

4-16-2009

Council on Academic Affairs Minutes, Apr 16, 2009

Eastern Kentucky University

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COUNCIL ON ACADEMIC AFFAIRS MINUTES
April 16, 2009

Members Present: Allen Ault, Onda Bennett, Rich Boyle, Lindsey Cross, Ed Davis, Michael Foster, Claire Good, Gary Kuhnhenh, Jaleh Rezaie, Sherwood Thompson, Liz Throop, Janna Vice, Deborah Whitehouse

Members Absent: Steve Byrn*, Tina Davis*, Verna Freer*, Linda Frost, E.J. Keeley, Sandra Moore, Kim Naugle*, Rodney Piercey, Benton Shirey, Mixon Ware*
*indicates prior notification

Non-Members Present: Sheila Adkins, Myra Beth Bundy, Connie Callahan, Justin Cooper, Stephanie Hall, DaJuane Harris, David May, Derrick Morton, Bill Phillips, Jerry Pogatshnik, Bianca Puglia, Julie Robinson, Laura Schmuldt, Anne Shordike (for Mixon Ware), Sue Strong, Deneia Thomas, Linda Turner

Dr. Janna Vice called the Council on Academic Affairs to order at 1:02 p.m. on April 16, 2009.

Approval of the Minutes – March 19, 2009
The minutes were approved as distributed.

ACTION ITEMS

Ad-Hoc Committee

Effective Date

Approved Upper Division Hours Requirement
Motion: Reduce the Upper Division Hours Requirement from 43 hours to 42 hours.

Approved Associate of General Studies
Motion: Create a new Associate Degree, the Associate of General Studies (A.G.S.)

Office of Associate Provost

Effective Date

Fall 2009

Business and Technology

Effective Date

Accounting, Finance & Information Systems

Course Drops

Approved ACC 527 Managerial Cost Accounting
Approved ACC 550 Accounting for Non-Profit Organization
Approved ACC 727 Managerial Cost Accounting
Approved ACC 750 Accounting for Non-Profit Organization

Fall 2009
Fall 2009
Fall 2009
Fall 2009

Business and Technology
Effective Date

	Program Revision	
Approved	Master of Business Administration – Drop ACC 750 from the Master of Business Administration Program	Fall 2009
	<u>Communication</u>	
	Course Revision	
Approved	COM 320I Desktop Video – Revise course by changing course number and dropping the prerequisite	Spring 2010
	<u>Management, Marketing and Administrative Communication</u>	
	Course Revision	
Approved	CCT 300 Managerial Reports – Approve CCT 300 as CCT 300W – Writing Intensive course and change prerequisites	Summer 2009
Approved	GBU 480 Business Strategy – Change prerequisites to remove QMB 240, or MAT 211 or MGT 340 from the list	Fall 2009
	Program Suspension	
Approved	BBA Corporate Communication & Technology – Suspend program due to decreasing number of majors in the CCT program area and increasing pressure for accountability and efficient use resources.	Fall 2009
	<u>Technology</u>	
	Program Revision	Fall 2009
Approved	BS Construction Management – Change the major requirements by removing FSE 361 and adding FSE 379; change supporting course requirements by deleting three upper division hours of selected Business electives and adding three upper or lower division hours of the same electives.	

Health Sciences
Effective Date

	<u>Baccalaureate & Graduate Nursing</u>	
	Course Revisions	
Approved	NSC 844 Nursing Education I – revise prerequisite to add minimum grade of B	Fall 2009
Approved	NSC 846 Nursing Education II – revise prerequisite to add minimum grade of B	Fall 2009
Approved	NSC 848 Nursing Education III – revise prerequisites and corequisites to add minimum grade of B	Fall 2009
Approved	NSC 860 Rural Nursing Administration – revise prerequisite and <i>Catalog</i> text	Fall 2009
Approved	NSC 870 Rural Health FNP I – revise prerequisites	Fall 2009
Approved	NSC 876 FNP Internship – revise prerequisites/corequisites	Fall 2009
Approved	NSC 880 Rural PMHNP I – revise prerequisites	Fall 2009
Approved	NSC 886 Rural PMHNP Internship – revise prerequisites/corequisites	Fall 2009
Approved	NSC 890 Research in Rural Nursing – revise prerequisites to add minimum grade of B	Fall 2009
Approved	NSC 892 Research Project – revise prerequisites to add minimum grade of B	Fall 2009
	<u>Health Promotion & Administration</u>	
	Program Revision	
Approved	Health Education B.S. – Revise number of hours required to graduate: 120 for Community Health Option, 120 for Wellness Option, 126 for School Health Option; add new course required by accrediting bodies; add requirement of “C” or better in major and support courses; change overall GPA required from 2.0 to 2.25 in Community Health and Wellness Options	Fall 2009
Approved	Minor in School Health, P-12 (Teaching) – Add HEA 320 and EHS 280 to required courses	Fall 2009
	<u>Exercise & Sport Science</u>	
	Program Revision	
Approved	Physical Education B.S. – Revise PHE 415 requirement for PE Fitness & Wellness Option	Fall 2009

to REC 102 or REC 290

Recreation & Park Administration**Program Revision**

Approved Recreation & Park Administration M.S. – Revise admissions requirements to reflect new Miller Analogy Test score Fall 2009

Arts and SciencesAnthropology, Sociology & Social Work**Effective Date****Course Revision**

Approved SWK 310 Intro to Social Welfare – revise course title and pre-requisite Fall 2009

Chemistry**Course Revision**

Approved CHE 111 General Chemistry I – revise pre- and co-requisites Fall 2009

Approved CHE 112 General Chemistry II – Change pre- and co-requisites Fall 2009

Approved CHE 115 General Chemistry Lab I – Change lab course number by adding (L) Fall 2009

Approved CHE 116 General Chemistry Lab II – Change lab course number by adding (L) Fall 2009

Approved CHE 116H General Chemistry Honors Lab II - Change course number by adding (L) Fall 2009

Approved CHE 366 Organic Chemistry Laboratory I – Change course number by adding (L), Fall 2009

shorten title, and modify course description

Approved CHE 367 Organic Chemistry Laboratory II - Change course number by adding (L), Fall 2009

shorten title, and modify course description

Computer Science**Course Revision**

Approved CSC 313 Introduction to Database Systems – Change prerequisite Fall 2009

English and Theatre**Program Revision**Fall 2009

Approved English (B.A.) – Change program requirements - add requirement for three hour Theatre course to the Following emphases in English major: Literature, Creative Writing, and Technical Writing; add Theatre capstone course to the *Catalog*; Remove six credits of foreign language requirements from the following options in the English major: Literature, Creative Writing, and Technical Writing; Change the current exclusion of Block VIII classes to require only Option 2 of that Block; Remove all non-foreign language Supporting Course requirements for the English Literature emphasis; Create a new block of required diversity courses in the following Emphases in the English major: Literature, Creative Writing, Technical Writing.

Approved with revisions: Remove COM 320A-H courses from Technical Writing Emphasis Section; these courses were dropped (CAA approved 3/19/09). College of Arts and Sciences will work with the Registrar's Office to provide corrected course information in place of the dropped courses.

