studies and, after a critical evaluation of the research, indicate any arguments made by the researchers that you have rejected. Your essay should be between 750 and 900 words and must be submitted by midnight on Saturday.

Week # 7

Topics:

- Sexual violence
 - Sexual violence and hierarchy maintenance
 - Sexual violence as punishment

Required Readings:

- Hensley, C., J. Wright, R. Tewksbury, and T. Castle. 2003. Evolving nature of prison argot and sexual hierarchies. *Prison Journal* 83, 3: 289-300.
- Man, C. and J. Cochrane. 2002. Forecasting sexual abuse in prison: The prison subculture of masculinity as a backdrop for “deliberate indifference.” *Journal of Criminal Law and Criminology* 92, 1: 127-185.
- Wolff, N., J. Shi., C. Blitz, and J. Siegel. 2007. Understanding sexual victimization inside prisons: Factors that predict risk. *Criminology & Public Policy* 6, 3: 535-564.

Discussion Board Prompt: Which factors are the best predictors of sexual victimization in a total institution? You must post an initial comment by midnight on Tuesday and you must respond to posts by your fellow students by midnight on Thursday.

Critical Research Evaluation: Submit critical research evaluations for all three required readings for week seven by midnight on Thursday.

Week 7 Essay: Describe the role of sexual hierarchies in sexual violence in prisons. Be certain to integrate the concepts of a prison argot in your essay. Also review the research on risk factors and determine which of those factors, if any, directly relate to maintenance of sexual hierarchies. Refer specifically to all three required readings for week 6 in formulating your answer. Be sure to integrate the findings of both studies and, after a critical evaluation of the research, indicate any arguments made by the researchers that you have rejected. Your essay should be between 750 and 900 words and must be submitted by midnight on Saturday.

Week # 8

Topics:

- ❖ Organizational deviance and corruption in correctional settings
 - Prison staff and inmate networks
 - The guard subculture
 - Prisonization and correctional employees
 - Alienation
 - Corruption
 - Complicity of prison staff in rape, sexual assault and prostitution

- Sexual assault and rape by staff
- Encouragement of sexual deviance as a social control tactic
- Correctional policies
 - Rehabilitation
 - Suppression
 - The failure of gang suppression strategies
 - Increases in gang membership
 - Increases in gang-related violence

Required Readings:

- Cullen, F. 2007. Make rehabilitation corrections' guiding paradigm. *Criminology & Public Policy* 6, 14: 717-728.
- Marquart, J., M. Barnhill, and K. Balshaw-Biddle. 2001. Fatal attraction: An analysis of employee boundary violation in a Southern prison system, 1995-1998. *Justice Quarterly* 18, 4: 877-910.
- Monahan, S., and B. Quinn. 2006. Beyond bad apples and weak leaders: Toward a neo-institutional explained of organizational deviance. *Theoretical Criminology* 10, 3: 362-385.
- Trulson, C., J. Marquart, and S. Kawucha. 2006. Gang suppression & institutional control. *Corrections Today* 68, 2: 26-28, 30-31.
- Ward, A. and D. Roe-Sepowitz. 2009. Assessing the effectiveness of a trauma-oriented approach to treating prostituted women in a prison and a community exiting program. *Journal of Aggression, Maltreatment & Trauma* 18, 3: 293-312.

Discussion Board Prompt: Are rehabilitation or gang suppression strategies most likely to reduce physical and sexual violence in prisons and control illicit exchange markets in total institutions? You must post an initial comment by midnight on Tuesday and you must respond to posts by your fellow students by midnight on Thursday.

Critical Research Evaluation: Submit critical research evaluations for each of the five required readings for week eight by midnight on Thursday.

Week 8 Essay: How does the prison organization itself contribute to physical and sexual violence in the prison? How does the prison organization itself benefit from illicit exchange markets in the prison? How do guards use both violence and illicit goods and services to maintain order in the prison? Refer specifically to Marquart, Barnhill and Balshaw-Biddle, 2001 and Monahan and Quinn 2006 in formulating your answer. Be sure to integrate the findings of both studies and, after a critical evaluation of the research, indicate any arguments made by the researchers that you have rejected. Your essay should be between 750 and 900 words and must be submitted by midnight on Saturday.

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>Criminal Justice</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>COR 826</u> *Course Title <u>(30 characters)</u> <u>Intrntl Response to Juv Adult Off</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>6/28/10</u> Graduate Council* <u>12/17/10</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs <u>1/20/11</u> College Curriculum Committee <u>11/9/10</u> Approved <input checked="" type="checkbox"/> Disapproved _____ General Education Committee* _____ Faculty Senate** <u>NA</u> Teacher Education Committee* _____ 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 create a new, 3 hour course, COR 826, International Responses to Juvenile & Adult Offenders for Adult, Juvenile, and Community Corrections Leadership Graduate Program. A. 2. Effective date: (Example: Fall 2001) Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	B. The justification for this action: This course will be an elective course in the revised Adult, Juvenile, and Community Corrections Leadership Graduate 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
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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.)

- 25. For a new course, provide the catalog text.
- 26. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 27. 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.)

COR 826 International Responses to Juvenile & Adult Offenders. (3) A. Examination of adult and juvenile systems of punishment, traditional and non-traditional, of various nations. Explore critical issues/trends from several perspectives to develop deeper understanding of prison and alternatives in the US and world.

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

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

New or Revised* Program Text

(*Use ~~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)*
COR	826	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
B	3		SO _____ SR _____	
W	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

DEPARTMENT OF CRIMINAL JUSTICE
COR 826 INTERNATIONAL RESPONSES TO JUVENILE AND ADULT OFFENDERS
CRN: 3 CREDIT HOURS
COURSE SYLLABUS

DR. CHUCK FIELDS Stratton 462 622-6555
chuck.fields@eku.edu (e-mail is the best and most expedient way to reach me)
Office Hours By Appointment

Course Dates:

Last Day to Add/Drop:
Last Day for Tuition Refunds: 75% - 50% - 25%
Last Day to Withdraw Without Penalty:
Last Day to Withdraw (Instructor approval required):

TEXTS:

- Fields, Charles B., & Richter H; Moore, Jr. (Eds.) (2005). *Comparative and International Criminal Justice: Traditional and Non-Traditional Systems of Law and Control*. Long Grove, IL: Waveland Press. (REQUIRED)
- Hood, Roger & Carolyn Hoyle (2008) *The Death Penalty: Worldwide Perspectives*. Oxford, GB: Oxford University Press. (REQUIRED)
- Junger-Tas, Josine & Scott H. Decker (Eds.) (2008) *International Handbook of Juvenile Justice*. New York: Springer. (REQUIRED)
- Taulbee, James Larry (2009) *International Crime and Punishment: A Guide to the Issues*. Santa Barbara, CA: ABC-CLIO. (REQUIRED)
- Whitman, James Q. (2005) *Harsh Justice: Criminal Punishment and the Widening Divide between America and Europe*. Oxford, GB: Oxford University Press. (RECOMMENDED)
- Winterdyk, John A. (2004) *Adult Corrections: International Systems and Perspectives*. Monsey, NY: Criminal Justice Press. (RECOMMENDED)

These available to download from:

<http://www.kcl.ac.uk/schools/law/research/icps>

World Prison Brief. (select country of interest for in-depth information)

Fair, Helen. *International review of women's prisons*

Solomon, Enver & Rob Allen. *Out of Trouble: Reducing child imprisonment in England and Wales - lessons from abroad*

Rethinking Crime & Punishment: The Manifesto

International Experience in Reform of Penal Management Systems, A Report by the International Centre for Prison Studies

Wamsley, Roy. *World Prison Population List* (eighth edition)

Internet Sources (please bookmark):

<http://www1.umn.edu/humanrts/instreet/h2catoc.htm>

(United Nations Standard Minimum Rules for the Treatment of Prisoners)

<http://www.uncjin.org/>

(United Nations Crime and Justice Information Network)

<http://www.ojp.usdoj.gov/bjs/>

(Bureau of Justice Statistics)

<http://www.icpa.ca>

International Corrections and Prisons Association (ICPA)

Please sign up for membership in the ICPA (your category of membership is free). This will allow you access to numerous documents you will find useful and, in some cases, necessary for this course (and generally).

COURSE DESCRIPTION:

The American correctional system of the past thirty years has been characterized by a population increasing exponentially in response to shifts in policy towards, among others, mandatory minimum and determinate sentencing. Persons convicted of a crime today are far more likely to be sentenced to incarceration, and will spend a longer period in prison, than their counterparts in past decades. During 2002, the nation's state and federal prison and local jail population exceeded 2 million for the first time in history. These trends have contributed to prison overcrowding and state governments being overwhelmed by the burden of funding a rapidly expanding penal system. The results of these decisions are prisons filled with large numbers of non-violent and drug offenders (over 50% in both state and federal prisons) at an annual cost of incarceration of \$20,000 or more, along with increasing evidence that large-scale incarceration is not the most effective means of achieving public safety.

Even though we are mostly unaware of happenings outside the United States, this is not just an American phenomenon. Prison massacres, dramatic protests, and violent guard abuse earn occasional news headlines, but the deplorable daily living conditions that are the plight of the great majority of the world's prisoners pass largely unnoticed. With scant public attention to the topic in most countries, correspondingly little progress is made in rectifying the abuses routinely inflicted in prisons and other places of detention. Many countries, moreover, foster public ignorance of prison inadequacies by denying human rights groups, journalists, and other outside observers nearly all access to their penal facilities. In this class, we will address these and others issues from several perspectives (e.g., historical, legal, structural and especially critical) with the hope of developing a deeper understanding of the prison and alternatives here and around the world, both adults as well as juveniles.

PURPOSE OF COURSE:

In developing the Master of Science program in Correctional/Juvenile Justice Studies, department faculty reviewed the occupational profiles of numerous jobs in adult corrections and juvenile justice. This process resulted in the identification of a set of competencies deemed to constitute essential knowledge and skills. *Graduates of the program are expected to use analytical and critical thinking to demonstrate proficiency in the following areas:*

1. Written and oral communication and computer literacy;
2. The application of problem solving to evaluating and synthesizing information;
3. Comprehension of the corrections /juvenile justice field (including the historical, theoretical, and legal foundations of the field; methods of gathering and analyzing information for research purposes; and the major bases of literature), and;
4. Organizational skills and professional leadership

STUDENT LEARNING OUTCOMES

After completing this course, the student will demonstrate the ability to:

1. Understand the importance and structure of comparing international correctional systems
2. Be able to demonstrate an understanding of the history of prisons and alternatives internationally through on-line participation and written assignments.
3. Students will be able to comprehend and evaluate both national and international systems of punishment and confinement for both adults and juveniles
4. Students will be able to demonstrate through course assignments that they can analyze and critically evaluate the ideas, arguments, and points of view found in the study of punishment and society in comparative perspective

ATTENDANCE POLICY:

Because this is a total on-line course there is no attendance policy. However, there are multiple weekly requirements which must be met.

GRADING: Final grades will be assessed from the following:

Bi-Weekly Papers (40%): During this semester on a bi-weekly basis, you will be asked to answer several questions provided by me relating to the Module assignments. These will be submitted to me via e-mail attachments.

Final Exam/paper (40%): The exam/final paper will be comprehensive in nature, utilizing and synthesizing materials you have read during the semester. While you will choose the topic for your paper (with my input), each of you will be asked the same series of questions about it. Details to be provided by the fourth (4th) class period.

Weekly Discussions (20%): Each of you will be graded on the extent of your participation during the weekly discussions. While this is very subjective on my part, if I see that you are deficient in your contributions, I will immediately appraise you of same.

ACADEMIC HONESTY:

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity. All students at Eastern Kentucky University are expected to pursue their studies with honesty and integrity. Any student found to deviate from this and engage in dishonest academic practices including, but not limited to, cheating, plagiarism, and other similar behaviors, will be subject to disciplinary action. This action may include a failing grade on the assignment in question, or dismissal (with an F) from the class.

Plagiarism is defined as follows: “. . . the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgment of the source. Since university instructors assume material presented by students is their own unless otherwise indicated, all quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it, as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).”

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

PARTICIPATION:

Given the fact that this is an graduate-level class, active participation is required and will be assessed regularly. During the semester, two (2) late or missing assignments may result in your final grade being lowered one letter. If three or more (3) are late or missing during the semester you will fail the course. In a class such as this, participation in a timely manner is extremely important. You are expected to be prepared and to contribute to class discussions as they arise. Please feel free to express yourself and your ideas/opinions at any time, showing courtesy, respect and support for your fellow classmates and the instructor.

STUDENTS WITH DISABILITIES:

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

ASSIGNMENTS:

- MODULE 1:** INTRODUCTION TO COURSE/THE CONCEPT OF PUNISHMENT
Materials for this Module will be forwarded from the Instructor one week prior to the beginning of class. Students will be expected to prepare for future discussion.
- MODULE 2:** THE EVOLUTION OF THE PRISON/PRISONS TODAY
Materials for this Module will be forwarded from the Instructor one week prior to the beginning of class. Students will be expected to prepare for discussion.
- Readings: *World Prison Brief*. (select country of interest for in-depth information)
Discussion topics: Topics TBA
- MODULE 3:** MEASURING & ANALYZING CROSS-NATIONAL CORRECTIONAL DATA
- Readings: Fields & Moore Chapter 1
Wamsley, Roy *World Prison Population List* (8th ed.)
<http://www.uncjin.org/> United Nations Crime and Justice
Information Network
<http://www.ojp.usdoj.gov/bjs/> Bureau of Justice Statistics
- Discussion Topics: Topics TBA
- MODULE 4:** THE REHABILITATION/PUNISHMENT DEBATE: INTERNATIONAL PERSPECTIVES
- Readings: *Rethinking Crime & Punishment: The Manifesto*
Discussion Topics: Topics TBA
- MODULE 5:** WOMEN AND JUVENILE OFFENDERS IN COMPARATIVE PERSPECTIVE
- Readings: Junger-Tas & Decker Parts I, II, III, & IV
Fields & Moore Chapters 3,23, 26, 27 28, & 29
Fair, Helen *International review of women's prisons*
Solomon & Allen. *Out of Trouble: Reducing child imprisonment in England and Wales - lessons from abroad*
- Discussion Topics: Topics TBA
- MODULE 6:** INFORMAL AND INDIGENOUS METHODS OF DISPUTE RESOLUTION AND PUNISHMENT
- Readings: Fields & Moore Chapters 17 & 18
Others TBA
- Discussion Topics: Topics TBA
- MODULE 7:** PUNISHMENT AS POLITICAL REPRESSION/ INTERNATIONAL CORRECTIONAL LAW & INMATE RIGHTS
- Readings: <http://www1.umn.edu/humanrts/instate/h2catoc.htm>
(United Nations Standard Minimum Rules for the
Treatment of Prisoners)
Taulbee Chapters 1-8
- Discussion Topics: Topics TBA
- MODULE 8:** CAPITAL PUNISHMENT/THE DEATH PENALTY
- Readings: Hood & Hoyle (entire text)
Discussion Topics: Topics TBA

OUTLINE FOR GRADING DISCUSSION TOPICS

Category	1 point	2 points	3 points	4 points
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts: posts appear 'hasty'	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community; seems indifferent.	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with the group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

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>Criminal Justice</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>COR 827</u> *Course Title (<u>30 characters</u>) <u>Corrections & Crime Mythology</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>6/28/10</u> Graduate Council* <u>12/17/10</u> <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> <u>1/20/11</u> Council on Academic Affairs _____ College Curriculum Committee <u>11/9/10</u> Approved <input checked="" type="checkbox"/> Disapproved _____ General Education Committee* _____ Faculty Senate** <u>NA</u> Teacher Education Committee* _____ 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 create a new, 3 hour course, COR 827, Corrections & Crime Mythology for the Adult, Juvenile, and Community Corrections Leadership Graduate Program.

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

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

B. The justification for this action:
 This course will be an elective in the revised Adult, Juvenile, and Community Corrections Leadership Graduate Program.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

- 28. For a new course, provide the catalog text.
- 29. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 30. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

COR 827 Corrections and Crime Mythology. (3) A. Interrelatedness of social construction of issues in corrections, prisons, crime in popular/media culture with empirical realities of these issues. Examination of social and symbolic construction through analysis of film, literature, popular culture, academic literature.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COR	827	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
B	3		SO _____ SR _____	
W	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
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.)

Corrections and Crime Mythology
COR 827 (3 hours credit) CRN:
Department of Criminal Justice

PROFESSOR: Dr. Victor E. Kappeler
PHONE: 859-622-1978

OFFICE: Stratton 467
OFFICE HOURS: by appointment

Last day to Add/Drop:
Last day to Withdraw without penalty:
Last day to Withdraw, instructor approval required:
Last day for Tuition Refunds: 75% - 50% - 25% -

REQUIRED TEXTS:

Kappeler, V.E., Blumberg, M. & Potter, G.W. (2005). *The Mythology of Crime and Criminal Justice*, 4th Ed. Prospect Heights, IL: Waveland Press, Inc.

Potter, G. & Kappeler, V.E. (1998). *Constructing Crime*. Prospect Heights, IL: Waveland Press, Inc.

REQUIRED READINGS:

Additional reading materials are on the Blackboard system. See list of additional required readings below.