Geography & Geology**New Course**

Approved GEO 115 Hollywood Weather Fall 2009

Government**Course Revision**

Approved POL 499 Canadian Parliamentary Internship – Change course description and remove cross-listing reference Fall 2009

Program Revision

Approved Paralegal Program- Add language to departmental requirements Fall 2009

		Arts and Sciences
		<u>Effective Date</u>
<u>Psychology</u>		
Course Revision		
Approved	PSY 250 Information Literacy in PSY – Change catalogue description	Fall 2009
Hybrid Course		
Approved	PSY 250W Information Literacy in PSY: W – Create course that incorporates substantive writing assignments.	Fall 2009
Program Revision		
Approved	Autism Spectrum Disorders Certificate – Add 3 additional hours to certificate to total 18 hours	Fall 2009
Approved	Bachelor of Science in Psychology – Add PSY 319 Industrial/Organizational Psychology for B.S. degree	Fall 2009
		Education
		<u>Effective Date</u>
<u>Counseling & Educational Psychology</u>		
New Courses		
Approved	COU 900 Advanced Counseling Theories	Fall 2010
Approved	COU 901 Advanced Group Counseling	Fall 2010
Approved	COU 902 College Teaching	Fall 2010
Approved	COU 903 Advanced Multicultural Counseling	Fall 2010
Approved	COU 904 Advanced Interventions	Fall 2010
Approved	COU 905 Advanced Family Counseling	Fall 2010
Approved	COU 906 Counseling: Advanced Supervision	Fall 2010
Approved	COU 907 Counseling: Advanced Practicum	Fall 2010
Approved	COU 908 Counseling: Advanced Internship	Fall 2010
Approved	COU 909 Dissertation Research	Fall 2010
Approved	COU 910 Program Evaluation	Fall 2010
New Program		
Counseling EdD (Discussion Item)		
<u>Curriculum & Instruction</u>		
Hybrid Courses		
Approved	EDF 319W Human Development and Learning – create writing intensive equivalent to EDF 319	Fall 2009
Approved	ELE 445W Foundations of Reading/LA – create writing intensive version of ELE 445	Fall 2009
Approved	EMG 445W Foundations of Reading/LA – create writing intensive version of EMG 445	Fall 2009
Course Revisions		
Approved	EDF 203 Schooling and Society – Revise schedule type <i>Approved with revisions to schedule type listing in Part IV of the Curriculum Change Form.</i>	Fall 2009
Approved	EDF 319 Human Development and Learning – change course equivalents to accommodate EDF 319W	Fall 2009
Approved	ELE 445 Foundations of Reading/LA – change course equivalents to accommodate ELE 445W	Fall 2009
Approved	EMG 445 – change course equivalents to accommodate EMG 445W	Fall 2009
Program Revisions		
Approved	Elementary Education (P-5) Teaching (B.S.) – add ELE 445W and EDF 319W	Fall 2009
Approved	Middle Grade Education (5-9) Teaching (B.S.) – add EMG 445W and EDF 319W	Fall 2009
Approved	Deaf and Hard of Hearing (P-12) with Elementary Education (P-5) Teaching (B.S.) -add ELE 445W and EDF 319W	Fall 2009
Approved	Deaf and Hard of Hearing (P-12) with Middle Grade Education (5-9) Teaching (B.S.) -add EDF 319W and EMG 445W	Fall 2009
Approved	Special Education/Teaching (B.S.) Learning and Behavior Disorders – add ELE 445W,	Fall 2009

EDF 319W, and EMG 445W

Education
Effective Date

Educational Leadership & Policy Studies

New Course

Withdrawn EAD 840 Policy for Safe Schools

New Program

Withdrawn School Safety Endorsement (Discussion Item)

DISCUSSION ITEMS

1. Pre-Final Exam Week Policy Student Government Association
A handout was distributed showing the results of student surveys conducted by the Student Government Association. The survey handout will be included in the digital packet available on the CAA Web site. Discussion was led by Ms. Lindsey Cross on behalf of the Student Government Association.
2. Creation of Syllabus Library Student Government Association
Ms. Lindsey Cross led discussion regarding students' desire for a Syllabus Library. Possible inclusions in this Library would be lengthier course descriptions, course outcomes, and portions of current course syllabi. The Student Government Association will revise the proposal for the Syllabus Library and the item will return to the CAA for action.
3. Graduation Regalia Approval Process Office of the Registrar
Motion: The CAA will not approve any additional Graduation Regalia this year, pending a Report and process review from the Graduation Regalia Work Group, which was formed at the March 2009, CAA meeting. Motion Carried.
The following members compile the Graduation Regalia work group: Ms. Lindsey Cross, Ms. Tina Davis, Dr. Michael Foster(Chair), Dr. Claire Good, Ms. Sandra Moore.
4. Roster Enrollment Report Office of the Provost
A revised report was distributed for further discussion. The revised form will be included in the digital CAA packet available on the CAA Web site.

INFORMATION ITEMS

Faculty Senate Update

The following CAA items were approved by the Faculty Senate at the April 6, 2009, meeting:

1. EKU Now! Program, *Catalog* language proposal
2. B.S. in Emergency Medical Care - Remove EMC 212, BIO 378, and Free Electives; Revise Total Curriculum Requirements from 128 to 120.
3. ASP in Paramedicine – Remove EMC 212
4. B.S. in Homeland Security - Remove Minor Requirement and Increase Number of Free Electives Revise Total Curriculum Requirements from 128 to 120.
5. B.S. in Correctional and Juvenile Justice Studies – Reduce hours of Free Electives from 43 to 35, which will reduce the Total Curriculum Requirements from 128 to 120.
6. African/African-American Studies Minor and Certificate Revision Add AFA 305, 361, 367, 378, 388, 435, and 372S to the course offerings.
7. Bachelor of Individualized Studies (B.I.S.) – Decrease the number of required electives by 8 credit hours thereby reducing the number of required curriculum hours from 128 to 120.
8. General Studies B.A. - Decrease the number of free electives by 8 credit hours thereby reducing the number of required curriculum hours from 128 to 120.
9. Anthropology Program Revision – Change major requirement and hours required to graduate
10. GIS Certificate – New Program
11. B.B.A. Accounting Program Revision – Eliminate ACC 442 and 527 from the Accounting Program
12. Minor in Advertising Program Revision – Change Minor to drop COM 320 Series and add JOU or PUB 320

13. Minor in Visual Media Program Revision – Change Minor to drop COM 320 Series and add JOU or PUB 320
14. B.A. in Journalism Program Revision – Change Major to drop COM 320 Series and add new courses
15. B.A. in Public Relations Program Revision – Change Major to drop COM 320 Series and add new courses
16. B.B.A. in General Business (All Options) Program Revision –
 - Add a Corporate Communication and Technology option to General Business B.B.A. program.
 - Move CIS400 as a major requirement under the course requirements for the first three options.
 - Replace CIS 435 with 335 in Global Supply-Chain Management Option.
 - Adjust free electives accordingly for the new CCT option.
 - Reduce the General Business Major (all Options) to 120 hours from streamlining the curriculum and omitting courses without compromising the quality of the programs
17. B.S. in Business Marketing Education/Teaching – Request exclusion for General Education requirement: Block VII (QS) to take CIS 212 or CSC 104
18. B.S. Physical Education Program Revision – Remove PHE 415 requirement under option and add REC 102 or REC 290 under Support Option for Fitness and Wellness Option
19. Minor in Community Health Program Revision – Add HEA 320 to required courses and EHS 280 to Elective Courses under Minor
20. Health Services Administration Major Program Revision – Decrease overall program requirements from 128 to 120 credit hours; delete ECO 370 as support course from option in HCAI; specify course alternatives for satisfying support course requirements
21. Master of Public Health Program Revision – Drop thesis in all options
22. Occupational Science B.S. – Decrease total hours from 128 to 120
23. Occupational Therapy M.S. – Change *Graduate Catalog* description of the admission process for option 2
24. Recreation and Park Administration B.S. Program Revision – Decrease total hours from 128 to 120.

Board of Regents Update

The following CAA items are being considered for approval at the Board of Regents meeting on April 24, 2009:

NEW PROGRAM

1. Autism Spectrum Disorders Certificate

PROGRAM SUSPENSION

1. Finance B.B.A. Real Estate, Option Suspension

PROGRAM REVISIONS

1. B.S. Biology Pre-Medical
2. B.S. Biology Pre-Veterinary
3. Economics B.A.
4. Geography B.A. Program
5. A.A.S. Paralegal Program
6. Paralegal Program Certificate
7. Associate Degree Paralegal Studies
8. Minor in Paralegal Program
9. B.A. Paralegal Science
10. B.A. History Non-Teaching
11. B.A. History – Teaching
12. Accounting B.B.A.
13. Computer Information Systems B.B.A.
14. Insurance B.B.A.
15. Insurance B.S.
16. B.B.A. Finance Program Revision
17. Agriculture B.S. Area Major Revision
18. Horticulture B.S. Area Major Revision
19. B.A. Communication Program Revision 128 to 120 hours
20. Business Marketing Education/Teaching Program Revision
21. Corporate Communication and Technology B.B.A. Revision

22. General Business B.B.A. Program Revision
23. Management B.B.A. Program Revision
24. Marketing B.B.A. Professional Golf Management Revision
25. Career and Technical Education (Teaching) Program Revision
26. Technology A.A.S. Digital Imaging Design Program Revision
27. Minor in Computer Electronic Publishing Program Revision
28. Advising, Admission, Field Placement & Certification Revision
29. MAEd Gifted Education Program Revision
30. Master of Arts in Teaching – ART Option Revision
31. Masters of Science in Nursing Program Revision
32. Nursing Pre-RN B.S.N. and Plan for B.S.N. Second Degree Option
33. Community Nutrition Program Revision
34. Master of Public Health Program Revision
35. Recreation and Park Administration B.S. Degree
36. Police Studies B.S. Program Revision
37. Minor in Police Studies Program Revision
38. Police Studies A.A. Program Revision
39. ECU Now! – Dual Credit and Jump Start Program Revision

ACADEMIC POLICY REVISIONS

1. Stopping Out Policy (President Whitlock has approved.)
2. Recording of Double Majors (President Whitlock has approved.)
3. Writing-Intensive Courses

GOOD OF THE ORDER

1. Lindsey Cross introduced DaJuane Harris as the new Student Representative on the CAA beginning May 2009. The Council expressed appreciation to Ms. Cross for her two years of outstanding service on behalf of ECU students.
2. Dr. Liz Throop recognized Dr. Michael Foster's appointment as Assistant Dean of the College of Arts and Sciences.

The Council on Academic Affairs was adjourned at 4:20 p.m.

COUNCIL ON ACADEMIC AFFAIRS AGENDA

April 16, 2009

1. Call to Order
2. Approval of the Minutes – March 19, 2009

Action Items

1. Upper Division Hours Requirement

Ad-Hoc Committee

Curriculum Items

Business & Technology

Accounting, Finance & Information Systems

Course Drops

	<u>Page</u>
ACC 527 Managerial Cost Accounting	AFIS 1
ACC 550 Accounting for Non-Profit Organization	
ACC 727 Managerial Cost Accounting	AFIS 2
ACC 750 Accounting for Non-Profit Organization	

Program Revision

Master of Business Administration – Drop ACC 750 from the Master of Business Administration Program AFIS 3

Communication

Course Revision

COM 320I Desktop Video – Revise course by changing course number and dropping the prerequisite COMM 1

Management, Marketing and Administrative Communication

Course Revision

CCT 300 Managerial Reports – Approve CCT 300 as CCT 300W – Writing Intensive course and change prerequisites MMAC 1

GBU 480 Business Strategy – Change prerequisites to remove QMB 240, or MAT 211 or MGT 340 from the list MMAC 12

Program Suspension

BBA Corporate Communication & Technology – Suspend program due to decreasing number of majors in the CCT program area and increasing pressure for accountability and efficient use of resources. MMAC 15

Technology

Program Revision

BS Construction Management – Change the major requirements by removing FSE 361 and adding FSE 379; change supporting course requirements by deleting three upper division hours of selected Business electives and adding three upper or lower division hours of the same electives. TECH 1

Health Sciences

Baccalaureate & Graduate Nursing

	<u>Page</u>
Course Revisions	
NSC 844 Nursing Education I – revise prerequisite to add minimum grade of B	DBGN 1
NSC 846 Nursing Education II – revise prerequisite to add minimum grade of B	DBGN 3
NSC 848 Nursing Education III – revise prerequisites and corequisites to add minimum grade of B	DBGN 5
NSC 860 Rural Nursing Administration – revise prerequisite and <i>Catalog</i> text	DBGN 7
NSC 870 Rural Health FNP I – revise prerequisites	DBGN 9
NSC 876 FNP Internship – revise prerequisites/corequisites	DBGN 11
NSC 880 Rural PMHNP I – revise prerequisites	DBGN 13
NSC 886 Rural PMHNP Internship – revise prerequisites/corequisites	DBGN 15
NSC 890 Research in Rural Nursing – revise prerequisites to add minimum grade of B	DBGN 17
NSC 892 Research Project – revise prerequisites to add minimum grade of B	DBGN 19

Health Promotion & Administration

Program Revision	
Health Education B.S. – Revise number of hours required to graduate: 120 for Community Health Option, 120 for Wellness Option, 126 for School Health Option; add new course required by accrediting bodies; add requirement of “C” or better in major and support courses; change overall GPA required from 2.0 to 2.25 in Community Health and Wellness Options	HPAD-HE 1
Minor in School Health, P-12 (Teaching) – Add HEA 320 and EHS 280 to required courses	

Exercise & Sport Science

Program Revision	
Physical Education B.S. – Revise PHE 415 requirement for PE Fitness & Wellness Option to REC 102 or REC 290	ESSC 1

Recreation & Park Administration

Program Revision	
Recreation & Park Administration M.S. – Revise admissions requirements to reflect new Miller Analogy Test score	RPAD 1

Arts & Sciences

Anthropology, Sociology & Social Work

	<u>Page</u>
Course Revision	
SWK 310 Intro to Social Work – revise course title and pre-requisite	ANSW 1

Chemistry

Course Revision	
CHE 111 General Chemistry I – revise pre- and co-requisites	CHEM 1
CHE 112 (General Chemistry II) – Change pre- and co-requisites	CHEM 4
CHE 115 (General Chemistry Lab I) – Change lab course number by adding (L)	CHEM 7
CHE 116 (General Chemistry Lab II) – Change lab course number by adding (L)	CHEM 10
CHE 116H (General Chemistry Honors Lab II) - Change course number by adding (L)	CHEM 13
CHE 366 (Organic Chemistry Laboratory I) – Change course number by adding (L), shorten title, and modify course description	CHEM 16
CHE 367 (Organic Chemistry Laboratory II) - Change course number by adding (L), shorten title, and modify course description	CHEM 19

Computer Science

Course Revision	<u>Page</u>
CSC 313 (Introduction to Database Systems) – Change prerequisite	COSC 1

English and Theatre

Program Revision	
English (B.A.) – Change program requirements - add requirement for three hour Theatre course to the following emphases in English major: Literature, Creative Writing, and Technical Writing; add Theatre capstone course to the <i>Catalog</i> ; Remove six credits of foreign language requirements from the following options in the English major: Literature, Creative Writing, and Technical Writing; Change the current exclusion of Block VIII classes to require only Option 2 of that Block; Remove all non-foreign language Supporting Course requirements for the English Literature emphasis; Create a new block of required diversity courses in the following Emphases in the English major: Literature, Creative Writing, Technical Writing.	ENTH 1