COURSE DESCRIPTION:

COR 827 Corrections and Crime Mythology. Examines the interrelatedness of the social construction of issues in corrections, prisons and crime in popular and media culture with the empirical realities of these issues. Examination of the social and symbolic construction of corrections and crime will be included through analysis of film, literature, popular culture and academic literature.

STUDENT LEARNING OUTCOMES/COURSE OBJECTIVES:

Students will gain factual knowledge (terminology, classifications, methods, trends) regarding corrections and public perceptions of corrections.

Students will learn fundamental principles, generalizations, and theories related to social construction corrections.

Students will analyze and critically evaluate ideas, arguments, and points of view related to the course content.

SPECIAL NEEDS:

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 third 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.

COURSE REQUIREMENTS:

Papers/Projects/Presentations

Participants will write and present one major paper/project that will make a critical inquiry into a correctional myth. Approval of the topic by the professor is required. The project will be grounded in the reading materials covered over the course of the semester. While the project may take the form of a "paper" it must have included within its "pages" evidence (even if it is written text) of the assertions and thesis. All papers will be presented on-line for critique and the final version is due on or before the last class period.

You only have time to raise one or two good points in your papers/projects. Ideally, you should make some sort of overarching argument that synthesizes ideas from a number of different readings, but it is of course impossible to touch on all of the readings. As with class discussions, it's better to be interesting, well informed and well-documented, than exhaustive.

In general, I'm looking for papers/projects that make a coherent argument or incisive observation, synthesize readings, provide evidence for the argument/thesis in semiotic form from the readings and other materials with which you are familiar (or did additional research/readings) and demonstrate that you have thought deeply and analytically about the readings & project topic.

Each student is to e-mail all the other students their draft paper/project prior to the end of class with enough time for each student to read and evaluate the project. Students are to submit their draft paper and their final paper to the professor through the Blackboard system at the links provided in the documents section of Blackboard. I have set-up a link in the discussion board section of Blackboard for students to submit drafts of their projects (as attachments) for everyone to view before their presentation. We will discuss our reactions to these drafts with all students providing input designed to help improve the paper/project. The final paper/project (40%) and presentation (15%) will constitute 55 percent of the student's grade for the class. Students who do not complete their paper will be assigned the grade of "F" for the course.

Written Assignments:

There will be six brief (about three pages) written assignments over the semester. These assignments require the student to apply the readings within a block of instruction. These assignments are in the Documents Section of Blackboard within each block of reading. Written assignments are to be submitted in by using the assignment link within each block of readings before the class meeting in which we discuss the material. The purpose of these assignments is to prepare the student to execute the final paper. The assignments (4% each) will constitute 25 percent of the student's grade for the class. Students who do not complete their assignments will be assigned the grade of "F" for the course.

Preparation and Participation:

The student is expected to be prepared before coming to class and demonstrate that preparation. Preparation refers to completing all readings before class with enough comprehension to contribute to an intelligent discussion (see reading list below). Participation refers to the quality of the contribution the student makes to the class discussion. From time to time the professor may assign special readings that do not appear on the reading list provided below. Toward this end 20 percent of the student's final grade for this portion of the course will be based on preparation and participation. Students who either do not adequately prepare for class or fail to engage in quality participation will be assigned the grade of "F" for the course. In cases of failure to participate the numerical value assigned to an "F" is "0". Students must secure, in writing, permission for any deviation from these requirements.

Every effort will be made by the professor to maintain a class atmosphere conducive to learning and the free exchange of ideas. Since learning is an interactive process of communication between faculty and students, each student is expected to participate in this process. This class is being taught as a seminar, and it is my expectation that we will conduct this class as true seminars. This expectation carries with it the following assumptions:

- a. All students will have completed the readings prior to the scheduled class meetings;
- b. All students will be prepared to participate in an informed discussion of issues raised in and about the assigned reading materials;
- c. All students will be able to critically analyze the reading assignments and will contribute original thoughts and ideas about the subject matter under discussion; and
- d. All participants in the seminar will respect opinions and ideas expressed by others and will, in no way, discourage open conversation and the sharing of ideas.

The "bottom line" to be drawn from all of the above is that we are all expected to be active participants in the learning process through discussion and as such respect the opinions of one another.

INSTITUTIONAL EXPECTATIONS FOR PREPARATION ON THE PART OF STUDENTS:

Lower Division Courses: Minimum of two hours of outside preparation for every hour of lecture. Upper Division Courses: Minimum of three hours of outside preparation for every hour of lecture. Graduate Level Courses: Minimum of four hours of outside preparation for every hour of lecture.

How to Prepare for Good Class Participation

When reading the materials you MUST be able to identify the following aspects of each reading assignment to be prepared for class.

1. Thesis Statement

This many take the form of a question, an issue, or an assertion by the author that runs through the entire text of the article. You are to strive for the most concise, yet accurate, thesis statement you can construct that captures the essence of the argument.

2. Argument and Support

The various arguments made by the author in support of the central thesis. A line of argument or assertion differs from the thesis

statement in that it is narrower and can be framed in the form of an assertion, an event, a research point, or a decided issue. A line of argument logically flows from the thesis statement and points, through support, to the conclusion.

3. Conclusions

Identify the central conclusion of the article and the extent to which it is a valid conclusion. The conclusion is the answer the author gives to the central question or thesis statement raised in the article. The conclusion's validity is determined by inspection of the sum of the lines of argument and the extent to which they support or point to the conclusion made by the author.

4. Implications

Identify the consequences of the author's conclusion. What questions or issues remain? What new issues are raised by the conclusion? What are the implications of this conclusion?

DISCUSSION BOARD PARTICIPATION:

I have set-up discussion board links for each section of the course for students to exchange ideas and help each other out with understanding the readings in between class meetings. Please use these links to post questions and please attempt to help others out with their understanding of the readings and materials as we go along. I will construct your participation grade, at least in part, from your discussion board exchanges—both the issues you raise and more importantly your attempt to help others understand the material.

ATTENDANCE:

Students are expected to attend all sessions in their entirety. Missing substantial portions of the course will result in the student being assigned the grade of "F" for the course. An "F" will carry with it the numerical value of "0".

STUDENT PROGRESS:

The instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course, this evaluation will be made by posting assignment grades in the blackboard system.

GRADING SCALE:

A = 100-94%

B = 93-84%

C = 83-74%

D = 73-64%

F = any score below 64% on any aspect of the course.

ACADEMIC INTEGRITY POLICY:

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

Preamble

Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Eastern Kentucky University are expected to adhere to the highest standards of academic integrity. These standards are embodied in the Eastern Kentucky University Academic Integrity Policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. By honoring and enforcing this Academic Integrity Policy, the University community affirms that it does not tolerate academic dishonesty.

Academic Dishonesty Defined

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

Plagiarism

Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of

information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:

- * Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
- * Using facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:

- * Giving or receiving assistance not authorized by the instructor or University representative;
- * Participating in unauthorized collaboration on an academic exercise;
- * Using unapproved or misusing electronic devices or aids during an academic exercise.

Fabrication

Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

- * Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- * Listing sources in a bibliography not directly used in the academic exercise;
- * Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- * Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

READING/VIEWING/ASSIGNMENTS (BB= Reading on Blackboard system; TB= Required textbook)

I. BLOCK 1—SOCIAL CONSTRUCTION: THE PLAYERS AND PROCESS

1. Peter Berger and Thomas Luckmann: Society as a Human Product (Blackboard)
2. Potter & Kappeler: (Chapter 1)
3. Stanley Cohen: Deviance and Moral Panics (Blackboard)
4. Howard S. Becker: Rule Creators (Blackboard)
5. Potter & Kappeler: (Chapter 2)
6. Make Mine Freedom Video (Blackboard)
7. Rapture Video (Blackboard)
8. Video Interview with Tom Fenton (Blackboard)

II. BLOCK 2—CRIME, SOCIAL CONTROL AND SOCIAL CONSTRUCTION

1. Kappeler, et al.: The Social Construction of Crime Myths (Chapter 1) (Blackboard)
2. Richard Quinney: The Social Reality of Crime (Blackboard)
3. Potter & Kappeler: Introduction
4. Black: Production of Crime Rates (Handout)
5. Kappeler, et al.: Crime Waves, Fears and Social Reality (Chapter 2)
6. Potter & Kappeler: (Chapter 3)
7. Political Ad on Crime Video (Blackboard)
8. Video Interview with Naomi Klein on the Amplifying Effect of Media (Blackboard)

III. BLOCK 3— THE SOCIAL CONSTRUCTION OF PATHOLOGY

1. Rosenhan: Being Sane in Insane Places (Blackboard)
2. Jewell: A Case of a Psychotic Navaho Indian Male (Handout)
3. Conrad: The Medicalization of Deviance in American Culture (Reserve Reading)
4. Peter Conrad: The Discovery of Hyperkinesis: Notes on The Medicalization of Deviant Behavior (Blackboard)
5. Scott: The Making of Blind Men (Blackboard)
7. Potter & Kappeler: (Chapter 4)
8. Potter & Kappeler: (Chapter 5)
9. Potter & Kappeler: (Chapter 14)
10. Video Interview with Mark Lloyd on Media and Investigative Journalism (Blackboard)
11. Video NOPD 1960s Training video (Blackboard)

IV. BLOCK 4—USING CHILDREN AND CONTROLLING PARENTS, STRANGER DANGER AND KILLER KIDS

1. Kappeler, et al.: The Myth and fear of Child Abduction (Chapter 3)
2. Potter & Kappeler: (Chapter 13)
3. Kappeler, et al.: Juvenile Superpredators (Chapter 9)
4. Stranger Danger Video (Blackboard)
5. Juvenile and Parenting Video (Blackboard)

V. BLOCK FIVE—THE CONSTRUCTION OF VIOLENT CRIME: SPREADING AND USING MURDER

1. Kappeler, et al.: Myth and Murder: The Serial Killer Panic (Chapter 4)
2. Kappeler, et al.: Of Stalkers and Murder: Spreading Myth to Common Crime (Chapter 5)
3. Potter & Kappeler: (Chapter 10)

VI. BLOCK 6—GENDER SEXUALITY AND DEVIANCE

1. Hopper & Moore: Women in Outlaw Motorcycle Gangs (Handout)
2. Prokos & Padavic: 'There Oughtta Be a Law Against Bitches': Masculinity Lessons in Police Academy Training (Blackboard PDF)
3. Chrisler and Caplan: The Strange Case of Dr. Jekyll and Ms. Hyde: How PMS Became a Cultural Phenomenon & Psychiatric Disorder (Blackboard PDF file)
4. Boys Beware Video (Blackboard)
5. How Much Affection Video (Blackboard)
6. Perversion Video (Blackboard)

VII. BLOCK 7—DRUGS, DRUG ABUSE AND NARCOTICS ENFORCEMENT

1. Lindesmith: The Drug-control Bureaucracy Creates the Drug Problem (Handout)
2. Millsbaugh: The Politics of Drug Control (Handout)
3. Dickson: Criminalizing marijuana (Handout)
4. Howard S. Becker: Becoming a Marihuana User (Blackboard)
5. Howard S. Becker: Rules and Their Enforcement (Blackboard)
6. Potter & Kappeler: (Chapter 7)
7. Potter & Kappeler: (Chapter 8)
8. Potter & Kappeler: (Chapter 9)
9. Potter & Kappeler: (Chapter 15)
10. Kappeler, et al.: Apocalypse Now: The Lost War on Drugs (Chapter 8)
11. Drug Abuse Video (Blackboard)
12. Terrible Pot Video (Blackboard)
13. Reefer Madness Movie (Blackboard)
14. Victim Video (Blackboard)

VIII. BLOCK 8—THE CRIMINAL JUSTICE SYSTEM AND RULES

1. Howard S. Becker: Deviance and the Response of Others (Blackboard)
2. Kappeler, et al.: Battered and Blue Crime Fighters: Myths and Misconceptions of Police Work (Chapter 10)
3. Kappeler, et al.: Order in the Courts: The Myth of Equal Justice (Chapter 11)
4. Kappeler, et al.: Cons and Country Clubs: The Mythical Utility of Punishment (Chapter 12)
5. A Holiday from Rules Video (Blackboard)
6. A Video on Respecting the Law (Blackboard)
7. Juvenile Court Video (Blackboard)

IX. BLOCK 9—CONSTRUCTING THE SOLUTION: PUNISHMENT AND CONTROL

1. Kappeler, et al.: The Myth of a Lenient Criminal Justice System (Chapter 13)
2. Kappeler, et al.: Debunking the Death Penalty: Myths of Crime Control and Capital Punishment (Chapter 14)
3. Discipline During Adolescence Video (Blackboard)
4. Love Speaks Video (Blackboard)

X. BLOCK 10—PROTECTING THE POWERFUL AND THEIR INTERESTS

1. Kappeler, et al.: Corporate Crime and “Higher Immorality” (Chapter 7)
2. Potter & Kappeler: (Chapter 11)
3. Kappeler, et al.: Merging Myths and Misconceptions of Crime and Justice (Chapter 15)
4. Potter & Kappeler: (Epilogue)
5. Its Every Business Video (Blackboard)

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>Criminal Justice</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>COR 828</u> *Course Title (<u>30 characters</u>) <u>MH/Sub Abuse Issues in Cor Stg</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee <u>6/28/10</u> Graduate Council* <u>12/17/10</u>		Council on Academic Affairs <u>1/20/11</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee <u>11/9/10</u> Approved <input checked="" type="checkbox"/> Disapproved _____		Faculty Senate** <u>NA</u>
General Education Committee* _____		Board of Regents** <u>NA</u>
Teacher Education Committee* _____		Council on Postsecondary Edu.*** <u>NA</u>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a new, 3 hour course, COR 828, Mental Health/Substance Abuse Issues in the Correctional Setting for the Adult, Juvenile, and Community Corrections Leadership Graduate Program.	
A. 2. Effective date: (Example: Fall 2001) Fall 2011	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: This course will be an elective course in the revised Adult, Juvenile, and Community Corrections Leadership Graduate Program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

- 31. For a new course, provide the catalog text.
- 32. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 33. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

COR 828 Mental Health/Substance Abuse Issues in the Correctional Setting. (3) A. Explores prevalence, diagnosis, best practices for treatment of mental illness/substance abuse disorders; pressing issues facing the criminal justice system in the correctional population.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COR	828	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
B	3		SO _____ SR _____	
W	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Department of Criminal Justice
COR 828-Mental Health/Substance Abuse Issues in the Correctional Setting

3 Credit Hours CRN:

Professor: Dr. Irina R. Soderstrom Office: Stratton 108
Phone: 859-622-1156 e-mail: Irina.Soderstrom@eku.edu

Last Day to Add/Drop:

Last Day to Withdraw, no penalty:

Last Day to Withdraw, instructor approval required, \$50/hour fee:

Last day for Tuition Refunds: 75% - 50% - 25% -

Course Description:

This course explores the prevalence, diagnosis, and best practices for treatment of mental illness/substance abuse disorders and pressing issues facing the criminal justice system in the correctional population. The treatment of offenders suffering from mental illness and substance abuse are two of the most pressing issues facing the criminal justice system today. Correctional institutions have become the default mental health institutions in American society and the cost of diagnosis and treatment are astronomical. It is particularly challenging to treat mental disorders within the harsh confines of the institution. Furthermore, the co-morbidity of mental illness and substance abuse is extremely high, making it imperative that both be treated simultaneously. This course explores the prevalence, diagnosis, and best practices for treatment of mental illness and substance abuse disorders in the correctional population.

Student Learning Outcomes:

- 1) To gain extensive knowledge about the prevalence rates associated with mental illness and substance abuse among offender populations.
- 2) To gain a deeper understanding of why prevalence rates of mental illness and substance abuse are so high among offender populations.
- 3) To gain a deeper understanding of the difficulties of providing treatment for mental illness and substance abuse within the context of the criminal justice system.
- 4) To demonstrate mastery of the evidence-based practices being used to treat mental illness and substance abuse among offender populations.
- 5) To critically evaluate mental health courts and drug courts and their effectiveness in diverting offenders from the traditional criminal justice system and providing community-based treatments.
- 6) To analyze special issues facing offenders with co-morbid diagnoses of mental illness and substance abuse.
- 7) To critically evaluate the medicalized view of addiction.
- 8) To gain a deeper appreciation for advocacy for offenders suffering from mental illness and/or substance abuse.

Required Readings:

Journal articles that have been downloaded and saved as .pdf files are provided to students. There is no textbook.

Course Requirements:

- 1) Viewing of lecture videos for each week.
- 2) Reading of weekly assignments prior to responding to discussion board questions.
- 3) Responding to 1 discussion board question per week (see instructions below).
- 4) Writing a 2-3 page Critical Review Paper on the film "Inside Wabash." The paper should be written after the first four weeks of the course on mental illness. The paper is due during the sixth week of the course. The Critical Review Paper requires that you discuss the things you saw in the film that were positive (meaning they demonstrated best practices as learned in this course) and negative (meaning they were in opposition to best practices as learned in this course), based on what you learned during the first half of the course. The paper must be in 12-point font and follow APA formatting guidelines
- 5) One Midterm Exam at the end of Week 4 (covering weeks 1-4), and one Final Exam at the end of Week 8 (covering weeks 5-8). Both exams will consist of 33 multiple choice questions (worth 3 points each) and must be taken and submitted the first time you open the exams. Test items will reflect the weekly lesson objectives provided in your lesson plans.
- 6) One 15-page term paper that lays out the design of a comprehensive, evidence-based, treatment program for offenders diagnosed with substance abuse disorders, or diagnosed with mental illness, or dually diagnosed with both. The term paper must discuss prevalence of the problem, significance of the problem to corrections and to society, screening and

eligibility criteria, institutional treatment, and aftercare (use headings to separate each section). Or the term paper can describe a comprehensive drug court program or mental health court program, and should discuss prevalence of the problem, significance of the problem to corrections and to society, screening and eligibility criteria, court program components, suggested outside agency involvement and aftercare (use headings to separate each section). A minimum of six references (assigned class readings may be used but don't count as part of the six) is required. The term paper should be in 12-point font, 1" margins, and follow APA format guidelines.

Instructions for Discussion Board Questions: You must answer and discuss one discussion board question per week. The discussion board questions will be posted on Monday of each week. You are expected to make three posts for each question—one original post that answers the question and two additional posts that represent meaningful dialogue with at least two peers. Meaningful dialogue includes:

- A statement of, and reasons for, agreement/disagreement with a peer's post;
- A question to a peer asking for clarification or expansion of the ideas they presented along with the basis for your question;
- A direct expansion of the ideas presented by a peer that introduces additional knowledge you have about the idea; and
- Responses to questions posed to you.

Your original responses to the discussion questions must be posted by Thursday at midnight. The other postings must be made between Friday and Sunday of that week. All postings should apply what you have learned and reference course materials appropriately. Please see a grading rubric for the discussion board activity within the "assignment" section of the course site; it sets forth my expectations and provides useful guidance for how to craft your discussion board postings.

Please note that our discussions regarding mental illness and substance abuse will evoke strong personal opinions and emotions. If this is to be a meaningful experience, we must all keep an open mind and be respectful of information shared by others. Also, personal accounts and opinions are welcomed, but the discussions must be informed by course materials.

Attendance Policy:

Because this is a total online course, there is no attendance policy. However, there are multiple weekly requirements which must be met. The timeframes for these activities will be communicated to all class members. Students are required to complete the assignments within the allotted time and failure to do so will result in loss of points for the assignment in question. Making up missed assignments and the allocation of any partial credit will be at the discretion of the instructor.

Grading:

Responses to Discussion Board Questions	8 @ 20 points each	= 160 points
Critical Review Paper		= 40 points
Midterm Exam		= 100 points
Final Exam		= 100 points
Term Paper		= <u>100 points</u>
	Total	500 points

Final Course Grade:

- 448-500 points = A
- 398-447 points = B
- 348-397 points = C
- 298-347 points = D
- 297 or Lower = F

A midterm status report will be provided to students. Grades assigned will reflect the percentage of points earned as of mid-term and will correspond with the above grading scale.

Academic Accommodations Policy:

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

Cheating and Plagiarism:

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

Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgment of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).

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

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications makes it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others. (ECU Student Handbook, pg. 31)

Course Schedule

Week	Topic	Material to Have Read
1	Prevalence of Mental Illness in Offender Populations	Soderstrom article; O'Keefe & Schnell article
2	Managing Mentally Illness in Harsh Prison Environment	Weaver article; O'Keefe article
3	Diversion and Mental Health Courts	Mire et al article; Harvard Mental Health
4	Correctional Mental Health Treatment & Aftercare	Dvoskin & Spiers article;
	Midterm Exam (Covers wk1 – wk4)	Davis et al. article
5	The Treatment vs. Punishment Debate	Pallone&Hennessy article; Sung article
6	Prevalence of Substance Abuse/Treatment Challenge	Chandler et al.(2009)article
	Critical Review Paper Due	Chandler et al.(2004)article
7	Evidence-based Treatments for Substance Abuse	Simpson article; Husband & Platt article; Messina et al. article
8	Assessing Drug Courts	McCarthy&Waters article;
	Final Exam (Covers wk5 – wk8)	Wolf et al. article
	Term Papers Due (from Graduate Students only)	

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Criminal Justice</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>COR 830</u> *Course Title (30 characters) <u>Corrections and Society</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">6/28/10</td> <td>Graduate Council*</td> <td style="text-align: center;">12/17/10</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">1/20/11</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/9/10</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td></td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td></td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	6/28/10	Graduate Council*	12/17/10	<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	1/20/11	College Curriculum Committee	11/9/10	Approved <input checked="" type="checkbox"/> Disapproved _____		General Education Committee*		Faculty Senate**	NA	Teacher Education Committee*		Board of Regents**	NA			Council on Postsecondary Edu.***	NA
	<u>Date</u>		<u>Date</u>																											
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*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.																														

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise the title and description of COR 830. A. 2. Effective date: (Example: Fall 2001) Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: As a result of revising the Adult, Juvenile and Community Corrections Leadership Graduate Program, this course title and description required revision to better fit the new curriculum.	
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.)

- 34. For a new course, provide the catalog text.
- 35. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 36. 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.)

~~**COR 830 Corrections and Society**~~ **Understanding Corrections/Juvenile Justice Institutions. (3) A.** ~~This course analyzes the theoretical foundation of corrections in the context of society and applies that analysis to correctional policy and practice. Situates issues facing correctional organizations in historical, political, economic, cultural contexts. Emphasizes applying theory and critical thinking to address problems/issues/trends facing leaders in corrections and juvenile justice.~~

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

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

New or Revised* Program Text

(*Use ~~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)*
COR	830	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

COR 830
Understanding Corrections/Juvenile Justice Institutions
Department of Criminal Justice
3 Credit Hours CRN:

PROFESSOR: Kevin I. Minor, Ph.D.
 Office: Stratton 104
 Office Phone: 859-622-2240
 Fax: 859-622-1549
 E-mail: Kevin.Minor@eku.edu

CATALOG DESCRIPTION: This course situates issues facing correctional organizations in historical, political, economic, and cultural contexts. Emphasis on applying theory and critical thinking to better address problems and issues facing leaders in adult corrections and juvenile justice.

REQUIRED BOOKS:

1. Garland, D. (1990). *Punishment and modern society: A study in social theory*. Chicago: University of Chicago Press.
2. Haney, C. (2006). *Reforming punishment: Psychological limits to the pains of imprisonment*. Washington, DC: American Psychological Association.

Texts are available at <http://eku.bkstore.com/>.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course, you will be able to:

1. Demonstrate in-depth comprehension of major theoretical perspectives on punishment and corrections in the context of wider society
2. Compare and contrast theoretical perspectives, noting points of linkage
3. Critique these perspectives and discuss modifications and variants thereof
4. Apply theoretical insights to practices, policies, and issues in the field
5. Communicate effectively in writing about corrections and society

COURSE SCHEDULE AND OUTLINE: Course weeks begin on Monday morning at 10:00 a.m. and end on Sunday at 10:00 p.m., with the exception that Week 6 will end on Friday at 10:00 p.m. The course schedule and assignments are shown below. Assigned readings designated with an asterisk (*) may be skimmed but not omitted; the audio PowerPoints associated with asterisked readings must be reviewed carefully.

Week	Readings/Topics	Video Lectures and Audio PowerPoints
Week 1	Introduction to Course 1. Garland: Introduction, Chapters 1, 2, 3* 2. Haney: Preface, Chapter 1	1. Introductory Video 2. Lesson 1 Video 3. Audio PowerPoints 1, 2, 3
Week 2	1. Garland: Chapters 4, 5*, 6, 7* 2. Haney: Chapters 2 and 3	1. Lesson 2 Video 2. Audio PowerPoints 4, 5, 6, 7
Week 3	1. Take-Home Exam 1 (available 7/12/10 at 8 am) 2. Garland: Chapter 8 3. Haney: Chapter 4 Exam 1 due by 10 pm on July 18	1. Lesson 3 Video 2. Audio PowerPoint 8

Week 4	1. Garland: Chapters 9, 10, 11, pp. 277-286*, pp. 287-292 2. Haney: Chapters 5 and 6	1. Lesson 4 Video 2. Audio PowerPoints 9, 10, 11, 12
Week 5	1. Take-Home Exam 2 (available 7/26/10 at 8 am) 2. Haney: Chapters 7 and 8 Exam 2 due by 10 pm on August 1	1. Lesson 5 Video
Week 6	1. Haney: Chapters 9, 10, 11 2. Final Paper Haney due August 6 or 11 (Paper guidelines available 8/1/10)	1. Lesson 6 Video

COURSE METHODOLOGY: This course is 100 percent online, with students expected to use EKU's Blackboard Learning System for all coursework. At the same time, phone conversations with the professor are encouraged to clarify questions. The course will include weekly video lectures, audio PowerPoint slides to expand on video lectures, and discussion boards. There will be two take-home examinations and a final paper (see below). Students are required to complete all assigned readings and be fully prepared to participate in discussion boards. Students are also required to have adequate working knowledge of Blackboard. If you encounter computer or Blackboard related problems, please post your questions or comments in "Virtual Office" and our technical support specialist will reply to your post, usually within 24 hours.

COURSE CORRESPONDENCE POLICY:

- Any email correspondence regarding the course must include the specific course ID (COR 830) as the first letters of the subject line.
- The course ID must be followed by a space and a distinctive subject (e.g., COR 830 Discussion Board Question 1).
- You are required to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner.
- All course assignments must be submitted within Blackboard. Assignments submitted as email attachments will NOT be accepted.
- All emails must be directed to your professor.

COURSE REQUIREMENTS: Students are required to:

1. Complete all assigned readings during the week these are assigned
2. Complete weekly lessons including video lectures, audio PowerPoints, and discussion boards
3. Complete the two examinations
4. Complete the final paper

Assigned Readings: Reading assignments for each week are shown in the course schedule and outline (see above.)

Weekly Lessons: Each of the six weeks of this course has a corresponding lesson located in the "Weekly Lessons" section. Lessons consist of learning objectives, a list of tasks intended to help you achieve those objectives, and discussion board questions (see below for discussion board policy).

Examinations: There will be two take-home, essay format exams, both covering the Garland text. The first exam will be made available at the start of Week 3 and must be submitted no later than July 18. The second exam will be made available at the start of Week 5 and is due no later than August 1. Exam and final paper links will be made available in the assignment section of Blackboard.

Final Paper: The final paper (8-10 double spaced pages in length) will require you to address material in Haney's book while also incorporating material from other sources, especially other course material. Guidelines for preparing the paper will be distributed at the end of Week 5.

Course Requirements and Weights

Requirement	Points	% of Final Grade
Exam 1	50	28.6
Exam 2	50	28.6
Final Paper	50	28.6
Discussion Boards	25*	14.3

*One point will be added to the total course discussion score for students who participate in every discussion assignment, including both initial and follow-up postings.

Scale for Calculation of Course Grades

Point Range	Percentage Range	Letter Grade
175-157.5	100-90	A
157.4-140	89-80	B
139.9-122.5	79-70	C
122.4-105	69-60	D*
Less than 105	Less than 60	F

*In a graduate course, a grade of D is synonymous with a grade of F; both result in a score of 0 toward calculation of the grade point average.

DISCUSSION BOARD PARTICIPATION POLICY: The discussion question for Weeks 1, 2, and 4 will be posted in Blackboard starting on Mondays. You must post an initial response to the question by 10:00 p.m. on Wednesday of each week. In addition, no later than 10 p.m. on Sundays, you must make at least one follow up entry in response to peer responses or posts, and you are encouraged to make more such entries. You must not post all your entries at one time. Instead you must reflect on the insight that others have brought to the discussion. Remember your postings will serve as a reflection of your understanding of course material to the professor.

Discussion board entries will be scored based on relevance and quality, and all entries must demonstrate knowledge of course material from the particular lesson. (Please refer to the discussion board rubric for additional detail.) For each question posted, initial responses (those due on Wednesdays) will be scored on a scale of 0-4. Follow up entries (due Sundays) will be scored on the same 0-4 scale irrespective of the number of such entries; again, the focus of grading will be on quality. There are no discussion board questions for Weeks 3, 5, and 6 in order to provide adequate time for work on other assignments those weeks.

Please keep in mind that, by its very nature, good discussion is going to be intellectually and emotionally stimulating, especially when dealing with the kind of sensitive and controversial issues that pervade adult and juvenile corrections. Accordingly, disagreements are inevitable, and indeed, healthy for the learning environment. The key to preempting disagreements from turning into conflicts is distinguishing being critical of someone's ideas from being critical of them. Keep in mind that when we write something, it might get interpreted as being critical of someone else irrespective of how we intended it. So please put extra effort into trying to figure out ahead of time how others might conceivably interpret what you write. This is especially important in an online learning environment due to the element of anonymity that is lacking in direct personal interaction.

ATTENDANCE POLICY:

Because this is a total online course, there is no attendance policy. However, there are multiple weekly requirements which must be met. The timeframes for these activities will be communicated to all class members. Students are required to complete the assignments within the allotted time and failure to do so will result in loss of points for the assignment in question. Making up missed assignments and the allocation of any partial credit will be at the discretion of the instructor.

STUDENT PROGRESS AND VIEWING YOUR GRADE IN BLACKBOARD: The My Grades link is under the Tools button on Blackboard. If you go into this section, you will be able to view any grades posted by your instructor. You will be notified of your grades on all assignments shortly after assignments are graded. Discussion board responses will typically be scored within 2 to 3 days of the due date. Exam and paper assignments will usually be graded within 7 to 10 days of the due date. You will be notified of any exceptions to these time frames.

VIRTUAL OFFICE: This feature of Blackboard provides a discussion forum where you can post questions to the professor concerning the course. You are also encouraged to post any technical issues or concerns in this forum. By typing “technical issue” in the subject line of the thread, you will alert the tech support person (Mike Johnson) that this post is for him. He will try to address your issue within 24 hours. Posting questions here allows others who might have similar questions to see responses. Your professor and tech support person will be checking the virtual office frequently to answer questions. Your classmates may also be able to provide assistance

Posting questions here allows others who might have similar questions to see responses. Your professor will be checking the virtual office to answer questions. Your classmates may also be able to provide assistance.

CLASS LOUNGE: This feature is a place where classmates can get to know one another and socialize. You can introduce yourself and find out about others who are taking the course. Nothing here is graded. This is like a student center on campus.

TERM DATES:

Classes Begin:

Add/Drop Deadline:

Withdraw Period:

Withdraw Refund Schedule:

75% tuition refund:

50% tuition refund:

25% tuition refund:

Classes End:

ACADEMIC INTEGRITY: It is your responsibility to know and follow EKU's policy on academic integrity. Excerpts from the policy appear below, as regards the definition of academic dishonesty. 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 this policy may be directed to the Office of Academic Integrity. Failure to abide by this policy will result in failure for the course.

Academic Dishonesty Defined

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

Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:

- Giving or receiving assistance not authorized by the instructor or University representative;
- Participating in unauthorized collaboration on an academic exercise;
- Using unapproved or misusing electronic devices or aids during an academic exercise.

Plagiarism

Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:

- Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
- Facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

Fabrication

Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- Listing sources in a bibliography not directly used in the academic exercise;
- Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

DISABILITY STATEMENT: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSDI, please contact the Office in 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 alternative format.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Criminal Justice</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>COR 835</u> *Course Title (30 characters) <u>Administration of Corrections & Juvenile Justice</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	6/28/10	Graduate Council* <u>12/17/10</u>
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	11/9/10	Council on Academic Affairs <u>1/20/11</u>
General Education Committee*		Approved <input checked="" type="checkbox"/> Disapproved _____
Teacher Education Committee*		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 revise the title and description of COR 835. A. 2. Effective date: (Example: Fall 2001) Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: As a result of revising the Adult, Juvenile, and Community Corrections Leadership Graduate Program, this course title and description required revision to better fit the new curriculum.	
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.)

37. For a new course, provide the catalog text.
38. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
39. 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.)

~~COR 835 Administration of Corrections and Juvenile Justice~~ **Correctional/Juvenile Justice Leadership & Administration.**
(3) A. ~~An examination of theoretical bases and contemporary approaches to correctional administration; focus on organization, personnel management and policy formulation, and study of the social and political settings of correctional administration.~~
Examination of contemporary approaches to juvenile justice/corrections leadership and administration; organization, personnel management, leadership skills, policy formulation focus, study of social/political settings of corrections administration and leadership.

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

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

New or Revised* Program Text

(*Use ~~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)*
COR	835	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Department of Criminal Justice
COR 835 Corrections/Juvenile Justice Leadership & Administration
3 Credit Hours **CRN:**

Instructor: Rick Ruddell, Ph.D.
Phone Number: 859-622-8370
Email: rick.ruddell@eku.edu
Office: 109 Stratton Building

Office Hours: **Am usually in the office from Monday to Friday – 8:30 to 5:00**
The Virtual Office is checked daily.

Catalog Course Description: An examination of contemporary approaches to corrections/juvenile justice leadership and administration; organization, personnel management, leadership skills, policy formulation focus, study of social/political settings of corrections administration and leadership.

Course Dates:

Term B:

Last day to Add/Drop:

Last day to Withdraw:

Tuition Refunds:

Classes End:

Required Text:

Stojkovic, S., Kalinich, D. , & Klofas, J. (2008). *Criminal justice organizations: Administration and management*. (4th ed). Wadsworth: Belmont, CA.