Geography & Geology

New Course	
GEO 115- (Hollywood Weather)	GEO 1
GEO 480- (Petroleum Geology)	GEO 12
GEO 482- (Paleoclimate)	GEO 20

Government

Course Revision	
POL 499 - (Canadian Parliamentary Internship) – Change course description and remove cross-listing reference	GOVN 1
Program Revision	
Paralegal Program- Add language to departmental requirements	GOVN 4

Psychology

Course Revision	
PSY 250 (Information Literacy in PSY) – Change catalogue description	PSYC 1
Hybrid Course	
PSY 250 W (Information Literacy in PSY: W) – Create course that incorporates substantive writing assignments.	PSYC 4
Program Revision	
Autism Spectrum Disorders Certificate – Add 3 additional hours to certificate to total 18 hours	PSYC 12
Bachelor of Science in Psychology – Add PSY 319 Industrial/Organizational Psychology for B.S. degree	PSYC 148

Education

Counseling & Educational Psychology

New Courses	<u>Page</u>
COU 900 Advanced Counseling Theories	1
COU 901 Advanced Group Counseling	5
COU 902 College Teaching	9
COU 903 Advanced Multicultural Counseling	13
COU 904 Advanced Interventions	17
COU 905 Advanced Family Counseling	21
COU 906 Counseling: Advanced Supervision	25
COU 907 Counseling: Advanced Practicum	29
COU 908 Counseling: Advanced Internship	33
COU 909 Dissertation Research	37
COU 910 Program Evaluation	41

New Program	Page
Counseling EdD (Discussion Item)	45

Curriculum & Instruction

Hybrid Courses

EDF 319W Human Development and Learning – create writing intensive equivalent to EDF 319	91
ELE 445W Foundations of Reading/LA – create writing intensive version of ELE 445	118
EMG 445W Foundations of Reading/LA – create writing intensive version of EMG 445	133

Course Revisions

EDF 203 Schooling and Society – Revise schedule type	77
EDF 319 Human Development and Learning – change course equivalents to accommodate EDF 319W	81
ELE 445 Foundations of Reading/LA – change course equivalents to accommodate ELE 445W	110
EMG 445 – change course equivalents to accommodate EMG 445W	130

Program Revisions

Elementary Education (P-5) Teaching (B.S.) – add ELE 445W and EDF 319W	106
Middle Grade Education (5-9) Teaching (B.S.) – add EMG 445W and EDF 319W	128
Deaf and Hard of Hearing (P-12) with Elementary Education (P-5) Teaching (B.S.) -add ELE 445W and EDF 319W	
Deaf and Hard of Hearing (P-12) with Middle Grade Education (5-9) Teaching (B.S.) -add EDF 319W and EMG 445W	143
Special Education/Teaching (B.S.) Learning and Behavior Disorders – add ELE 445W, EDF 319W, and EMG 445W	

Educational Leadership & Policy Studies

New Course

EAD 840 Policy for Safe Schools	145
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New Program

School Safety Endorsement (Discussion Item)	151
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Discussion Items

- | | |
|---|---|
| 1. Pre-Final Exam Week Policy (Handout will be distributed in the meeting.) | Student Government Association |
| 2. Creation of Syllabus Library | Student Government Association |
| 3. Graduation Regalia Approval Process | Graduation Regalia Work Group |
| - NOVA Stars Graduation Regalia (Information) | Nova Program, TRiO Student Support Services |
| - National Sororities and Fraternities Graduation Regalia (Information) | Office of Student Life |
| 4. Roster Enrollment Report | Office of the Provost |

Information Items

Faculty Senate Update

The following CAA items were approved by the Faculty Senate at the April 6, 2009, meeting:

1. ECU Now! Program, *Catalog* language proposal
2. B.S. in Emergency Medical Care - Remove EMC 212, BIO 378, and Free Electives; Revise Total Curriculum Requirements from 128 to 120.
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4. B.S. in Homeland Security - Remove Minor Requirement and Increase Number of Free Electives Revise Total Curriculum Requirements from 128 to 120.

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8. General Studies B.A. - Decrease the number of free electives by 8 credit hours thereby reducing the number of required curriculum hours from 128 to 120.
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10. GIS Certificate – New Program
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12. Minor in Advertising Program Revision – Change Minor to drop COM 320 Series and add JOU or PUB 320
13. Minor in Visual Media Program Revision – Change Minor to drop COM 320 Series and add JOU or PUB 320
14. B.A. in Journalism Program Revision – Change Major to drop COM 320 Series and add new courses
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 - Replace CIS 435 with 335 in Global Supply-Chain Management Option.
 - Adjust free electives accordingly for the new CCT option.
 - Reduce the General Business Major (all Options) to 120 hours from streamlining the curriculum and omitting courses without compromising the quality of the programs
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21. Master of Public Health Program Revision – Drop thesis in all options
22. Occupational Science B.S. – Decrease total hours from 128 to 120
23. Occupational Therapy M.S. – Change *Graduate Catalog* description of the admission process for option 2
24. Recreation and Park Administration B.S. Program Revision – Decrease total hours from 128 to 120.

Board of Regents Update

The following CAA items are being considered for approval at the Board of Regents meeting on April 24, 2009:

NEW PROGRAM

1. Autism Spectrum Disorders Certificate

PROGRAM SUSPENSION

1. Finance B.B.A. Real Estate, Option Suspension

PROGRAM REVISIONS

1. B.S. Biology Pre-Medical
2. B.S. Biology Pre-Veterinary
3. Economics B.A.
4. Geography B.A. Program
5. A.A.S. Paralegal Program
6. Paralegal Program Certificate
7. Associate Degree Paralegal Studies
8. Minor in Paralegal Program
9. B.A. Paralegal Science
10. B.A. History Non-Teaching
11. B.A. History – Teaching

12. Accounting B.B.A.
13. Computer Information Systems B.B.A.
14. Insurance B.B.A.
15. Insurance B.S.
16. B.B.A. Finance Program Revision
17. Agriculture B.S. Area Major Revision
18. Horticulture B.S. Area Major Revision
19. B.A. Communication Program Revision 128 to 120 hours
20. Business Marketing Education/Teaching Program Revision
21. Corporate Communication and Technology B.B.A. Revision
22. General Business B.B.A. Program Revision
23. Management B.B.A. Program Revision
24. Marketing B.B.A. Professional Golf Management Revision
25. Career and Technical Education (Teaching) Program Revision
26. Technology A.A.S. Digital Imaging Design Program Revision
27. Minor in Computer Electronic Publishing Program Revision
28. Advising, Admission, Field Placement & Certification Revision
29. MAEd Gifted Education Program Revision
30. Master of Arts in Teaching – ART Option Revision
31. Masters of Science in Nursing Program Revision
32. Nursing Pre-RN B.S.N. and Plan for B.S.N. Second Degree Option
33. Community Nutrition Program Revision
34. Master of Public Health Program Revision
35. Recreation and Park Administration B.S. Degree
36. Police Studies B.S. Program Revision
37. Minor in Police Studies Program Revision
38. Police Studies A.A. Program Revision
39. ECU Now! – Dual Credit and Jump Start Program Revision

ACADEMIC POLICY REVISIONS

1. Stopping Out Policy (President Whitlock has approved.)
2. Recording of Double Majors (President Whitlock has approved.)
3. Writing-Intensive Courses