Reference Texts:

The National Institute of Corrections will send you a free copy. You can also read and review them online:

Campbell, N.C. (2006). *Correctional leadership competencies for the 21st century: Manager and supervisor levels*. Washington, DC: National Institute of Corrections. Download free of charge from:
<http://nicic.org/Downloads/PDF/Library/020475.pdf>

Campbell, N.C. (2005). *Correctional leadership competencies for the 21st century: Executives and senior level leaders*. Washington, DC: National Institute of Corrections. Download free of charge from:
<http://www.nicic.org/pubs/2005/020474.pdf>

Required Readings:

Throughout the semester there will be numerous additional resources used to supplement the class text books and/or topics. These materials are posted in the Course Documents section. Some of the weekly readings are drawn from:

Stojkovic, S., & Farkas, M. (2007). *Correctional leadership: A cultural perspective*. Belmont, CA: Wadsworth (*All readings from this book are provided as PDF files*).

Many of the short (2-3 page) readings come from the following book:

North American Association of Wardens & Superintendents. (2007). *A view from the trenches: A manual for wardens by wardens*. Annapolis Junction, MD: American Correctional Association.

Required Tools:

- *Reliable Internet Access* - Due to the technology used in this course (e.g., email, Blackboard), all students should have reliable internet access.

- *EKU Email Address* – Every student enrolled at Eastern Kentucky University is assigned an email address. This email address is your official connection to the ECU community. At times, it will serve as a vehicle for communication for this course. Thus, it is necessary for you to familiarize yourself with the functions of the campus email system.
- *Blackboard* – It is important to become familiar with the operations and functions of this program, as all coursework will be completed via the class Blackboard site. Blackboard is accessible at: learn.eku.edu If you encounter any computer or Blackboard related problems, please contact Mike Johnson at mike.johnson@eku.edu
- *Please submit any documents in Microsoft Word (.doc or docx) or Rich Text Format (.rtf)*. If you do not have Office software on your pc, please refer to the External Links button on Blackboard to access and utilize the free web source – openoffice.org. In addition, this may not be an issue since we are utilizing Safe Assignments for your assignment submission, but I still prefer that you use Word.

Methods of Instruction:

The primary methods of instruction will consist of video lectures, class discussion on the discussion boards, and through your assignments.

Student Learning Outcomes:

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

- Cite major organizational and management theories and methods.
- Demonstrate knowledge of organizational mission, policy and procedure.
- Describe the political environment of the criminal justice system.
- Relate management by objectives to job design.
- Discuss the major influences of occupational socialization on the criminal justice system.
- Analyze contemporary issues relevant to the course.
- Possess a general concept of the purpose of the research-practice relationship.
- Recognize key terms related to organizational theory.

Course Requirements:

1. Class attendance and participation is required. Please read how this is graded under the Discussion Boards section of this document.
2. Complete weekly reading assignments by the date specified.
3. Complete assignments by the date specified.
4. Adhere to professional standards regarding online class behavior. It is expected that everyone will demonstrate respect and proper classroom and online etiquette. Please refer to the online etiquette policy, if necessary.

Course Correspondence Policy:

Please use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. All course assignments must be submitted within Blackboard.

Virtual Office:

This discussion forum is used to post questions to the Instructor/ Facilitator about the course. Posting them here will allow others who might have similar questions to see responses. The Virtual Office will be checked frequently to answer any questions that may have been posted. In many cases your classmates may be able to provide assistance.

Evaluation Methods:

Class performance depends on demonstrated responsibility in reading the required text and lecture notes. Therefore, it is pertinent to read chapters prior to group discussion. You will be graded on class participation.

Examinations and Assignments: All assignments must be typed and double-spaced unless stated otherwise. Standard margins and fonts should be used and size 12 font. Remember to number your pages. There will be a significant deduction for each assignment turned in late. Please be sure to check course announcements on Blackboard regularly throughout the semester for updates.

The final grade in this course is based on the discussion boards, weekly quizzes, a final exam, and two case studies.

Discussion Boards:

The weekly discussion boards, which are all based on different correctional and juvenile justice case scenarios, are a major component of your final grade. It is also perhaps one of the most integral pieces of the course. The discussion area is where most class interaction will occur. This is the glue that keeps the online course together. This is where you will get to know your classmates as well as myself.

This is important to remember as we attempt to ensure that online students get the same learning experiences as classroom students. The discussion board area is our virtual classroom. Please be sure to treat it that way. It is the course component that makes this course an active learning environment. Therefore, it is worth one of the largest proportions of your final grade. Each weekly discussion board is worth 3% for a total of 24% of your final grade. They require an extensive amount of familiarity with the course information and the application of this information to an administration-related problem in corrections or juvenile justice. All discussion board is graded in accordance with the criteria set forth in the "Discussion Board Grading" document, which is accessible under the Syllabus link on the tool bar. Specifically, these boards will be graded based on quantity, quality, and timeliness. Please be sure to review the description of the criteria contained in the "Discussion Board Grading" document.

Weekly Quizzes:

Weeks One through Seven require a short answer quiz. The quiz is posted at the end of each weekly lesson. These quizzes should be viewed like mini-exams. They are worth 3% each for a total of 21% of your final grade. They are not timed. You will be allowed to use your notes and text to complete the quizzes – but you will be penalized for lengthy quotes from the readings or PowerPoints. Please use American Psychological Association format for citations, but a reference page is not required – no cover pages. You are not allowed to work with other individuals on these quizzes.

Exam:

The final exam takes place during Week Eight and is worth 25% of your grade. It will consist of five essay questions and will require considerable outside resources.

Case Studies:

In addition to the previous grade components, you are required to conduct two major case studies. The details for the case study are posted under the Assignments link on the tool bar. A case study is an in-depth investigation of an organization undertaken to identify the factors that influence the manner in which the organization functions. Case studies fulfill many educational objectives in the social sciences. As a student in this course, you will write a case study in order to improve your ability to:

- *Analyze information carefully and objectively,*
- *Solve problems effectively, and;*
- *Present your ideas in clear written form, directed at a specific audience.*

Each case study is worth 15% for a total of 30% of your final grade. The make-up of your grade is as follows:

Weekly Quizzes (7)	21%	(Weeks 1 through 7)
Discussion Boards (8 weeks)	24%	(Weeks 1 through 8)
Case Studies (2)	30%	(Due:)
Final Exam	25%	(Due:)

Final Grades:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
59% and less	F

Participation Policy:

Unless there are extraordinary circumstances, no make-up exams or weekly discussion boards are permitted. Students are expected to participate in this "active" learning environment: but if you are having trouble with the course requirements, contact your instructor as soon as possible.

Student Progress:

The grade calculation formula is kept simple so you can keep up with your grade throughout the semester. Exams and assignments will be graded within a week of the submission date.

Academic Honesty:

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

Plagiarism, cheating, fabrication and other forms of academic dishonesty are prohibited. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, your instructor can assign an "F" for the exercise or examination and/or assign an "F" for the course. Information about academic rights and offenses and the student's right to appeal is located in the Academic Honesty Policy in the Colonel's Compass accessible at: <http://www.eku.edu/compass/>

Americans with Disabilities Act (ADA):

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

NOTE: Students with problems and/or concerns are requested to contact Dr. Ruddell anytime. I am available during the scheduled office hours, by phone, or email. Please do not wait until the end of the semester to speak with me. Remember: If you are having trouble, the earlier we speak, the better. Good Luck!

* Stojkovic, S., Kalinich, D. , & Klofas, J. (2008). *Criminal justice organizations: Administration and management*. (4th ed). Belmont, CA: Wadsworth.

Week:	Topics:	Major Reading Assignment(s)	Additional Information
ONE:	Introduction Weekly Lesson 1-Managers, Leaders and Culture	<i>Chapter 1 – Organizations text*</i> <i>Chapter 1 – Leadership text**</i> <i>Supplemental Readings</i>	<i>Quiz</i> <i>Discussion Board Case Scenario</i>
TWO:	Weekly Lesson 2-Organizational Structure	<i>Chapters 2 & 3- Organizations text*</i> <i>Supplemental Reading</i>	<i>Quiz</i> <i>Discussion Board Case Scenario</i>
THREE:	Weekly Lesson 3-Communication and Cultural Awareness	<i>Chapter 4 – Organizations text*</i> <i>Supplemental Readings</i>	<i>Quiz</i> <i>Discussion Board Case Scenario</i>
FOUR:	Weekly Lesson 4-Motivation	<i>Chapter 5 & 6 Organizations text*</i> <i>Chapter 2 – Leadership text**</i> <i>Supplemental Readings</i>	<i>Quiz</i> <i>Discussion Board Case Scenario</i> <i>Case Study #1 Due April 11, 2010 at 10 PM EST</i>
FIVE:	Weekly Lesson 5-Leadership	<i>Chapters 7 & 12 – Org. text*</i> <i>Chapters 3, 4, 5 – Leadership text**</i> <i>Supplemental Readings</i>	<i>Quiz</i> <i>Discussion Board Case Scenario</i>
SIX:	Weekly Lesson 6-Socialization and Conflict	<i>Chapters 8, 9, & 11 – Organizations text*</i> <i>Chapters 4 & 6- Leadership text**</i> <i>Supplemental Readings</i>	<i>Quiz</i> <i>Discussion Board Case Scenario</i>
SEVEN:	Weekly Lesson 7-Evaluation and Effectiveness	<i>Chapters 12 & 13 – Organizations text*</i> <i>Supplemental Readings</i>	<i>Quiz</i> <i>Discussion Board Case Scenario</i> <i>Case Study #2 Due May 2, 2010 at 10 PM EST</i>
EIGHT:	Weekly Lesson 8-Power and Politics	<i>Chapter 10 – Organizations text*</i> <i>Chapters 5& 7 – Leadership text**</i> <i>Supplemental Readings</i>	<i>No Quiz this week</i> <i>Discussion Board Case Scenario</i> <i>Final Exam Due Friday May 7 at midnight .</i>

**Stojkovic, S., & Farkas, M. (2007). *Correctional leadership: A cultural perspective*. Belmont, CA: Wadsworth. (Most of these readings are “excerpts” and not the entire chapter) All supplemental readings are posted in the Course Documents Section in BlackBoard.

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)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">Criminal Justice</td> </tr> <tr> <td>College</td> <td>Justice & Safety</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>COR 840</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Adult Corrections</td> </tr> <tr> <td>*Program Title</td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table>	Department Name	Criminal Justice	College	Justice & Safety	*Course Prefix & Number	COR 840	*Course Title (30 characters)	Adult Corrections	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
Department Name	Criminal Justice										
College	Justice & Safety										
*Course Prefix & Number	COR 840										
*Course Title (30 characters)	Adult Corrections										
*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)										

Proposal Approved by:		<u>Date</u>		<u>Date</u>
Departmental Committee	6/28/10	Graduate Council*		12/17/10
<i>Is this a SACS Substantive Change?</i>		Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	1/20/11
College Curriculum Committee	11/9/10	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>	
General Education Committee*		Faculty Senate**		NA
Teacher Education Committee*		Board of Regents**		NA
		Council on Postsecondary Edu.***		NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise the title and description of COR 840.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2011</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>
<p>B. The justification for this action:</p> <p>As a result of revising the Adult, Juvenile, and Community Corrections Leadership Graduate Program, this course title and description required revision to better fit the new curriculum.</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.)

- 40. For a new course, provide the catalog text.
- 41. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 42. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~COR 840 Adult Corrections Trends/Issues in Adult/Institutional/Community Corrections. (3) A. This course analyzes community and institutional corrections. Emphasis is placed on the roles and functions of agencies and how operations are shaped by security, rehabilitation, as well as management and staff issues. The future of corrections is examined based on current and projected trends. This course analyzes current and emerging trends/issues in adult community and institutional corrections. The future of corrections is examined based on current and projected trends.~~

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

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

New or Revised* Program Text

(*Use ~~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)*
COR	840	Fall 2011	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Department of Criminal Justice
COR 840 Trends/Issues in Adult/Institutional/Community Corrections
CRN: 3 Credit Hours

INSTRUCTOR

Dr. Rick Ruddell
Phone:(613) 947 8866
Email: rick.ruddell@eku.edu
Office Hours: 8-5, M-F

COURSE DESCRIPTION

This course analyzes current and emerging trends/issues in adult community and institutional corrections. The future of corrections is examined based on current and projected trends.

TERM DATES

Classes Begin:
Add/Drop Deadline:
Withdraw Period:

CONTACTING THE INSTRUCTOR

Email is generally the best way to reach me. During the 6-week semester I plan on being in the office most days Monday through Friday from 8:00 to 5:00 Richmond time. If you do call and leave a message, please speak very slowly when giving me your phone number. I will try to respond to your email or return your call as soon as possible. If you are running into trouble, it is always best to call earlier rather than later.

Dates (Term):

Term :
Last day to Add/Drop:
Last day to Withdraw:
Tuition Refunds: 75% - 50% - 25% -
Classes End:

TEXTS - REQUIRED

Elsner, A. (2008). *Gates of injustice: The crisis in America's prisons*. Upper Saddle River NJ: FT Press. ISBN: 978-0768682267

Lin, A.C. (2000). *Reform in the making: The implementation of social policy in prisons*. Princeton NJ: Princeton University Press. ISBN: 978-0691095998

Owen, B. (1998). *In the mix: Struggle and survival in a women's prison*. New York: SUNY Press. ISBN: 978-0791436080

Santos, M. (2007). *Inside: Life behind bars in America*. New York: St. Martin's Griffin. ISBN: 978-0312343507

ADDITIONAL READINGS

Throughout the term there will be additional readings that will help you complete the four assignments and to supplement the course texts. Students will be responsible for incorporating them into the weekly discussion boards. These readings will all be available online in the course documents section.

STUDENT LEARNING OUTCOMES

Students who successfully complete the course will be able to:

1. Evaluate the impact of special needs populations (e.g., persons with mental illness, communicable diseases, or the elderly) on institutional and community corrections.

2. Describe and critically evaluate best practices for women in either community or institutional corrections.
3. Articulate how organizational culture, climate, and context shapes correctional services and community re-entry.
4. Evaluate the challenges of implementation in correctional reforms, including different ways of evaluating programmatic success.
5. Assess the priorities of different correctional interventions (e.g., cutbacks in funding).

METHODS OF INSTRUCTION

The primary methods of instruction will consist of video lessons, supplementary materials (e.g., weekly PowerPoint presentations), and discussion board participation.

PROGRAM COMPETENCIES AND COURSE PURPOSE

In developing the Master of Science program in Correctional/Juvenile Justice Studies, departmental faculty reviewed the occupational profiles of numerous jobs in adult corrections and juvenile justice. This process resulted in the identification of a set of competencies deemed to constitute essential knowledge and skills. Graduates of the program are expected to use analytical and critical thinking to demonstrate proficiency in the following areas:

1. Written and oral communication and computer literacy,
2. The application of problem solving to evaluating and synthesizing information
3. Comprehension of the corrections / juvenile justice field (including the historical, theoretical, and legal foundations of the field; methods of gathering and analyzing information for research purposes; and the major bases of literature), and;
4. Organizational skills and professional leadership

One purpose of this course is to help students establish a solid foundation for acquiring these competencies, especially as they relate to adult corrections.

COURSE REQUIREMENTS

The primary requirements of this course are to critically examine and master the course materials, produce four reasoned and well-researched and written papers that demonstrate a sound understanding of adult corrections, and be an active participant in course discussions. As active learners, students will be expected to carefully study the assigned readings prior to the class, and be prepared to discuss the strengths and weaknesses of the arguments proposed by the author(s). The PowerPoint slides will help refine your readings and studies. Please be courteous in your online discussions. Because the discussion boards are somewhat anonymous, it is sometimes easy to forget our etiquette – especially when we are discussing controversial subjects. It is expected that everybody will demonstrate respect and proper classroom and online conduct.

REQUIRED TOOLS

Reliable internet access – Due to the technology used in this course (e.g., email and Blackboard), all students should have reliable internet access.

EKU email address – Every student enrolled at Eastern Kentucky University is assigned an email address. This email address is your official connection to the ECU community. At times, it will serve as a vehicle for communication for this course. Thus, it is necessary for you to familiarize yourself with the functions of the campus email system.

Blackboard – It is important that you become familiar with the operations and functions of this program, as all coursework will be completed via the class Blackboard site. Blackboard is accessible at: learn.eku.edu. If you encounter any computer or Blackboard related problems, please contact Mike Johnson at mike.johnson@eku.edu.

Microsoft Word (.doc) or Rich Text Format (.rtf) capabilities. The University computer system will not read Microsoft Works or Wordperfect documents. If you do not have Office software on your

PC, please refer to the External Links button on Blackboard to access and utilize the free web source – openoffice.org.

GRADING - EVALUATION

Grades will be based on two criteria – a series of 4 short (5 page) papers that addresses current issues in corrections (40%), two exams (15% and 20% each), and participation in the discussion boards (25%). Participation is a key element in the class and all students will be evaluated on their contribution to discussion boards – which must be grounded in a comprehensive understanding of the course materials.

4 five page papers	40 %	Due: Weeks 2, 4, 5, 6
2 Exams	35 %	Weeks 3 and 6
Discussion Boards	25 %	Ongoing participation each week

All of the papers are to be written in American Psychological Association (APA) format. The course document entitled “A short orientation to jails and prisons” is written in APA format, so use that as a model. There is also a short course document entitled APA Crib Sheet that provides an overview of this style.

GRADING SCALE

90 and up	A
80 - 89	B
70 - 79	C
60 - 69	D
0 – 59	F

STUDENT PROGRESS

The grade calculation formula is kept simple so you can keep up with your grade throughout the semester. Exams and assignments will be graded within a week of the submission date (and I will try really hard to get them back to you within a few days).

ACADEMIC INTEGRITY

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The policy is available at: <http://www.academicintegrity.eku.edu>. Questions regarding this policy may be directed to the Office of Academic Integrity. As practitioners we often “borrow” the work of others (e.g., using a survey that somebody else has developed) but these practices are not allowed in these course assignments. If in doubt – email or call the instructor: It is always better to be safe than sorry. At a minimum, students who violate this code will receive an "F" (0 points) for the work in question and students should expect to receive a grade of "F" in the course. In addition, other penalties may be imposed by the Department, College, or University.

DISABILITY STATEMENT

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

VIRTUAL OFFICE

This discussion forum is used to post questions to the Instructor/Facilitator about the course. Posting them here will allow others who might have similar questions to see responses. The virtual office will be checked frequently to answer any questions that may have been posted. In many cases your colleagues/classmates will be able to provide assistance.

DISCUSSION BOARDS

Discussions will be conducted via our class Blackboard site. All students are expected to participate in and contribute to these discussions each week. Failure to do so will result in a zero for that

week's discussion board grade.

Discussions are an essential element of this course. The discussion area is where most class interaction will occur, and this is the "glue" that holds our online classes together. This online community is where we will get to know each other, and know your classmates as well. Your participation is important as it is the only way that our online students receive the same quality of education as our campus graduate students.

Your participation in these discussions will count as 25 percent of your course grade (4% per week with one bonus point). The format for grading the discussion boards is on the last page of this document.

As a "rule of thumb" discussion posts that are encouraging (e.g., a one-line response that states "Great post!") are desirable (and please encourage each other!), but won't earn you many points – a better approach is to discuss why the post was good (e.g., Relate your post to your readings, contributions from other weeks, the lectures, and other sources – spend a bit of time to ensure that your grammar and spelling are appropriate).

By Monday at 10:00 a.m. each week, two questions will be posted that relate to that week's readings. One of the expectations of the class is that you make your first response to each discussion board question by 10:00 pm. Wednesday.

These discussions are evaluated according to the thoughtfulness of your contributions, your ability to integrate course content into the discussion topic, timeliness, and quantity.

Please note that higher marks will be given to students who post discussions throughout the week (e.g., If everybody posted in the last hour of the week, we wouldn't have much time for answers or reflection).

You will find the blackboard discussion assignments on the discussion board, which is where you will be required to post your response. Your responses will be available for all other students and the instructor to read and respond.

For all lessons the discussion board will be open at 10:00 am on Monday and close at 11:00 pm on Sunday (Richmond time).

COURSE SCHEDULE

If there are any changes to the schedule, students will be given as much notice as possible.

WEEK 1 -

Topic: Current Issues in Corrections

Reading: Elsner (2008). *Gates of injustice*

Additional Information:

PowerPoint Slides

Introduction Video and PowerPoint Slides

WEEK 2 -

Topic: Women in Corrections

Reading: Owen (1998). *In the mix*

Additional Information: PowerPoint Slides

Assignment 1 Due:

WEEK 3 -

Topic: Inmate Culture

Reading:

Santos (2006). *Inside: Life behind bars in America*

Useem & Piehl (2006). *Prison buildup and disorder.*

Additional Information: PowerPoint Slides

Midterm Exam Due:

WEEK 4 -

Topic: Program Implementation

Reading:

Lin (2000). *Reform in the making – Pages 1-97*; Read Schlanger (2003). *Inmate litigation*;
Read Livers (2007). *Breaking the code of silence*.

Additional Information: PowerPoint Slides

Assignment 2 Due:

WEEK 5 -

Topic: Program Implementation and Accreditation

Reading:

Lin (2000). *Reform in the making – Pages 98-194*

Read Burrell (2008). Implementation: The Achilles heel of evidence-based practices.

Read Burke (2008). The warden's role in accreditation.

Additional Information: PowerPoint Slides

Assignment 3 Due:

WEEK 6 -

Topic: Alternatives to Incarceration

Readings:

Aos, S., Miller, M., & Drake, E. (2006). *Evidence-based public policy options to reduce future prison construction, criminal justice costs, and crime rates*. Olympia, WA: Washington State Institute for Public Policy. (Pages 1-17)

Greene, J., & Schiraldi, V. (2002). *Cutting correctly: New prison policies for times of fiscal crisis*. San Francisco, CA: Center on Juvenile and Criminal Justice.

Jacobson, M. (2005). Chapter 5. *Why parole and probation policies need to change*.

Wool, J., & Stemen, D. (2004). *Changing fortunes or changing attitudes? Sentencing and corrections reforms in 2003*. New York: Vera Institute of Justice.

Review (don't print):

PEW Charitable Trusts (2007). *Public safety, public spending*. Washington DC: Author.

PEW Charitable Trusts (2008). *One in 100: Behind bars in America*. Washington DC: Author.

Assignment 4 Due:

Final Exam Due:

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)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Department Name</td> <td>Criminal Justice</td> </tr> <tr> <td>College</td> <td>Justice & Safety</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>COR 850</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Offender Rehabilitation Strategies</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td></td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Criminal Justice	College	Justice & Safety	*Course Prefix & Number	COR 850	*Course Title (30 characters)	Offender Rehabilitation Strategies	*Program Title			(Major ____, Option ____, Minor ____, or Certificate ____)
Department Name	Criminal Justice												
College	Justice & Safety												
*Course Prefix & Number	COR 850												
*Course Title (30 characters)	Offender Rehabilitation Strategies												
*Program Title													
	(Major ____, Option ____, Minor ____, or Certificate ____)												

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	6/28/10	Graduate Council*	12/17/10
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	1/20/11
College Curriculum Committee	11/9/10	Approved <input checked="" type="checkbox"/> Disapproved	
General Education Committee*		Faculty Senate**	NA
Teacher Education Committee*		Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise the title and description of COR 850.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2011</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>
<p>B. The justification for this action:</p> <p>As a result of revising the Adult, Juvenile, and Community Corrections Leadership Graduate Program, this course title required revision to better fit the new curriculum.</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.)

- 43. For a new course, provide the catalog text.
- 44. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 45. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

COR 850 Offender Rehabilitation Strategies Corrections and Juvenile Justice Interventions. (3) A. This course provides critical analyses of research and theories guiding effective rehabilitation programs in corrections and juvenile justice. It examines how various factors contribute to criminal behavior and how assessment procedures can improve programs.

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

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

New or Revised* Program Text

(*Use ~~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)*
COR	850	Fall 2011	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Department of Criminal Justice
Corrections and Juvenile Justice Interventions - COR 850
3 Credit Hours CRN:

Betsy Matthews, Professor
Stratton Building, Room 102
Phone: 859-622-8113 or 859-608-9097
e-mail: betsy.matthews@eku.edu

Course Description

This course provides critical analyses of research and theories guiding effective rehabilitation programs in corrections and juvenile justice. It examines how various factors contribute to criminal behavior and how assessment practices can improve programs.

Course Readings

There is no required text for this course. A reading list has been posted under “course readings” on the course menu; required articles are also posted here as .pdf or .html files. For some weeks, there are required and recommended readings. You are only responsible for the required readings; the recommended readings may be useful to you in certain assignments or as a reference tool in the future. Students can expect to read 4-5 articles or an average of 110 pages each week.

Course Format

This course is 100 percent online. Lesson plans, reading assignments, and lesson exercises are all posted online within the course Blackboard site. Each Monday, you will be able to access a weekly lesson plan that outlines the tasks to be completed for the week including reading, group work, and assignments. All of the tasks must be completed by Sunday at midnight unless otherwise noted.

To the best of my ability within the online learning environment, I will be conducting this course as a graduate seminar. An effective seminar is dependent on each of us being accountable for the learning that takes place. My role in this seminar is to assign readings that provide a basis for discussions and to guide the group discussions in a way that promotes critical analyses, expands knowledge, and provides an opportunity to apply classroom learning to contemporary correctional and juvenile justice practices. Your role is to make substantive contributions to the class discussion that are based on completion of all reading and writing assignments and that draw on knowledge gained through prior classes and experience.

Course Communication

Announcements

All course related updates will be posted on the announcements section of our course website. It is your responsibility to access the website on a consistent basis and to check the announcements section for related information.

EKU Email

Any correspondence will be sent via your ECU email address. Please ensure that your email is operational at all times. I will not be using personal email addresses.

Virtual Office

The virtual office is a place where you can post questions about the course that may be of interest to other students. I will answer these questions as promptly as possible. Also, be aware that our Instructional Designer and technical expert, Michael Johnson, will be monitoring the virtual office for any technical problems that students may have. In the case of technical problems that appear to be specific to you, email Mike at Mike.Johnson@eku.edu.

Class Lounge

This discussion forum is a place to get to know your classmates. It is analogous to the student center on campus. It is a place to socialize with other students.

Student Learning Objectives

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

1. Discuss the factors that contributed to the decline of rehabilitation in the 1970s-1990s.
2. Summarize the research that has contributed to the reaffirmation of rehabilitation as an important strategy for corrections and juvenile justice.
3. Gather and evaluate relevant information about offender intervention practices.
4. Identify the key components of evidence-based practices.
5. Summarize the evidence that supports the key components of evidence-based practices.
6. Apply the knowledge gained about effective rehabilitation to the treatment of special offender populations.
7. Apply the knowledge gained about effective rehabilitation to the major domains of offender risk.
8. Apply the knowledge gained about effective rehabilitation to the critical analysis of correctional intervention programs.
9. Present information, orally and in writing, on what works to reduce the recidivism of offenders.

Course Requirements

Discussion boards: You have been assigned to a group of 8-10 students for the purpose of group discussion. These discussion questions are designed to promote critical thinking and exploration of the issues through an ongoing dialogue with your peers. There will be 5 discussion boards.

The discussion boards are worth 21 points (see discussion board grading rubric). The discussion question(s) posted will require you to apply what you have learned from the material covered during the week to a group discussion with your peers. You are expected to make three posts – one original post that answers the question and two additional posts that represent meaningful dialogue with at least two peers. Meaningful dialogue includes:

- a statement of, and reasons for, agreement/disagreement with a peer's post;
- a question to a peer asking for clarification or expansion of the ideas they presented along with the basis for your question;
- a direct expansion of the ideas presented by a peer that introduces additional knowledge you have about the idea; and
- responses to questions posed to you.

Your original response to the discussion question must be posted by Thursday of each week. The other two postings must be made between Friday and Sunday of that week. All postings should apply what you have learned and reference course materials appropriately. Please see a grading rubric for this discussion board within the "assignment" section of the course site; it sets forth my expectations, but it also provides useful guidance for how to craft your discussion board postings.

Mid-term: During week four, you will select 5 of 8 essay questions to answer. These questions will address themes in the readings or specific information about a piece of research.

Assessment review: Assessment and classification practices are critical components of effective rehabilitation. For this assignment, you will be asked to conduct research for the purpose of identifying an assessment/classification instrument for an agency. Students will be assigned different types of instruments to research and will share their information through the use of the WIKI tool within the course Blackboard site.

As a masters level corrections/juvenile justice professional you may be asked to research and recommend certain policies and practices for your agency. This assignment is designed to provide you with practice at gathering and assessing relevant information and coming to well-reasoned conclusions and recommendations.

Substance abuse treatment program review: For this assignment, you will be asked to review an available substance abuse treatment program for offenders. The program can be for adults or juveniles and it can be institutional or residential based. You analyze key program components (e.g., assessment processes, target population, treatment model, staff qualifications, evaluation practices) to ascertain how well the program applies

certain principles of effective correctional intervention. Students will prepare a written paper that includes a detailed description of the program, an analysis of the key program components, and a conclusion regarding the programs potential for promoting positive behavioral change in offenders. The analysis and recommendations must reflect knowledge gained throughout the course.

Final exam: The final exam will consist of two parts. First, you will select 5 of 8 short-answer essay questions to answer. These questions will cover the material covered in weeks 5-8 of the course and will address themes in the readings or specific information about a piece of research. Second, you will write an essay that answers the central question of the course: What is the best way to promote positive behavioral change in offenders? This essay must reflect what you have learned throughout the course about the components of effective rehabilitation and must cite at least 70% of the material covered throughout the course.

Attendance Policy

Because this is an online course, class “attendance” is more flexible than in a traditional place-based course. However, there are times when students are expected to participate in discussions and complete exams or other assignments. The time frames for these activities will be communicated to all class members. Students are required to complete assignments within the allotted times. Failure to do so will result in a loss of points for the assignment in question. If for some reason you are not able to complete course requirements during the allotted time frame you must communicate with the professor immediately and note the reasons for missing the assignment. Making up missed assignments and the allocation of partial credit will be at the discretion of the professor.

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

Cheating: Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:

- Giving or receiving assistance not authorized by the instructor or University representative;
- Participating in unauthorized collaboration on an academic exercise;
- Using unapproved or misusing electronic devices or aids during an academic exercise.

Plagiarism: Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:

- Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
- Facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

Fabrication: Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- Listing sources in a bibliography not directly used in the academic exercise;
- Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

Academic Accommodations Policy

If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of the Turley House or by telephone at 622-1500.

Course Grades

The attached rubrics reflect the standards for critical thinking and will be used to grade each of your assignments. Course grades will be based on points earned where:

- A = 357 and above
- B = 317 - 356
- C = 277 - 316
- D = 238 - 276
- F = below 238

Points will be accumulated as follows:

Discussion boards (7 X 21)	147
Mid-term exam	50
Assessment review	50
SA Program review	50
Final exam	100
Total possible points	397

Term dates

- Classes Begin:
- Add/Drop Deadline:
- Withdraw Period:

- Withdraw Refund Schedule
- 75% Tuition Refund:
- 50% Tuition Refund:
- 25% Tuition Refund:

Classes End:

Tentative Course Schedule

Week	Topic	Articles	Assignment
Week 1	Introduction to course		Opening exercise
	History of rehabilitation Evidence-based practice	Martinson (1974) Cullen and Gendreau (2000) Farabee (2000) Latessa et al. (2002)	Discussion board (2 questions)
Week 2	Principles of Effective Classification: Risk, Need, and Responsivity	Andrews, Bonta, & Hoge (1990) Taxman (2006) Austin (2006)	Discussion board Begin Assessment Review
Week 3	Cognitive-behavioral therapies	Baro (1999) Cameron & Telfer (2004) Easton et al., (2007) Wilson et al., (2005)	Discussion board Assessment review due by Thursday, 9/10 at midnight.
Week 4	Therapeutic alliance	Florsheim et al (2000) Horvath (2000) Interbitzen (2007) Matthews & Hubbard (2007)	Discussion board Mid-term exam due by Sunday (date) at midnight
Week 5	Substance abuse treatment for offenders	Duroy et al. (2003) McMurrin (2007) Mitchell et al. (2006) NIDA (2006)	Discussion board Begin Substance Abuse Treatment Program Review
Week 6	Gender-responsive programming	Bloom et al. (2004) Cernkovich et al. (2008) Wright et al. (2007) Hubbard & Matthews (2008)	Discussion board Substance Abuse Treatment Program Review due by Thursday, 10/1 at midnight.
Week 7	Peer group interventions	Gifford-Smith et al., (2005) Kauffman et al., (2007) Mears et al., (1998) Rusby et al., (2005) Ryan (2006)	Discussion board
Week 8	Final exam		Final exam due by Friday (date) at midnight.

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

Part I

(Check one)	Department Name	<u>Criminal Justice</u>
<input type="checkbox"/> New Course (Parts II, IV)	College	<u>Justice & Safety</u>
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	<u>COR 856</u>
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	<u>Law & Ethics in Corrections & Juvenile Justice</u>
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	<u>6/28/10</u>	Graduate Council*
		<u>12/17/10</u>
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	<u>11/9/10</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*		Faculty Senate**
Teacher Education Committee*		Board of Regents**
		Council on Postsecondary Edu.***
		<u>NA</u>
<p>*If Applicable (Type NA if not applicable.)</p> <p>**Approval needed for new, revised, or suspended programs</p> <p>***Approval/Posting needed for new degree program or certificate program</p> <p>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>To revise the title and description of COR 856, Law & Ethics in Dealing With Offenders.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2011</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>N/A</p>
<p>B. The justification for this action:</p> <p>As a result of revising the Adult, Juvenile, and Community Corrections Leadership Graduate Program, this course title and description required revision to better fit the new curriculum.</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.)

- 46. For a new course, provide the catalog text.
- 47. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 48. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

~~COR 856 Law and Ethics in Corrections and Juvenile Justice Dealing with Offenders. (3) A. This course provides advanced analyses of statutory and case law governing adult corrections and juvenile justice in a constitutional, ethical, and moral framework. It explores historical, philosophical, and socio-legal underpinnings of this subject. Analyzes ethical and legal issues confronting leaders in adult and juvenile correctional agencies. Evaluates statutory law, case decisions, administrative promulgations from constitutional and socio-legal standpoints.~~

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COR	856	Fall 2011	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Department of Criminal Justice
COR 856 Law and Ethics in Dealing with Offenders
3 Credit Hours CRN:

PROFESSOR: Kevin I. Minor, Ph.D.
Office: Stratton 104
Office Phone: 859-622-2240
Fax: 859-622-1549
E-mail: Kevin.Minor@eku.edu

COURSE DESCRIPTION: This course analyzes the ethical and legal issues confronting leaders in adult and juvenile correctional agencies. Evaluates statutory law, case decisions, and administrative promulgations from constitutional and socio-legal standpoints. (3 credit hours)

REQUIRED READINGS:

1. Cripe, C. A., & Pearlman, M. G. (2005). *Legal aspects of corrections management* (2nd ed.). Boston, MA: Jones and Bartlett.
2. del Carmen, R. V., Ritter, S. E., & Witt, B. A. (2008). *Briefs of leading cases in corrections* (5th ed.). Cincinnati, OH: Anderson/Lexis Nexis.
3. Supplemental readings are indicated in the course outline.