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Arts and Sciences
Department of Anthropology,
Sociology and Social Work Richmond, KY 40475-3102
Dr. Elizabeth A. Throop
Chair

Keith 223
521 Lancaster Avenue
(859) 622-1644-FAX (859) 622-8176
www.eku.edu

Memorandum

To: Council on Academic Affairs
From: Ad-Hoc Committee on Upper Division Hours Requirement
Date: April 9, 2009
Re: Policy Proposal

Members of Ad-Hoc Committee: Dean Allen Ault, Faculty Senator David May, Honors Director Linda Frost, Student Senator Lindsay Cross, Chair Liz Throop

This committee was appointed by the Council on Academic Affairs to explore the possibility of changing the minimum number of upper division hours required by the University—currently 43—to earn a bachelor's degree. This Ad Hoc Committee believes that the upper division hours University requirement should be reduced to 42 hours (so as to be divisible by 3). Each of us has consulted with various constituencies over the last 60 or so days and the following groups agree that 42 hours is the best solution possible, one that maintains rigor and the integrity of an EKU bachelor's degree:

- Student Government
- Faculty Senate
- Chairs
- Transfer Office
- Different levels of administration, including consulting with deans
- Random faculty members and students

One group has not agreed with the proposed 42 hours and would like to reduce upper division hours to 36:

- Assistant/Associate Deans

It is our considered opinion, having heard all arguments for and against lowering the upper division hour requirement, that the vast majority of members of the EKU community do not believe lowering the requirements below 42 hours will enhance the educational experience of our students.

Concern that a requirement of over 36 hours would unduly strain a significant portion of the student transfer population led to a consultation with the Associate Deans about this issue; all agree that no policy



should be put in place that would require exemption routinely. However, in that meeting, it was noted that approximately 100-130 students required such University waivers in 2004-2005 (the last year for which information was available). The number of students affected by this minimum requirement who would constitute or has constituted a significant portion of the EKU student population is very small—approximately 5% of graduating students per year (given that there were 2195 undergraduates in the 2007-2008 academic year [based on a figure of 120 waivers signed]; waiver-needing students constituted approximately 0.8% of the total EKU student body).

We believe that EKU must stand for rigorous programming; we do not consider requiring what amounts to three semesters of advanced academic work onerous. We further suggest that those programs in which students are enrolled and which constitute the majority of these waivers may need to be reassessed to insure that their course offerings are appropriately sequenced, guiding students through a curriculum in which upper-division courses build on the knowledge base and skills acquired in more introductory major requirements. We believe that upper division courses ought to be more rigorous and involve more advanced study than lower division courses. We also believe that most of our faculty colleagues agree with our characterization of upper division courses and we are confident that they provide such courses regularly.

We propose, therefore, that the number of upper division hours required for a bachelor's degree at EKU be 42 (so that it is divisible by three [the average number of credit hours in a course], we are willing to reduce the number of hours from the current requirement by one).





EASTERN KENTUCKY UNIVERSITY

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College of Business and Technology
Office of the Associate Dean

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

TO: Council on Academic Affairs

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

DATE: April 3, 2009

SUBJECT: Curriculum Proposals

Please consider the following course revisions/programs in the College of Business & Technology at the next Council on Academic Affairs meeting on April 16, 2009:

Department of Accounting, Finance & Information Systems

1. Course Drop(s)

Course	Justification	Page
ACC 527, 550	These courses have not been taught in the past several semesters and need to be dropped from the <i>Undergraduate Catalog</i> .	AFIS 1
ACC 727 & 750	These courses have not been taught in the past several semesters and need to be dropped from the graduate offerings and <i>Graduate Catalog</i> .	AFIS 2

2. Program Revision(s)

Program	Revision	Page
Master of Business Administration	To drop ACC 750 from the Master of Business Administration Program	AFIS 3-4

Department of Communication

1. Course Revision(s):

Course	Revision	Page
COM 320I	To revise COM 320I Desktop video by changing the course number and dropping the prerequisite.	COMM 1-3



Department of Management, Marketing and Administrative Communication

1. Course Revision(s):

Course	Revision	Page
CCT 300	To approve CCT 300 – Managerial Reports as a CCT 300W – Managerial Reports: Writing Intensive course and change Prerequisites: ENG 101 and 102 (or 105), ACC 201, ACC 202, and ECO 230 with a grade of “C-“ or better in each course to “C” or better with TCAC Approval Letter & syllabus.	MMAC 1-11
GBU 480	Change prerequisites for GBU 480 to remove QMB240, or MAT211 or MGT340 from the list	MMAC 12-14

2. Program Suspension

Program	Justification	Page
BBA degree in Corporate Communication & Technology	Decreasing number of majors in the CCT program area and increasing pressure for accountability and efficient use of resources.	MMAC 15-16

Department of Technology

1. Program Revision

Program	Revision	Page
BS in Construction Management	To change the major requirements for the Construction Management B.S. degree program by deleting FSE 361 – Principles of Occupational Safety and Health (3) and adding FSE 379 – Construction Safety (3). To change the supporting course requirements by deleting three upper division hours of selected Business electives and adding three (upper or lower division) hours of the same electives.	TECH 1-2

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>Accounting, Finance & Information Systems</u> College <u>Business & Technology</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Master of Business Administration</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	<u>2/27/2009</u>	Graduate Council* <u>3/30/2009</u>
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	<u>3/2/2009</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	<u>N/A</u>	Faculty Senate** <input checked="" type="checkbox"/>
Teacher Education Committee*	<u>N/A</u>	Board of Regents** <input checked="" type="checkbox"/>
		Council on Postsecondary Edu.*** <input type="checkbox"/>
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To eliminate ACC 750 from the Master of Business Administration Program. A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: This ACC 750 course has not been taught since Spring 1989 and needs to be Eliminated from the Master of Business Administration Program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

**DEPARTMENT OF
ACCOUNTING, FINANCE, AND
INFORMATION SYSTEMS**

Dr. Oliver Feltus, Interim Chair

www.accounting.eku.edu

(859) 622-1087

The Department of Accounting, Finance, and Information Systems in cooperation with the Office of Graduate Education and Research and the College of Business and Technology participates in the Master of Business Administration program. The Master of Business Administration offers an option in Accounting. Information and requirements for this option can be found in the Master of Business Administration section of this *Catalog*. ~~ACC 750 cannot be taken by students who have an undergraduate major in accounting.~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Communication Business & Technology COM 320 I Desktop Video (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	03/05/09	Graduate Council* N/A
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3/20/2009	Approved ____ Disapproved ____
General Education Committee*	N/A	Faculty Senate** N/A
Teacher Education Committee*	N/A	Board of Regents** N/A
		Council on Postsecondary Edu.*** N/A
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To revise COM 320 I Desktop Video by changing the course number and dropping the pre-requisite.	
A. 2. Effective date: (Example: Fall 2001) Spring 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: We have dropped the COM 320 A-H series of classes and this will help to clean up any confusion over this course which was left over from that series and still had a pre-requisite from that series.	
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.)

~~COM 320I-Desktop Video. (1) I, II. Prerequisite or Corequisite: COM 320A. Study of the skills and techniques that~~
allowing effective communication in the electronic media using desktop video tools. An Examination of the video art
~~form desktop video from an aesthetic perspective to~~ including television, film, art, multimedia, web video, and digital
still video.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COM	320	Spring 2010	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.	Prerequisite or Corequisite: COM 320A-
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	Management, Marketing, & Administrative Communication
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CCT 300
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Managerial Reports
<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	09/15/2008-2/6/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	2/20/2009	Approved Disapproved	
General Education Committee*	NA	Faculty Senate**	N/A
Teacher Education Committee*	NA	Board of Regents**	N/A
TCAC Committee	1/26/09	Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To approve CCT 300 – Managerial Reports as a CCT 300W – Managerial Reports: Writing Intensive course and change Prerequisites: ENG 101 and 102 (or 105), ACC 201, ACC 202, and ECO 230 with a grade of "C-" or better in each course to "C" or better.