Texts are available at <http://eku.bkstore.com/>.

STUDENT LEARNING OUTCOMES: This course addresses the major legal issues in adult corrections and juvenile justice, with particular focus on constitutional questions interpreted by the United States Supreme Court. The course does not take up all legal issues in these areas or address all potentially applicable laws and policies in a given jurisdiction.

Upon successful completion of this course, you will be able to accomplish the following as regards law in adult corrections and juvenile justice.

1. Apply, analyze, and evaluate the major ethical frameworks involved.
2. Demonstrate knowledge of important historical developments.
3. Demonstrate understanding of the major bodies of law (constitutions, statutes, court cases, and administrative policies) and how these guide the handling of accused and convicted persons.
4. Critically evaluate legal issues within their broader social, political, and economic contexts.

COURSE SCHEDULE AND OUTLINE: Course weeks begin on Monday morning at 10:00 a.m. and end on Sunday at 10:00 p.m. The course schedule is shown below.

Week	Topics and Deadlines	Video Lectures	Readings
Week 1	Introduction Ethical Frameworks Sources of Correctional and Juvenile Justice Law Historical Perspective	Lesson One Video	Cripe & Pearlman: Chapter 1, pp. 62-64 (torts), pp. 414-416 (torts); skim Chapter 18 and pp. 401-411 Supplemental Reading – Williams & Arrigo Chapter 11 – “The Examined Life: A Guide to Moral Thinking and Decision-Making”
Week 2	Juvenile Justice Law: Part I (Philosophy, History, Police Handling,	Lesson Two Video	Cripe & Pearlman: pp. 437-444 del Carmen et al.: pp. 302-308, 320-322, 324-327,

	and Early Court Processing)		329-334 Supplemental Reading – Feld – “A Century of Juvenile Justice” Supplemental Case Reading – <i>Safford Unified School District v. Redding</i> (2009)
Week 3	Juvenile Justice Law: Part II: (Petition, Adjudication, Disposition, and Corrections)	Lesson Three Video	Cripe & Pearlman: pp. 444-446 del Carmen et al.: pp. 308-414, 334-337 Supplemental Reading – Feld & Schaefer – “The right to counsel in juvenile court” Supplemental Case Readings – <i>Roper v. Simmons</i> (2005) and <i>Graham v. Florida</i> (2010)
Week 4	Sentencing Prisoner Access to the Courts	Lesson Four Video	Cripe & Pearlman: pp. 26-29 (sentencing), pp. 248-249 (cases) del Carmen et al.: pp. 340-345 Cripe & Pearlman: pp. 59-62 (habeas corpus), pp. 64-67 (Section 1983), pp. 104-105 (PLRA), Chapter 6 del Carmen et al.: pp. 4-11, 29-30, 32-35, 37-42, 95-96 Supplemental Reading – “No Equal Justice: The Prison Litigation Reform Act in the United States” Supplemental Case Readings – <i>Lewis v. Casey</i> (1996), <i>Nelson v. U.S.</i> (2009), and <i>Jones v. Bock</i> (2007)

Week	Topics and Deadlines	Video Lectures	Readings
Week 5	Prisoner First Amendment Rights (Correspondence, Religion, Press and Association) <i>Paper due by 10 PM on (date)</i>	Lesson Five Video	Cripe & Pearlman: Chapters 7, 8, 9 del Carmen et al.: pp. 103-109, 128-131, 120-124, 150-156 Supplemental Reading – Robertson – “The Rehnquist Court and the ‘Turnerization’ of Prisoners’ Rights” Supplemental Case Readings – <i>Cutter v. Wilkinson</i> (2005) and <i>Turner v. Safley</i> (1987)
Week 6	Prisoner Fourth, Fifth, and Fourteenth Amendment Rights <i>Presentation guidelines available at 8 AM on (date)</i>	Lesson Six Video	Cripe & Pearlman: Chapters 10, 11, 12 (except pp. 248-255), 13 del Carmen et al.: pp. 55-63, 65-68, 72-77, 131-136, 139-150 Supplemental Reading – Toch – “Sequestering

	<i>Initial discussion board response due by 10 PM on (date); follow-up due by 10 PM on (date)</i>		Gang Members, Burning Witches, and Subverting Due Process” Supplemental Case Readings – <i>Sandin v. Conner</i> (1995) and <i>Johnson v. California</i> (2005)
Week 7	Prisoner Eighth Amendment Rights	Lesson Seven Video	Cripe & Pearlman: Chapters 14, 15 (except pp. 312-314), 16, pp. 411-414 del Carmen et al.: pp. 15-26, 50-51, 78-82, 109-118, 126-128, 216-219, 220-221, 223-224, 226-227 Supplemental Readings TBA
Week 8	Jail and Community Corrections Law Civil Liability Issues <i>Presentations to be delivered throughout the week at scheduled times (approximately 15 minutes per presentation)</i>	Lesson Eight Video	Cripe & Pearlman: Chapters 20 (read pp. 419-422 and skim pp. 423-432), 17 (except pp. 357-359), 23; pp. 99-101, 312-314, 357-359, 465-468 del Carmen et al.: pp. 13-14, 158-165, 168-174, 178-179, 182-192, 194-209, 345-349 del Carmen et al.: pp. 44-50, 51-53, 192-194 Supplemental Readings TBA

COURSE METHODOLOGY: This course is 100 percent online, with students expected to use EKU’s Blackboard Learning System for all coursework. At the same time, phone conversations with the professor and/or teaching assistants are encouraged to clarify questions. The course will include weekly video lectures, readings, and discussion boards. Students are required to complete all videos and assigned readings and be fully prepared to participate in discussion boards. Students are also required to have adequate working knowledge of Blackboard. If you encounter computer or Blackboard related problems, please post your questions or comments in “Virtual Office” and our technical support specialist will reply to your post, usually within 24 hours.

COURSE CORRESPONDENCE POLICY:

- Any email correspondence regarding the course must include the specific course ID (COR 856) as the first letters of the subject line.
- The course ID must be followed by a space and a distinctive subject (e.g., COR 856 Discussion Board Question 1).
- You are required to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner.
- All course assignments must be submitted within Blackboard. Assignments submitted as email attachments will not be accepted.
- All emails must be directed to your professor.

COURSE REQUIREMENTS: Students are required to:

5. Complete lessons during the week these are assigned; this includes reading assignments, video lectures, and discussion boards.
6. Complete the paper assignment.
7. Complete the final presentation assignment.

Assigned Readings: Reading assignments for each week are shown in the course schedule and outline (see above.) Supplemental readings are under the “Course Documents” section of Blackboard.

Weekly Lessons: Each of the eight weeks of this course has a corresponding lesson located in the “Weekly Lessons” section. Lessons consist of learning objectives, a list of tasks intended to help you achieve those objectives, and discussion board questions (see below for discussion board policy).

Paper Assignment: You are required to complete an 8-10 page paper that is worth 75 points and due at the end of Week 5. Guidelines for preparing the paper are available in the “Assignments” section of Blackboard.

Final Presentation: You are required to make a final presentation that includes Power Point slides and an accompanying oral presentation by phone. Presentation guidelines will be available in the “Assignments” section at the start of Week 6, and presentations will be scheduled for 15 minute slots to occur during Week 8.

Discussion Board Policy: The discussion question for each week will be posted in Blackboard starting on Mondays. You must post an initial response to the question by 10:00 p.m. on Wednesday of each week (except Week 6). In addition, you must make at least one follow up entry in response to peer responses or posts, and you are encouraged to make more such entries. You must not post all your entries at one time. Instead you must reflect on the insight that others have brought to the discussion. Remember your postings will serve as a reflection of your understanding of course material to the professor. Follow-up responses must be posted by 10 p.m. on Sundays, except for Week 8 when such postings are due at the same time on Friday.

Discussion board entries will be scored based on relevance and quality, and all entries must demonstrate knowledge of course material from the particular lesson. (Please refer to the discussion board rubric for additional detail.) For each question posted, initial responses (those due on Wednesdays) will be scored on a scale of 0-4. Likewise, follow up entries for each question (those due Sundays) will be scored on a scale of 0-4 irrespective of the number of such entries; again, the focus of grading will be on quality. There will be one discussion board question per week.

Please keep in mind that, by its very nature, good discussion is going to be intellectually and emotionally stimulating, especially when dealing with the kind of sensitive and controversial issues that pervade adult corrections and juvenile justice. Accordingly, disagreements are inevitable, and indeed, healthy for the learning environment. The key to preempting disagreements from turning into conflicts is distinguishing being critical of someone’s ideas from being critical of them. Keep in mind that when we write something, it might get interpreted as being critical of someone else irrespective of how we intended it. So please put extra effort into trying to figure out ahead of time how others might conceivably interpret what you write. This is especially important in an online learning environment due to the element of anonymity that is lacking in direct personal interaction.

Course Requirements and Weights

<i>Requirement</i>	<i>Points</i>	<i>% of Final Grade</i>
Discussion Boards	64	30
Paper 1	75	35
Paper 2	70	35

Scale for Calculation of Course Grades

<i>Point Range</i>	<i>Percentage Range</i>	<i>Letter Grade</i>
214-192.6	100-90	A
192.5-171.2	89-80	B
171.1-149.8	79-70	C
149.7-128.4	69-60	D
< 128.4	Less than 60	F

STUDENT PROGRESS AND VIEWING YOUR GRADE IN BLACKBOARD: The “My Grades” link is under the “Tools” button on Blackboard. If you go into this section, you will be able to view any grades posted by your instructor. You will be notified of your grades on all assignments shortly after assignments are graded. Discussion board responses will typically be scored within 2 to 3 days of the due date. At any point in the course,

you can determine your letter grade status by: (a) summing your points earned to date, (b) dividing the sum by the points possible to date, and (c) applying the percentage scale that appears above.

ATTENDANCE POLICY

Because this is an online course, class “attendance” is more flexible than in a traditional place-based course. However, there are times when students are expected to participate in discussions and complete exams or other assignments. The time frames for these activities will be communicated to all class members. Students are required to complete assignments within the allotted times. Failure to do so will result in a loss of points for the assignment in question. If for some reason you are not able to complete course requirements during the allotted time frame you must communicate with the professor immediately and note the reasons for missing the assignment. Making up missed assignments and the allocation of partial credit will be at the discretion of the professor.

VIRTUAL OFFICE: This feature of Blackboard provides a discussion forum where you can post questions to the professor concerning the course. You are also encouraged to post any technical issues or concerns in this forum. By typing “technical issue” in the subject line of the thread, you will alert the tech support person (Mike Johnson) that this post is for him. He will try to address your issue within 24 hours. Posting questions here allows others who might have similar questions to see responses. Your professor and tech support person will be checking the virtual office frequently to answer questions. Your classmates may also be able to provide assistance

Posting questions here allows others who might have similar questions to see responses. Your professor will be checking the virtual office to answer questions. Your classmates may also be able to provide assistance.

CLASS LOUNGE: This feature is a place where classmates can get to know one another and socialize. You can introduce yourself and find out about others who are taking the course. Nothing here is graded. This is like a student center on campus.

TERM DATES:

Classes Begin:

Add/Drop Deadline:

Last Day to Withdraw Without Fee and Instructor Approval:

Last Day to Withdraw With Fee and Instructor Approval:

Withdraw Refund Deadlines:

100% tuition refund:

75% tuition refund:

50% tuition refund:

25% tuition refund:

Classes End:

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. Failure to abide by this policy will result in failure for the course.

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 by email at disserv@ecu.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

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

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Department Name</td> <td style="width: 70%;">Criminal Justice</td> </tr> <tr> <td>College</td> <td>Justice & Safety</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>COR 857</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>Comm Context of Adult/Juv Cor</td> </tr> <tr> <td>*Program Title</td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> </table>	Department Name	Criminal Justice	College	Justice & Safety	*Course Prefix & Number	COR 857	*Course Title (30 characters)	Comm Context of Adult/Juv Cor	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
Department Name	Criminal Justice										
College	Justice & Safety										
*Course Prefix & Number	COR 857										
*Course Title (30 characters)	Comm Context of Adult/Juv Cor										
*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	6/28/10	Graduate Council*	12/17/10
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	1/20/11
College Curriculum Committee	11/9/10	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
General Education Committee*		Faculty Senate**	NA
Teacher Education Committee*		Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact ECU'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 create a new, 3 hour course, COR 857, Community Context of Adult/Juvenile Corrections for the Adult, Juvenile, and Community Corrections Leadership Graduate Program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2011</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>
<p>B. The justification for this action: This course will be an elective course in the revised Adult, Juvenile, and Community Corrections Leadership Graduate 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.)

- 49. For a new course, provide the catalog text.
- 50. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 51. 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.)

COR 857 Community Context of Adult/Juvenile Corrections. (3) A. Analyzes interaction between local communities/institutional/community corrections. Explores how community shapes offenders entering the correctional system; how the correctional system impacts local communities. Emphasis on subcultural theories of crime and communities; implications of re-integrating offenders.

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

- 49. For a new program, provide the catalog description as being proposed.
- 50. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
- 51. 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)*
COR	857	Fall 2011	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
B	3		SO _____	SR _____
W	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
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)			

COR 857 – Community Context of Corrections
Department of Criminal Justice
Eastern Kentucky University

Course: COR 857, CRN:

Credit Hours: 3 hrs.

Professor: Dr. Derek J. Paulsen

Phone: (859) 622 2460

Term:

Time:

Office Hours:

Email: Derek.Paulsen@eku.edu

Catalog Course Description

This course analyzes the issues surrounding the interaction between local communities and institutional and community corrections. In particular, this class explores both how the community shapes offenders entering the correctional system, as well as how the correctional system impacts local communities. Emphasis is placed on understanding neighborhood and subcultural theories of crime and communities as well as political and social implications of re-integrating offenders into their local communities.

Summer Term Dates

Classes Begin:

Add/Drop Deadline:

Withdraw Period:

Contacting the Instructor

Given that the class is entirely online, email is generally the best way to reach the instructor. In case of problems or emergencies phone meetings can be arranged with the instructor.

Texts - Required

1. E. Anderson (2000). Code of the street: Decency, Violence, and the Moral Life of the Inner City. ISBN: 0393320782.
2. W. J. Wilson (1997). When Work Disappears: The World of the New Urban Poor. ISBN: 0679724176.
3. R. Bursik and H. Grasmik (2002). Neighborhoods and Crime: The Dimensions of Effective Community Control. ISBN: 0739103024
4. Galster, Petit, Santiago, Smith and Tatian (2003). Why Not in My Backyard? ISBN: 9780882851761
5. J. Braithwaite (1989). Crime, Shame and Reintegration. ISBN: 0521356687

Additional Readings

Throughout the semester there will be additional readings that will help you complete the four assignments and to supplement the course texts. Students will be responsible for incorporating them into the weekly discussion boards. These readings will all be available online in the course documents section.

Student Learning Outcomes

Students who successfully complete the course will be able to:

1. Understand neighborhood and subcultural theories of crime and how they relate to correctional outcomes.
2. Describe and critically evaluate policy related to the development and management of HOPE VI, half way house and other community based housing projects.
3. Articulate how organizational culture, climate, and context shapes correctional services and community re-entry.
4. Evaluate the challenges of reintegrating offenders into challenged and disorganized communities.
5. Evaluate the policies, existing and proposed, concerning the reintegration of offenders back into their communities.

Methods of Instruction

The primary methods of instruction will consist of video lessons, supplementary materials (e.g., weekly PowerPoint presentations), and discussion board participation.

Program Competencies and Course Purpose

In developing the Master of Science program in Correctional/Juvenile Justice Studies, departmental faculty reviewed the occupational profiles of numerous jobs in adult corrections and juvenile justice. This process resulted in the identification of a set of competencies deemed to constitute essential knowledge and skills. Graduates of the program are expected to use analytical and critical thinking to demonstrate proficiency in the following areas:

1. Written and oral communication and computer literacy,
2. The application of problem solving to evaluating and synthesizing information
3. Comprehension of the corrections / juvenile justice field (including the historical, theoretical, and legal foundations of the field; methods of gathering and analyzing information for research purposes; and the major bases of literature), and;
4. Organizational skills and professional leadership

One purpose of this course is to help students establish a solid foundation for acquiring these competencies, especially as they relate to communities and corrections.

Course Requirements

The primary requirements of this course are to critically examine and master the course materials, produce four reasoned and well-researched and written papers that demonstrate a sound understanding of communities and corrections, and be an active participant in course discussions.

As active learners, students will be expected to carefully study the assigned readings prior to the class, and be prepared to discuss the strengths and weaknesses of the arguments proposed by the author(s). The PowerPoint slides will help refine your readings and studies.

Please be courteous in your online discussions. Because the discussion boards are somewhat anonymous, it is sometimes easy to forget our etiquette – especially when we are discussing controversial subjects. It is expected that everybody will demonstrate respect and proper classroom and online conduct.

Required Tools

Reliable internet access – Due to the technology used in this course (e.g., email and Blackboard), all students should have reliable internet access.

EKU email address – Every student enrolled at Eastern Kentucky University is assigned an email address. This email address is your official connection to the EKU community. At times, it will serve as a vehicle for communication for this course. Thus, it is necessary for you to familiarize yourself with the functions of the campus email system.

Blackboard – It is important that you become familiar with the operations and functions of this program, as all coursework will be completed via the class Blackboard site. Blackboard is accessible at: learn.eku.edu. If you encounter any computer or Blackboard related problems, please contact Mike Johnson at mike.johnson@eku.edu.

Microsoft Word (.doc) or Rich Text Format (.rtf) capabilities. The University computer system will not read Microsoft Works or Wordperfect documents. If you do not have Office software on your PC, please refer to the External Links button on Blackboard to access and utilize the free web source – openoffice.org.

Grading - Evaluation

Grades will be based on two criteria – a series of 4 short (5 page) papers that addresses current issues in corrections (40%), two exams (15% and 20% each), and participation in the discussion boards (25%). Participation is a key element in the class and all students will be evaluated on their contribution to discussion boards – which must be grounded in a comprehensive understanding of the course materials.

4 – 5 page papers:	40%	Due: Weeks 2, 4, 5, 6
2 – Exams	35%	Weeks 3 and 6
Discussion Boards	25%	Ongoing participation each week

All of the papers are to be written in American Psychological Association (APA) format. The course document entitled “A short orientation to jails and prisons” is written in APA format, so use that as a model. There is also a short course document entitled APA Crib Sheet that provides an overview of this style.

Grades

A – 90 and up

B – 80-89

C – 70-79

D – 60-69

F – 59 or less

ATTENDANCE POLICY

Because this is an online course, class “attendance” is more flexible than in a traditional place-based course. However, there are times when students are expected to participate in discussions and complete exams or other assignments. The time frames for these activities will be communicated to all class members. Students are required to complete assignments within the allotted times. Failure to do so will result in a loss of points for the assignment in question. If for some reason you are not able to complete course requirements during the allotted time frame you must communicate with the professor immediately and note the reasons for missing the assignment. Making up missed assignments and the allocation of partial credit will be at the discretion of the professor.

STUDENT PROGRESS AND VIEWING YOUR GRADE IN BLACKBOARD: The “My Grades” link is under the “Tools” button on Blackboard. If you go into this section, you will be able to view any grades posted by your instructor. You will be notified of your grades on all assignments shortly after assignments are graded. Discussion board responses will typically be scored within 2 to 3 days of the due date. At any point in the course, you can determine your letter grade status by: (a) summing your points earned to date, (b) dividing the sum by the points possible to date, and (c) applying the percentage scale that appears above.

Academic Integrity

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

As practitioners we often “borrow” the work of others (e.g., using a survey that somebody else has developed) but these practices are not allowed in these course assignments. If in doubt – email or call the instructor: It is always better to be safe than sorry.

At a minimum, students who violate this code will receive an "F" (0 points) for the work in question and students should expect to receive a grade of "F" in the course. In addition, other penalties may be imposed by the Department, College, or University.

Disability Statement

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

Virtual Office

This discussion forum is used to post questions to the Instructor/Facilitator about the course. Posting them here will allow others who might have similar questions to see responses. The virtual office will be checked frequently to answer any questions that may have been posted. In many cases your colleagues/classmates will be able to provide assistance.

Discussion Boards

Discussions will be conducted via our class Blackboard site. All students are expected to participate in and contribute to these discussions each week. Failure to do so will result in a zero for that week's discussion board grade.

Discussions are an essential element of this course. The discussion area is where most class interaction will occur, and this is the "glue" that holds our online classes together. This online community is where we will get to know each other, and know your classmates as well. Your participation is important as it is the only way that our online students receive the same quality of education as our campus graduate students.

Your participation in these discussions will count as 25 percent of your course grade (4% per week with one bonus point). The format for grading the discussion boards is on the last page of this document.

By Monday at 10:00 a.m. each week, two questions will be posted that relate to that week's readings. One of the expectations of the class is that you make your first response to each discussion board question by 10:00 pm. Wednesday.

These discussions are evaluated according to the thoughtfulness of your contributions, your ability to integrate course content into the discussion topic, timeliness, and quantity.

Please note that higher marks will be given to students who post discussions throughout the week (e.g., if everybody posted in the last hour of the week, we wouldn't have much time for answers or reflection).

You will find the blackboard discussion assignments on the discussion board, which is where you will be required to post your response. Your responses will be available for all other students and the instructor to read and respond.

For all lessons the discussion board will be open at 10:00 am on Monday and close at 11:00 pm on Sunday (Richmond time).

Course Schedule

If there are any changes to the schedule, students will be given as much notice as possible.

Week 1:

Topic: Understanding Neighborhoods
Reading: W. J. Wilson (1997). When Work Disappears: The World of the New Urban Poor
Additional Information: PowerPoint Slides
Introduction Video and PowerPoint Slides

Week 2:

Topic: Neighborhoods and Crime
Reading: R. Bursik and H. Grasmik (2002). Neighborhoods and Crime: The Dimensions of Effective Community Control
Additional Information: PowerPoint Slides
Assignment 1 Due:

Week 3:

Topic: Neighborhood Subcultures
Reading: Code of the street: Decency, Violence, and the Moral Life of the Inner City.
Additional Information: PowerPoint Slides
Midterm Exam Due:

Week 4:

Topic: Reintegrating into Society
Reading: J. Braithwaite (1989). Crime, Shame and Reintegration.
Additional Information: PowerPoint Slides
Assignment 2 Due:

Week 5:

Topic: Locating Correction Services: Not in My Backyard
Reading: Galster, Petit, Santiago, Smith and Tatian (2003). Why Not in My Backyard?
Additional Information: PowerPoint Slides
Assignment 3 Due:

Week 6:

Topic: Locating Correction Services: Not in My Backyard
Readings: Reading Packet
Additional Information: PowerPoint Slides
Assignment 4 Due:
Final Exam Due:

Discussion Board Grading Rubric

Category	1 point	2 points	3 points	4 points
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts: posts appear 'hasty'	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community; seems indifferent.	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with the group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

Modified from: CSU-Hayward: Assessing effectiveness of student participation in online discussions.

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>Criminal Justice</u> College <u>Justice & Safety</u> *Course Prefix & Number <u>COR 878</u> *Course Title (<u>30 characters</u>) <u>Capstone Applied Research Proj</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>6/28/10</u> Graduate Council* <u>12/17/10</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs <u>1/20/11</u> College Curriculum Committee <u>11/9/10</u> Approved <input checked="" type="checkbox"/> Disapproved _____ General Education Committee* _____ Faculty Senate** <u>NA</u> Teacher Education Committee* _____ 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 create a new 3 hour course, COR 878, Capstone Applied Research Project, for the Adult, Juvenile, and Community Corrections Leadership Graduate Program. A. 2. Effective date: (Example: Fall 2001) Fall 2011 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	B. The justification for this action: This course will be a required course in the revised Adult, Juvenile, and Community Corrections Leadership Graduate 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
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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.)

- 52. For a new course, provide the catalog text.
- 53. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 54. 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.)

COR 878 Capstone Applied Research Project. (3) A. Prerequisites: Complete core courses; final semester registration.
Culminating academic experience involving research of well-defined correctional/juvenile justice leadership topic. Emphasizes grounding the project in relevant literature, appropriate topical methods of inquiry, integrating knowledge gained throughout program.

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

- 52. For a new program, provide the catalog description as being proposed.
- 53. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 54. 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)*
COR	878	Fall 2011	AS _____ JS <u>X</u> BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
B	3		SO _____ SR _____	
W	3		*Grad Students-need to be in final semester of registration	
		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.	COR 809 and COR 818 and COR 830 and COR 835 and final semester of registration.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Department of Criminal Justice
COR 878 Capstone Applied Research Project
3 Credit Hours CRN:

CATALOG DESCRIPTION: Prerequisites: Complete core courses (COR 809, 818, 830, 835) and be in final semester. This course is a culminating academic experience involving development of a research paper on a well defined corrections/community corrections/juvenile justice leadership topic. Emphasis placed on grounding the project in relevant literature, using methods of inquiry appropriate to the topic, and integrating knowledge gained throughout the program of graduate study.

TEXTS:

Becker, H. S. (2007). *Writing for social scientists* (2nd ed.). Chicago, IL: University of Chicago Press.

Pyrzczak, F., & Bruce, R. R. (2007). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pyrczak Publishing.

The Sociology Writing Group. (2008). *A guide to writing sociology papers* (6th ed.). New York: Worth Publishers.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. (On reserve in Stratton Library)

STUDENT LEARNING OUTCOMES: In this course, you will develop an applied research paper on a well-defined topic in corrections or juvenile justice leadership and participate in class activities designed to support development of the paper. Upon successful completion of this course you will be able to:

1. Demonstrate in-depth comprehension of the substantive topic of your paper
2. Display Master's level proficiency at grounding your topic in the relevant body of scholarly literature, including articulation of a theoretical framework for the topic
3. Display Master's level proficiency at using research methods appropriate to address the topic
4. Show how academic theories and research findings can be applied to guide policy and practice in corrections/juvenile justice leadership
5. Demonstrate integration of knowledge gained throughout your program of graduate study

REQUIREMENTS AND EVALUATION: The class has three major requirements: (1) completion of assigned readings; (2) class participation that demonstrates solid preparation; and (3) development and production of the paper through a series of drafts.

Class Preparation and Participation: You are expected to exhibit active, meaningful, and regular participation in each class session. Doing so presumes attendance and pre-class preparation. Preparation before class is essential for being able to participate well in class, so you must come to class prepared. Poor preparation and participation are readily apparent and will adversely affect grades. Participation is worth up to 50 points for the semester and will comprise one-quarter of the course grade.

Paper: Development of the applied research paper is the core element of the course. Final drafts are worth up to 150 points and 75 percent of the final grade. There are a series of draft deadlines that must be met to ensure completion of the final draft in a timely and adequate fashion (please consult the course outline). Additional detail concerning the structure and substance of the paper will be provided in class

Attendance: Attendance of each class session, in its entirety, is mandatory. Your final course grade will automatically be lowered by one letter grade for each unexcused absence – one letter grade off per absence.

STUDENT PROGRESS: You will receive a written assessment from the professor of your class participation and progress on the paper project one week prior to the mid-term of the course. This assessment will let you know where you stand in these two areas and what you need to do to improve performance during the second half of the course.

ATTENDANCE POLICY

Because this is an online course, class “attendance” is more flexible than in a traditional place-based course. However, there are times when students are expected to participate in discussions and complete exams or other assignments. The time frames for these activities will be communicated to all class members. Students are required to complete assignments within the allotted times. Failure to do so will result in a loss of points for the assignment in question. If for some reason you are not able to complete course requirements during the allotted time frame you must communicate with the professor immediately and note the reasons for missing the assignment. Making up missed assignments and the allocation of partial credit will be at the discretion of the professor.

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. Failure to abide by this policy will result in failure for the course.

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 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.

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.

LAST DATE TO ADD/DROP:

Last Date to Withdraw (no penalty):

Last Date to Withdraw (\$50/hour fee & instructor approval required):

Last Date for Tuition Refunds: 75% - 50% - 25% -

COR 878
COURSE OUTLINE

Week 1

1. Introductions
2. Discuss Syllabus
3. Preliminary Discussion of Topics (Begin preliminary reading on topic for next class period.)

Week 2

1. Discuss Becker (pp. vii-xiv, Chs. 1-4, and pp. 167-170)
2. Discuss Writing Group (pp. 3-4 and 7-12)
3. Discuss Pyrczak & Bruce (Chs. 2-4; Ch. 6 Guidelines 6.9-6.10, 6.14-6.16, 6.19, 6.25; Ch. 7 Guidelines 7.1-7.6)
4. Discuss Proposal / Introduction Section
5. Continue Discussion of Topics

Week 3

1. Deadline: Proposal / Introduction Section
2. Discuss Becker (Chs. 5-6)
3. Discuss Writing Group (Ch. 2)
4. Presentation of Proposal / Introduction Section

Week 4

1. Return and Discuss Proposal / Introduction Section
2. Discuss Becker (Chs. 7, 8, and pp. 173-176)
3. Discuss Writing Group (pp. 16-21 and 45-53)
4. Discuss Referencing
5. Discuss Pyrczak & Bruce (Ch. 6 Guidelines 6.3-6.8, 6.11-6.13, 6.17-6.18, 6.20, 6.23-6.24, 6.26)
6. Discuss Method Section of Literature Review Paper and Literature Review of Data Collection Paper

Week 5

1. Deadlines: (a) Revised Introduction Section and (b) Method Section of Literature Review Paper or Literature Review of Data Collection Paper
2. Using Library Resources (Part 1)

Week 6

1. Return and Discuss Introduction Section and Method Section / Literature Review
2. Discuss Writing Group (Ch. 4)
3. Discuss Literature Review Section of Literature Review Paper (Revisit Pyrczak & Bruce Ch. 6 Guidelines 6.3-6.8, 6.11-6.13, 6.17-6.18, 6.20, 6.23-6.24, 6.26) and Method Section of Data Collection Paper (Discuss Pyrczak & Bruce Ch. 7 Guidelines 7.7-7.12 as well as Chs. 9 and 10.)
4. Using Library Resources (Part 2)

Week 7

1. Deadline: Literature Review Section of Literature Review Paper or Method Section of Data Collection Paper
2. Discuss Writing Group (Chs. 6 and 7)
3. Discuss Pyrczak & Bruce (Ch. 14)
4. Discuss Topic Presentations / Group Feedback

Week 8

1. Return and Discuss Literature Review Section / Method Section
2. Discuss Pyrczak & Bruce (Chs. 8, 11, and 12)
3. Discuss Discussion and Conclusion Section of Literature Review Paper as well as Results Section and Discussion and Conclusion Section of Data Collection Paper
4. Begin Topic Presentations / Group Feedback

Week 9

1. Deadline: Discussion and Conclusion Section of Literature Review Paper or Results Section and Discussion and Conclusion Section of Data Collection Paper
2. Continue Topic Presentations / Group Feedback

Week 10

1. Return and Discuss Discussion and Conclusion Section / Results Section
2. Discuss Pyrczak & Bruce (Chs. 5, 13, and 15)
3. Discuss Writing Group (pp. 215-221)

Week 11

1. Work on Drafts – Individual Meetings

Week 12

1. Deadline: Draft of Entire Paper (Based on Feedback Received on Earlier Drafts)
2. In-class Self Critique and Group Reaction

Week 13

1. Return and Discuss Drafts
2. Guided Revision Work on Drafts (Based on Feedback)

Week 14

1. Work on Drafts – Individual Meetings

Week 15

1. Deadline: Final Paper
2. Paper Presentations



University Policy Impact Statement

Date Oct 19, 2010 Check One: Revision of Existing Policy New Policy

Policy Number (if known) 4.1.3 Policy Name Academic Integrity

Originator(s) Student Rights and Responsibilities

University Affiliation _____ Email for primary contact betsy.bohannon@eku.edu

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

Some editorial changes were needed. Some changes in the implementation of the "FX" grade were needed. This revision was in response to current implementation practices.

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

Cite relevant official statements from EKU or external sources.

Academic honesty is a fundamental principle for an institution of higher learning.

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.

Making the "FX" grade permanent will require some cultural change.

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
CAA		
Faculty Senate		
SGA		
Chairs Association		
Deans		
Provost Council		

Approved
2/7/11

1/20/11

Additional Pages Attached # of additional pages

Print Form

**Summary of Updates to
Policy 4.1.3: Academic Integrity**

Policy 4.1.3 was issued in June 2006 and, per the Policy on Policy, Policy 4.1.3 was scheduled for review in Spring 2011. The drafting team met and completed their review in October 2010.

Changes in the proposed policy are as follows:

Editorial Proposed Changes

- The AI Policy adopted by the Board on June 12, 2006, contained within it the “Preamble”, “Statement”, and numbered paragraphs for identification of the process. When the AI Policy was reformatted into the present policy format, this language was deleted. The editorial change (identified by italics) returns the Policy to its original language and format.
- The revised policy defines “day” and changes various position titles
- The revised policy clarifies what would be the process for reporting a mid-term or final grade while an academic integrity complaint is pending.
- The revised policy clarifies the role of the faculty/staff member at the college and university academic integrity committees as well as at the Student Disciplinary Council, e.g. serving as a witness and not in any adversarial capacity.
- The revised policy clarifies the minimum number of committee members at a University Academic Integrity Committee hearing that (a) must be present to constitute a quorum, (b) must be present to determine a violation, and (c) must be present to determine the sanction.

Substantive Proposed Changes

- The revised policy adds in an additional definition of cheating, i.e. “turning in substantially similar papers/assignments as other students”.
- The revised policy clarifies the effect of the “FX” notation on a student’s transcript. The “FX” grade notation was in the previous policy. The revised policy clearly sets forth that an “FX” grade denotes failure in the course due to academic dishonesty and is a final and permanent notation on the student’s transcript. In the revised policy, the ECU Student Disciplinary Council is the only body authorized to give the “FX” grade.