A. 2. Effective date: (Example: Fall 2001)
Summer 2009

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

B. The justification for this action:
This course meets the criteria and has been approved by the Thinking and Communicating Across the Curriculum (TCAC) Committee.

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.)

CCT 300W Managerial Reports: Writing Intensive. (3) I, II. Prerequisites: ENG 101 and 102 (or 105), ACC 201, ACC 202, and ECO 230 with a grade of ~~"C"~~ "C" or better in each course; Junior standing (a minimum of 60 hours) with an overall minimum 2.0 GPA. A writing intensive study of applications of communication theory, research methods, and information technology to communicate within organizations. Includes common communication tasks faced by managers; communication task and audience analysis; and collecting, organizing, analyzing, and interpreting data. Emphasizes written and oral reporting.

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	300W	Fall 2009	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	MMAC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3.0	N	FR _____ JR <u>X</u> SO _____ SR <u>X</u>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	ENG 101 and 102 (or 105), ACC 201, ACC 202, and ECO 230 with a grade of “C” <u>“C”</u> or better in each course; Junior standing (a minimum of 60 hours) with an overall minimum 2.0 GPA.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	Overall minimum 2.0 GPA

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.	CCT 300
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

COURSE INFORMATION:

Course Prefix and Title: CCT 300W: Managerial Reports

Class Times:

Classroom:

Course Number:

Section:

Credits: 3 Hours

Prerequisites: ENG 101, 102; ACC 201, 202; and ECO 230 (all with C or better)

Professor: Dr. Marcel Robles (pronounced “RobeLess”)

Office: BTC 267

Office Hours: 8:00 - 9:30 a.m. TR

Office Phone: (859) 622-1117

11:00 - 2:00 p.m. TR

E-mail: marcel.robles@eku.edu

3:30 - 6:00 p.m. T

& by appointment

COURSE DESCRIPTION:

Applications of communication theory, research methods, and information technology to communicate within organizations. Includes common communication tasks faced by managers; communication task and audience analysis; and collecting, organizing, analyzing, and interpreting data. Emphasizes written and oral reporting.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will have met the following objectives:

1. Explain the role of business communication in decision-making.
2. Compare and contrast strategies for communicating effectively within an organization.
3. Differentiate communication principles for effective written documents integrating appropriate technical skills.
4. Apply and adapt the research process for solving problems and thinking critically.
5. Recognize and analyze the ethical issues within organizations and the importance of choices and consequences to the decision makers.
6. Evaluate the impact of cultural diversity on the communication process.
7. Experience and realize the dynamics of working as a member of a team to accomplish a common objective successfully.
8. Incorporate effective communication principles for oral presentations integrating appropriate technology.

REQUIRED COURSE TEXTBOOK:

Lehman, C. M., & Dufrene, D. D. (2008). Business Communication (15th ed.). Mason, OH: Thomson South-Western. ISBN 0-324-375530.

ATTENDANCE POLICY:

Just as attendance is a requirement when working in business, industry, or government, attendance is a vital component to your participation and learning in this class. Much of the content of the course will be presented using dialogue, slides, and other forms of interaction and multimedia--content that students must be in class to see, hear, discuss, and learn. When an employee is absent from work, he/she has the responsibility to meet with the supervisor to receive instructions. In this class, each student has the same responsibility. **A student must attend at least 80 percent of the total number of class periods to pass this course.** When a student must miss class, he/she will still be held responsible for completing all assignments due the next class period. The student must be present to do in-class activities. **In-class activities and quizzes may not be made up.** Students are expected to stay in contact with Dr. Robles and team members. **Five points will be added to the student's final exam score for on-time perfect attendance.**

INCENTIVE POLICY:

Students who have perfect attendance (defined by Toyota as being present and on-time every day) will receive five extra points on the final exam. Each student can use one emergency day to be either late or absent. Students who have an official University excuse to be absent will be considered away "on company business."

LATE WORK:

Assignments are to be submitted promptly before the established deadline or at the time they are collected in class from the other students. **In-class activities and quizzes may not be made up.** If you are absent, call a classmate to see if there is an assignment for the next class period.

Work is "on time" if it is submitted before or at the time the other students' work is collected or if it is submitted at the established deadline. Otherwise, the work is late and will receive the following deduction:

- 5 percent if submitted late, same day
- 10 percent if submitted next calendar day
- 50 percent if submitted two calendar days late

Assignments submitted after two calendar days late will receive no credit.

EXAMINATIONS:

A tentative daily schedule is provided so that students know the approximate dates in advance when tests will be given. Either the professor's approval prior to the test or an official university excuse is necessary for students to be permitted to take a "make-up" examination. Quizzes may not be made up.

LAST DAY TO DROP A COURSE:

The last day to withdraw from this class is October 31, 2008. Please see the *Colonel's Compass* for other deadlines/dates at http://www.eku.edu/compass/calendar/2008fall_calendar.php

MMAC DEPARTMENT ADVISING:

If you are advised by a member of the Department of Management, Marketing, and Corporate Communication (MMAC), we will advise for three days, beginning Wednesday, November 5, and ending Friday, November 7, 2008.

Your advisor will conduct advising in his/her office during this three-day period. A three-day advising period allows students to be advised early for classes before registration begins, giving students the best opportunity to register for the classes they request. Sign-up sheets will be available in front of your advisor's office by October 30.

Before your appointment, make sure you have a copy of your CARES report with you and a tentative schedule of classes that you plan on taking.

If you fail to attend your advising appointment or fail to sign up during these three days, your next advising opportunity will not be until the last two days of the advising period and you could possibly miss out on taking classes that you want or need. There are no exceptions to this policy.

EXPECTED ETIQUETTE:

1. Just as you would not be late for work, please do not be late for class.
2. Always do your own work. Any case whereby a student is caught cheating will be forwarded to the appropriate officials for University action.
3. Have respect for other students in the classroom. Do not carry on a conversation with those around you when other students are trying to take notes and pay attention.
4. Silence your cell phone.
5. If you have a concern about your academic standing in this course--or anything related to this course--please see Dr. Robles immediately so that the matter is addressed promptly.

ACADEMIC INTEGRITY STATEMENT:

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

SERVICES FOR STUDENTS WITH DISABILITIES:

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

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 work. The student's name will be deleted from assignments unless permission is granted for his/her name to appear on the work.

COURSE REQUIREMENTS:

The following items comprise the grade in CCT 300:

Comprehensive Project (30 percent)

A **formal analytical report** that includes primary data that students collect from interviews with business executives. Students are grouped into teams of three and collect data from two executives each. In teams, students select a topic to research, write a problem statement, decide on the factors to research, design a questionnaire, and share their collected data with team members. From the team's compiled interview data, each team member writes an individual formal report, which includes an executive summary.

After each team member has written his/her individual report, the team gives an oral presentation to the class and a visiting business executive(s).

Interim Reports (40 percent)

A **memorandum report**, based on a case adapted to the course. Students identify the problem, analyze the data, and draw conclusions and offer recommendations as appropriate. You must send me an electronic copy (as a Word file) at marcel.robles@eku.edu. Please include your ID number on the document. A copy of this document will be sent to a committee to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing.

A **short report** that analyzes actual data, based on a case adapted to the course. Students identify the problem, analyze the data, draw conclusions, and offer recommendations. Students will use the computer to create the appropriate graphics.

An **e-mail memo report** that requires knowledge and application of effective electronic communication techniques.

Business letters and summaries that require knowledge and application of effective communication principles and theory.

Objective Tests, Quizzes, and Class Participation (25 percent)

Quizzes and activities that prepare students for class discussion and assignments.

Midterm exam and comprehensive final exam over textbook, handouts, and class activities.

Standard Practices Competency (5 percent)

Students who complete CCT 300 must demonstrate competency in standard writing practices. These practices include grammar, punctuation, word usage, spelling, and formulating rules that employers expect college graduates to know and apply.

To prepare for the Standard Practices Test, students should study Appendix C in the textbook. Other reference tools will be helpful; for example: Sabin, W. A. (2005). *The Gregg Reference Manual* (10th ed.). New York, NY: McGraw-Hill/Irwin. ISBN 0-07-293653-3.

COURSE EVALUATION:

Writing assignments will be evaluated based on the following seven criteria:

1. Accuracy – free of format, spelling, grammar, and content errors
2. Completeness – adequate coverage of data, provision of headings and transitions
3. Clarity – logic of writing and ease of understanding; appropriate organization
4. Candor – proper in tone and emphasis
5. Relevance – realistic, logical, and meaningful to reader
6. Timing – submitted at the scheduled time
7. Acceptance – overall useful, ethical, and satisfactory to a superior

All reports must be typed using word processing software on a computer. All graphics, tables, pictures, etc. must be computer-generated. Students are required to keep a stored, **electronic** copy of all their work.

Interim Reports (40%)

E-mail Report	50
Business Letter	100
Memo Report	100
Short Report	150

Field Report (30%)

Written Report	200
Oral Team Presentation	100

Standard Practices Competency (5%)

Standard Practices Exam 50

Participation/Quizzes/Exams (25%)

Quizzes/Activities	50-100?
Midterm Exam	50-100?
Final Exam	50-150?

GRADING SCALE:

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

Tentative Course Schedule (subject to change based on class needs)**You may want to write daily assignment due dates as they are given in class.****Other assignment due dates are listed on BlackBoard.**

January 13 T	Introduction to Course; Syllabus
15 R	Meet in Computer Lab 4; Pre-Course Writing Exercise
20 T	Critical Thinking; Intellectual Standards; Communication Foundation and Theory – Chapters 1 and 2
22 R	Planning and Preparing Spoken and Written Messages – Chapters 3 and 4; Document Format and Layout – Appendix A
27 T	Meet in Computer Lab; Revising and Proofreading Documents; Writing Exercise (Letterhead and Signature Card)
29 R	Good-News and Neutral-News Letters – Chapter 6; Bad-News Messages – Chapter 7; Citing Resources – Appendix B
February 3 T	Electronic Secondary Research; Report Process and Research Methods – Chapter 9
5 R	Problem Identification and Statement; Preparing Research Questions
10 T	Interviewing; Collecting Data; Students Do Survey Research
12 R	Communicating Electronically – Chapter 5
17 T	Persuasive Messages – Chapter 8
19 R	Standard Practices Exam
24 T	Business Co-ops; Job Search; Resume Writing
26 R	Interview Business Executives
March 3 T	Professional Profiles; Preparing a Résumé – Chapters 13 and 14; Bring your résumé to class
5 R	Midterm Exam
9-13	Spring Break
17 T	Organizing and Writing a Report – Chapter 11
19 R	Meet in Computer Lab; Constructing Graphics
24 T	Incorporating Graphics Effectively – Chapter 10
26 R	Analyzing and Summarizing Data
31 T	Each student is to bring typed results from interviews with executives. Data Synthesis and Analysis; Visual Aids; Teams will compile tables.

April 2 R	Writing Conclusions and Recommendations
7 T	Developing an Executive Summary
9 R	Complete polished drafts of Field Reports are due; Bring both electronic and hard copy to class.
14 T	Two copies of Field Reports are due (one with spiral binding and cover). Delivering a Professional Presentation – Chapter 12
16 R	Review Visual Aids
21 T	Team Rehearsals (Complete with PowerPoint)
23 R	Team Rehearsals (Complete with PowerPoint)
21-27	Teams' extra rehearsals with Dr. Robles to prepare for final presentation
28 T	Team Presentations to Visiting Business Executives
30 R	In-Class Writing
May 7 R	Final Examination, Thursday, May 7, 8:00 am



*File
Writing Intensive
Course*

EASTERN KENTUCKY UNIVERSITY
Richmond, Kentucky 40475-3102
Serving Kentuckians Since 1909

College of Arts and Sciences
Department of English and Theatre
(859) 622-5861

467 Case Annex
521 Lancaster Avenue
Fax (859) 622-3156

Professor Marcel Robles
Department of Management and Marketing
BTC 011
2 February 2009

Dear Marcel:

I'm writing to let you know that the TCAC Advisory Board has approved your proposal for CCT 300W. We're very happy to be adding this major-area course to those available to students.

You are all set to go in offering the course as soon as possible. I'm copying this letter to Lana Carnes so that she will know that the course is approved and can be scheduled at her and your convenience in summer or fall '09 and thereafter.

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

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

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

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

Best regards,

Deborah Core
Director, TCAC
Professor of English

cc. Dr. Lana Carnes
Dr. Onda Bennett

mmac 4

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	Management, Marketing, Administrative Comm.
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	GBU 480
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Business Strategy
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/6/2009	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	2/20/2009	Approved _____ Disapproved _____	
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	N/A	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change prerequisites for GBU 480 to remove QMB240, or MAT211 or MGT340 from the list

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

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

B. The justification for this action:
 MGT 340, MAT 211, QMB 240 are listed as requirements for individual majors but are not necessary prerequisites for successful completion of the Capstone Business Core 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.)

GBU 480 Business Strategy. (3) I,II. Prerequisites: ~~QMB 240 or MAT 211 or MGT 340~~; CCT 300, CIS 300, FIN 300, MGT 300, 370, and MKT 300; senior standing (A minimum of 90 hours) with overall minimum 2.0 GPA. A capstone study of administrative processes under conditions of uncertainty including integrative analysis and formulation of strategy and supporting policy at administrative/executive levels. Students must complete all business core courses prior to taking GBU 480.

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)*
GBU	480	Fall 2009	AS _____ JS _____ BT <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/>	
		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.	Prerequisites: QMB240 or MAT211 or MGT340 ; CCT300, CIS300, FIN300, MGT300, 370, and MKT300; senior standing (A minimum of 90 hours) with overall minimum 2.0 GPA.
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	MMAC
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	_____
<input type="checkbox"/> New Program (Part III)	*Program Title	Corporate Communication & Technology B.B.A.
<input type="checkbox"/> Program Revision (Part III)		(Major <u>X</u> , Option __; Minor __; or Certificate __)
<input checked="" 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	2/6/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	_____
College Curriculum Committee	2/20/2009	Approved _____ Disapproved _____	_____
General Education Committee*	N/A	Faculty Senate**	_____
Teacher Education Committee*	N/A	Board of Regents**	_____
		Council on Postsecondary Edu.***	_____

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact ECU'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 suspend the B.B.A. degree in Corporate Communication and Technology.

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
 Fall 2012

B. The justification for this action:
 Decreasing number of majors in the CCT program area and increasing pressure for accountability and efficient use of resources.