Eastern Kentucky University
Policy and Regulation Library

4.1.3P

Volume 4, Academic Affairs
Chapter 1, Academic Practices
Section 3, Academic Integrity
Approval Authority: Board of Regents
Responsible Executive: Provost/Vice President for Academic Affairs
Responsible Office(s): Office of the Academic Integrity Coordinator Student
Rights and Responsibilities
Effective: June 12, 2006 Issued: June 12, 2006
Last Revised: Next Review Date: Spring 2011

Academic Integrity

(Proposed Revision)

Statement

Preamble

Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct and respect for others. In order to meet these values, students at EKU are expected to adhere to the highest standards of academic integrity. These standards are embodied in this policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. By honoring and enforcing this Academic Integrity Policy, the University community affirms that it does not tolerate academic dishonesty. This policy defines the various forms of academic dishonesty, and it outlines the consequences for each. Additionally, this policy gives the method for appealing an instructor's belief that some form of academic dishonesty has in fact occurred.

Statement

Academic Integrity (AI) is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty and incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

Purpose

This policy defines the various forms of academic dishonesty, and it outlines the consequences for each. Additionally, this policy gives the method for appealing an instructor's belief that some form of academic dishonesty has in fact occurred.

Entities Affected by the Policy

- Colleges
- Departments
- Faculty
- Students

Procedures

Signing the Eastern Kentucky University Honor Code

The AI Pledge below is administered through the Terms of Usage for EKU Direct.

The Pledge

I hereby affirm that I understand, accept, and will uphold the responsibilities and stipulations of the Eastern Kentucky University Honor Code and Academic Integrity policy.

Procedures for Dealing with Academic Integrity Cases

Step 1

When a Violation is Suspected

If an incident of alleged violation of the AI Policy is suspected, any member of the EKU community can initiate the process of review by reporting the incident, ~~in writing~~ directly to the responsible faculty/staff member. The responsible faculty/staff member may elect to conduct his/her own review of the allegations (Option A) or may elect for the matter to be referred to the Academic Integrity Office (Option B).

If a mid-term or final grade is to be reported to the University during the pendency of the academic integrity procedures, the responsible faculty member shall report an "incomplete" for the involved student until the final resolution of the matter.

Option A: Faculty/Staff Member Conducts Review

- If the responsible faculty/staff member chooses to continue the review of the allegations autonomously, the faculty/staff member should obtain and assess the applicable information in determining whether a violation of the AI policy has occurred. If the faculty/staff member determines that an AI policy violation has occurred, a notification of the violation must be made to the Office of Academic Integrity for recordkeeping within 10 academic days of the alleged violation. At this point, the faculty/staff also notifies the student in writing of the allegations, the sanction, and the right to contest the allegation and sanction according to the AI Policy procedure. If the student accepts responsibility for the violation and the sanction in writing, the case is closed. There is no appeal from this decision. Upon determination of responsibility, the ~~AI Coordinator~~ Assistant Director for Student Rights and Responsibilities, for Academic Integrity (Assistant Director for AI) will enter the report data in the database
- *Note: The faculty/staff involved in Step 1 should request information from the AI Assistant Director for AI regarding the student's previous violations of the AI Policy prior to rendering "determining" a sanction in this particular case.*
- **If the student does not accept responsibility and chooses to contest the allegation and/or sanction, ~~the process proceeds to step 2.~~ the faculty/staff member will refer the case to the AI Office, within five academic days of the meeting. The AI Assistant Director for AI will meet with the student to discuss the charge and/or sanctions and the right to contest these. If the student chooses not to contest the charge and sanction, the case is closed. There is no appeal from this decision. Notification of the violation is made by the AI Office into the database for recordkeeping. If the student contests the allegation and/or sanction, the AI Office will schedule a hearing, as soon as practicable, with the specific College Academic Integrity Committee from which the incident occurred.**

Option B: Faculty/Staff Member Refers Case to AI Office

- If a faculty/staff member chooses to refer the case directly to the AI Office, the faculty/staff member will send all information concerning the matter to the AI Office and the AI Coordinator Assistant Director for AI will meet with the student to discuss the alleged violation. If the student chooses not to contest the allegation and sanction, the sanction is imposed; the case is closed. There is no appeal from this decision. If the student contests the allegation and/or sanction, the AI Office will schedule a hearing, as soon as practicable, with the specific College Academic Integrity Committee from which the incident occurred.

When an Academic Integrity Charge or Sanction Is Contested

After the faculty/staff member and student have met and the student chooses to contest the charge and/or sanction, the faculty/staff member will refer the case to the AI Office, within five academic days of the meeting. The AI Coordinator will meet with the student to discuss the charge and/or sanctions and the right to contest these. If the student chooses not to contest the charge and sanction, the case is closed. There is no appeal from this decision. Notification of the violation is made by the AI Office into the database for recordkeeping. If the student contests the allegation and/or sanction, the AI Office will schedule a hearing, as soon as practicable, with the specific College Academic Integrity Committee from which the incident occurred.

Step 2**College Academic Integrity Committee Hearing**

At the College AI Hearing both the student and the faculty/staff member will present their information. Both the student and faculty/staff member are encouraged permitted to bring witnesses with relevant testimony to the hearing in person. Any such witnesses must be identified 5 days in advance of the hearing to the AI Office. At the College AI Hearing the faculty/staff member will only function as a witness and shall not serve in any adversarial capacity. The Committee members will review all of the information presented and then deliberate in private. At the discretion of the Chair of the Committee, the proceeding may be extended to an additional meeting. At this level of hearing and continuing throughout the process, the student has the option of having a Peer Advisor present. Absent exceptional circumstances beyond the control of the student as determined by the Chair of the Committee, if the student who has been notified of the hearing fails to appear, the proceeding may take place in his or her absence; the Committee's decision will be binding. If the Committee determines that the student has violated the AI Policy, before the sanctioning stage of the hearing, the AI Coordinator Assistant Director for AI will provide the Committee information regarding whether the student has any previous AI Policy violations recorded or sanctions imposed. The Committee will deliberate again in private in order to determine the appropriate sanction for this violation. The Chair will announce the decision of the Committee, within five academic days, after the close of the hearing, to those present at the conclusion of the hearing.

Step 3**Appealing the Decision of the College AI Academic Integrity Committee**

A student can appeal the decision of the College AI Committee to the University Academic Integrity AI Committee. This appeal can only be made based upon irregularities in procedure, new evidence not available for the first hearing, or punishment not consistent with the violation. The student will notify, in writing, the AI Office of their request to appeal to the University AI Committee within five academic days of the College AI Academic Integrity Committee's decision, and a meeting of the University AI Committee will be scheduled as soon as practicable.

Step 4**University Academic Integrity Committee Hearing**

At the University AI Committee appeal review meeting, the Committee members will consider all the written information supplied by the student, and the material considered by the College AI Committee, including any response from the faculty/staff member. The Committee can modify or set aside the applied response including sanction, refer the case back to the College AI Committee, or uphold the decision. The Chair of the Committee will notify the student of its decision, in writing, within five academic days of the hearing. The decision of the University AI Committee is final, unless the Committee determines that suspension or expulsion is the appropriate sanction to be imposed. The Chair will announce the decision of the committee, within five academic days, after the close of the hearing.

Steps 5 through 8

The following steps will **ONLY** be necessary if it is determined that the student may face the sanctions of suspension or expulsion for the alleged AI Policy violation. According to KRS 164.370, Eastern Kentucky University's Student Disciplinary Council is the only body authorized to suspend or expel a student.

KRS 164.370 provides that: "Each Board of Regents may invest the faculty or a committee of the faculty and students with the power to suspend or expel any student for disobedience to its rules, or for any other contumacy, insubordination, or immoral conduct. In every case of suspension or expulsion of a student the person suspended or expelled may appeal to the Board of Regents. The Board of Regents shall prescribe the manner and the mode of procedure on appeal. The decision of the Board of Regents shall be final."

Step 5**Appealing a Sanction of Suspension, or Expulsion, or "FX" Grade Recommendation**

If the College AI Committee or University AI Committee or AI Coordinator Assistant Director for AI determines recommends that the sanction of suspension or expulsion is appropriate or if the "FX" grade is recommended as a sanction for an the AI Policy violation, the matter is referred to the Student Disciplinary Council and the student wishes to appeal the sanction, the student must notify, in writing, the AI Office, within five academic days of the decision of the College or University AI Committee's decision, of his or her desire to appeal. As soon as practicable, the AI Office will schedule a hearing before the Student Disciplinary Council.

Step 6**Student Disciplinary Council Hearing**

At the Student Disciplinary Council hearing, both the student and the faculty/staff member will present their information. At the Student Disciplinary Council hearing, the faculty/staff member will function only as a witness and shall not serve in any adversarial capacity. The Council will review all of the information presented and then deliberate in private. At the discretion of the Chair of the Student Disciplinary Council, the proceeding may be extended to an additional meeting. Absent exceptional circumstances beyond the control of the student as determined by the Chair of the Council, if the student who has been notified of the hearing fails to appear, the proceeding may take place in his or her absence, and the Committee's decision will be binding.

If the Council determines that the student has violated the AI Policy, before the sanctioning stage of the meeting, the AI Coordinator Assistant Director for AI will provide the Council information regarding whether the student has any previous AI Policy violations recorded and sanctions imposed. The Council will deliberate again in private in order to determine the appropriate sanction for this violation. The Chair will announce the decision of the Council to those present at the conclusion of the hearing.

Step 7**Appealing the Decision of the Student Disciplinary Council**

If the student chooses to contest the allegation and/ or sanction, the student can appeal to the Provost. The student will notify, in writing, the AI Office of the Provost of his or her request and grounds for such request, within five academic days of the Student Disciplinary Council's decision. An appeal to the Provost can only be based upon irregularities in procedure, new evidence not available for the first hearing, or punishment not consistent with the violation. The Provost will render a decision, in writing, within ten academic days of receipt of the appeal.

Step 8**Appealing the Decision of the Provost**

If the Provost upholds the decision of the Student Disciplinary Council, and if the student chooses to contest the allegation and/or sanction, the student can appeal to the Board of Regents. The student will notify, in writing, the AI Office of his or her request and grounds for such request, within five academic days of the Provost's decision. As soon as practicable, the AI Office will schedule a hearing. An appeal to the Board of Regents can only be based upon irregularities in procedure, new evidence not available at the first hearing, or punishment not consistent with the violation; the decision of the Board of Regents is final.

Definitions

<u>Assistant Director for Student Rights and Responsibilities (Assistant Director for Academic Integrity AI) Coordinator</u> Cheating	<p>A faculty member who coordinates the implementation of the EKU Academic Integrity Policy. The AI Coordinator <u>Assistant Director for AI</u> does not take part in any actual hearings, but is available to answer procedural questions.</p> <p>Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise. Cheating includes, but is not limited to, the following:</p> <ul style="list-style-type: none">• Giving or receiving assistance not authorized by the instructor or university representative• Participating in unauthorized collaboration on an academic exercise• Using unapproved or misusing electronic devices or aids during an academic exercise• <u>Turning in substantially similar papers/assignments as other student(s)</u>
College Academic Integrity Committee	<p>The College Academic Integrity Committee is comprised of 5 members (1 faculty from the department where the incident arose, 2 faculty from the college at large, and 2 students from the college at large but not from the department where the incident arose.) If this case involves a graduate student, at least one of the students on the Committee will be a graduate student. One member, elected by the Committee, will serve as Chair.</p>
<u>Day</u>	<p><u>In this document, day refers to days within an academic term. If the academic day occurs on a weekend, holiday, or University break or if the University is closed due to inclement weather, an action required within a specified number of academic days shall be due on the first day practicable on which University is open during an academic term.</u></p>
Fabrication	<p>Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to, the following:</p> <ul style="list-style-type: none">• Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.• Listing sources in a bibliography not directly used in the academic exercise• Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence or deliberate and knowing concealment or distortion of the true nature origin or function of such data or evidence• Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person
<u>"FX" Notation</u>	<p><u>"FX" grade denotes failure in the course due to academic dishonesty.</u></p>
Peer Advisor	<p>An accused student has the right to have another willing student act as his or her advisor/advocate and to assist the student throughout the process, beginning at step 2 and continuing through step 8. The student can be any presently enrolled EKU student.</p>
Plagiarism	<p>Plagiarism occurs when a student represents work taken from another source as his or her own. It is imperative that a student give credit to information, words, ideas, and images that are integrated into his or her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to, the following:</p> <ul style="list-style-type: none">• Using words, ideas, or images from another source (including the Internet), whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation• Using facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgement of the source

Provost	Refers to the Provost and Vice President for Academic Affairs or the Associate Provost for Academic and Faculty Affairs
Silent Advisor	An accused student has the right to have an attorney present at any proceedings at step 2 and continuing through step 8. The attorney is not permitted to speak in any hearing through this process.
Student Disciplinary Council	The Student Disciplinary Council is comprised of seven members, one faculty from each of the Colleges and two students (one undergraduate and one graduate student) named by the President of the University. One member, elected by the Council, serves as Chair.
Triviality	A case may be dismissed if it is found to be trivial. A trivial case is one with no possible consequences to a matter of legitimate concern of the academic community or one with no tendency to undermine trust within the community.
University Academic Integrity Committee	The University Academic Integrity Committee is comprised of six members. At the beginning of the academic year, there will be two names (1 faculty, 1 student) from each college and one name (faculty/staff) from the Library submitted to the President's office for appointment to the Committee. For each AI hearing, the college from which the incident arose will have both the faculty and student serve as members of this specific Committee. The remaining members of the Committee will be randomly drawn from two separate categories in order for the make-up of the Committee to be three faculty and three students. One member, elected by the Committee, will serve as Chair. An appeal to this Committee can only be based upon irregularities in procedure, new evidence not available for the first hearing, or punishment not consistent with the violation.
University	Eastern Kentucky University

Responsibilities

<u>Assistant Director for Academic Integrity AI Coordinator</u>	The Coordinator <u>Assistant Director for Academic Integrity AI</u> is responsible for maintaining all records of all incidents involving the EKU AI policy.
College Academic Integrity Committee	The Committee is responsible for determining the facts, and, if the student is found to have violated the AI Policy, the Committee must determine the appropriate sanction. <u>A minimum of 3 Committee members must be present.</u> To determine that a violation has/has not occurred, <u>3</u> of the 5 Committee members must agree. To determine the sanction, 3 of the 5 Committee members must agree.
<u>Faculty</u>	<u>If a mid-term or final grade is to be reported to the University during the pendency of the academic integrity procedures, the responsible faculty member shall report an "incomplete" for the involved student until the final resolution of the matter.</u>
University Academic Integrity Committee	The Committee is responsible for hearing appeals <u>from the College AI Committee</u> of AI policy sanctions. It can modify or set aside the applied sanction, refer the case back to the College AI Committee, or uphold the decision. <u>A minimum of 4 Committee members must be present. To determine that a violation has/has not occurred, 4 of the 6 Committee members must agree. To determine the sanction, 4 of the 6 Committee members must agree.</u> The decision of the University AI Committee is final, unless the Committee determines suspension or expulsion <u>or the awarding of the "FX" grade</u> is the appropriate sanction to be imposed.

Violations of the Policy

Minimum Sanction: The standard minimum sanction for an AI Policy violation shall be the assignment of an "F" for the test, assignment or activity in which an incident of academic dishonesty occurred; the student will not be allowed to retake or rewrite the test, assignment or activity. A student so assigned an "F" for the course will not be permitted to drop or withdraw from the course.

Minimum Sanction for student with one previous AI Policy violation: The standard minimum sanction for an AI Policy violation for a student with one previous AI Policy violation will be an "FX" recorded for the course on the student's transcript; the "FX" grade denotes failure in the course due to academic dishonesty. A student so assigned an "FX" for a course will not be permitted to drop or withdraw from the course.

Sanctions: In addition to the minimum sanctions for an AI Policy violation, other appropriate educational sanctions may be assigned; these sanctions may be given even if this is the first violation of the AI Policy. Such sanctions could include, but are not limited to, the following:

- Removal from the course
- Educational sanctions
- Community service
- ~~Restriction of computer access~~
- Precluded from graduating with Honors
- An assigned "F" for the course
- "FX" notation on transcript **
- Suspension*
- Expulsion*

***Note:** According to KRS 164.370, Eastern Kentucky University's Student Disciplinary Council is the only body authorized to suspend or expel a student.

****Note:** Per the Academic Integrity Policy 4.1.3, Eastern Kentucky University's Student Disciplinary Council is the only body authorized to make a permanent "FX" notation on transcript.

"FX" Notation:

The "FX" grade is a final and permanent notation will be changed to an "F" on the student's transcript. The "FX" grade can only be imposed by the Student Disciplinary Council. Upon exhaustion of the appeals process set forth in the Academic Integrity Policy 4.1.3, the notation cannot be removed, upon completion of the educational sanctions so specified by the faculty/staff (Step 1) or other hearing bodies. A course with a grade of "FX" may not be repeated until the "FX" grade is changed to a "F". The student can then choose to repeat the course with the grade earned in the later taking replacing that of the "F" grade. A student may retake the course where the "FX" notation is applied, and the new grade will replace the "FX" in the calculation of the student's GPA. The "FX" notation, however, will remain on the student's transcript.

Interpreting Authority

- Provost/Vice President for Academic Affairs

Statutory or Regulatory References

KRS 164.370

Policy Adoption Review and Approval

Policy Issued

Date

June 12, 2006

December 5, 2005

Entity

Board of Regents

Faculty Senate

Action

Adopted

Recommended Support