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: Resources are currently available so no new resources will be required.
 none

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

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

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

Baccalaureate Degrees

~~Corporate Communication and Technology (B.B.A.)~~

~~CIP Code: 52.0204~~

~~University Requirement.....1 hour~~

~~BTO 100.~~

~~General Education Requirements.....39 hours~~

~~Standard General Education program, excluding general education blocks II, VB, and VC. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.~~

~~College Requirement: Professional Skills Seminar~~

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

~~Supporting Course Requirements.....12 hours~~

~~MAT 107 or MAT 211; SOC 131; ECO 230, 231.~~

~~Free Electives.....9 hours~~

~~May include 3 hours approved business electives.~~

~~Business Requirements~~

~~Pre-Business Core.....12 hours~~

~~A CC 201, 202; GBU 204; QMB 200.~~

~~Business Core.....21 hours~~

~~CCT 300, CIS 300, FIN 300, MGT 300, 370, MKT 300, and GBU 480.~~

~~Major Requirements.....34 hours~~

~~CCT 106, 200, 250, 290, 302, 303, 310, 550, 570, 580, CMS 300, and MGT 340.~~

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Technology (TECH)
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Business and Technology (BAT)
<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	Construction Management (B.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	02/13/2009	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i> <input checked="" type="checkbox"/> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> X		Council on Academic Affairs	
College Curriculum Committee	2/20/2009	Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
General Education Committee*	N/A	Faculty Senate**	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Teacher Education Committee*	N/A	Board of Regents**	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		Council on Postsecondary Edu.***	

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To change the major requirements for the Construction Management B.S. degree program by deleting FSE 361 – Principles of Occupational Safety and Health (3) and adding FSE 379 – Construction Safety (3). To change the supporting course requirements by deleting three upper division hours of selected Business electives and adding three (upper or lower division) hours of the same electives.

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

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

B. The justification for this action:

FSE 361 is broader (than necessary) in scope than FSE 379, which recently became even more desirable for the Construction Management program with the inclusion of a 30-Hour Construction OSHA Certification element for Fall 2009. This action will also tend to reduce the overload on FSE 361, which is required of all FSE majors, and make wider use of FSE 379, which is required of only one of the four FSE options. Accreditation requirements do not discriminate between upper and lower division courses. The upper division Business elective requirement was instituted at a time when the Business Minor was integrated into the curriculum, which is no longer the case.

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.)

CONSTRUCTION MANAGEMENT (B.S.)

CIP Code: 52.2001

University Requirement.....1 hour

BTO 100.

General Education Requirements.....30 hours

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

College Requirement: Professional Skills Seminar

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

Supporting Course Requirements.....39-40 hours

ACC 201, CCT 201, ECO 230, GBU 204, GLY 108, TEC 161; MAT 108 and MAT 261, or six hours of higher level MAT courses; MGT 301 or INT 408, PHY 131 (5), 132 (5) or CHE 101, 107 (1); and ~~three upper division~~ hours of **ACC, CCT, CIS, ECO, FIN, INS, MGT, MKT, QMB, or RST electives as approved by major adviser.

Free Electives.....0-1 hours

Major Requirements.....57 hours

CON 121, 201, 202, 221, 294, 303, 307, 320, 322, 323, 324, +349 (6), 420, 421, 423, 425, 426; FSE ~~364~~ 379.

Total Curriculum Requirements.....128 hours

*Business electives may be upper or lower division as necessary in order to complete upper division requirement.

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 ____)	Bacalaureate and Graduate Nursing Health Sciences NSC 844 Nursing Education I
*Provide only the information relevant to the proposal.		
Proposal Approved by:		Date
Departmental Committee	11/18/2008	Graduate Council*
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		3/30/09
College Curriculum Committee	3/4/09	Council on Academic Affairs
General Education Committee*	NA	Approved Disapproved
Teacher Education Committee*	NA	Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested: To revise prerequisite requirements A. 2. Effective date: Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: Specifying a higher minimum grade for progression will help ensure students are better prepared for higher level courses, for competency exams, and for certification.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None

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

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

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

New or Revised* Catalog Text

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

NSC 844 Nursing Education I. (3) A. Prerequisite: NSC 840, with a minimum grade of B. Analyze and critically evaluate curriculum and education theory used in nursing education, with an emphasis on curriculum development and teaching-learning theory.

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)*
NSC	844	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	DBGN
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.	NSC 840, with a minimum grade of B.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major __, Option __; Minor __; or Certificate __)	Baccalaureate and Graduate Nursing Health Sciences NSC 846 Nursing Education II _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	Date 11/18/2008	Date 3/30/09
Departmental Committee		
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
	3/4/09	Graduate Council* Council on Academic Affairs
	NA	Approved Disapproved Faculty Senate**
	NA	Board of Regents** Council on Postsecondary Edu.***
Teacher Education Committee*		
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 revise prerequisite requirements A. 2. Effective date: Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Specifying a higher minimum grade for progression will help ensure students are better prepared for higher level courses, for competency exams, and for certification.	
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 <u>underlines</u> for additions. 6. For a dropped course, provide the current catalog text.	New or Revised* Catalog Text (*Use striketrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) NSC 846 Nursing Education II. (3) A. Prerequisite: NSC 844, <u>with a minimum grade of B.</u> Analyze and utilize teaching strategies, evaluation methods, and documentation methods for nursing education in classroom and clinical settings.
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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)*
NSC	846	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	DBGN
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.	NSC 844, <u>with a minimum grade of B</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

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 __)	Baccalaureate and Graduate Nursing Health Sciences NSC 848 Nursing Education III _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	Date 11/18/2008	Date 3/30/09
Departmental Committee		
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
	3/4/09	Graduate Council* Council on Academic Affairs
	NA	Approved Disapproved Faculty Senate**
	NA	Board of Regents** Council on Postsecondary Edu.***
Teacher Education Committee*		
*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 revise prerequisite requirements A. 2. Effective date: Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Specifying a higher minimum grade for progression will help ensure students are better prepared for higher level courses, for competency exams, and for certification.	
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 striketrough for deletions and <u>underlines</u> for additions. 9. For a dropped course, provide the current catalog text.	New or Revised* Catalog Text (*Use striketrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) NSC 846 Nursing Education III. (3) A. Prerequisite: NSC 846, <u>with a minimum grade of B.</u> Prerequisite/Co requisite: NSC 842, <u>with a minimum grade of B.</u> Synthesis of education theory, curriculum theory, teaching strategies, nursing faculty role development activities, and evaluation methods for education in classroom and clinical settings.
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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)*
NSC	848	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	DBGN
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.	NSC 846, <u>with a minimum grade of B</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>NSC 842, with a minimum grade of B.</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

Curriculum Change Form

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 __)	Baccalaureate and Graduate Nursing Health Sciences NSC 860 Rural Nursing Administration _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	Date 11/18/2008	Date 3/30/09
Departmental Committee		
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
	3/4/09	Graduate Council* Council on Academic Affairs
	NA	Approved Disapproved Faculty Senate**
	NA	Board of Regents** Council on Postsecondary Edu.***
Teacher Education Committee*		
*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 revise prerequisite requirements and change in wording of course description.
- A. 2. Effective date:** Fall 2009
- A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

B. The justification for this action: Specifying a higher minimum grade for progression will help ensure students are better prepared for higher level courses, for competency exams, and for certification. To change wording in course description to reflect accreditation and certification 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.)

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

New or Revised* Catalog Text

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

NSC 860 Rural Nursing Administration. (3) A. Prerequisite: NSC 854, with a minimum grade of B. Prerequisite/ Co prerequisite: NSC 842, with a minimum grade of B. A synthesis of leadership, management, and public health nursing theory applied to the role of the advanced ~~practice~~ public health nurse in the administration of rural health systems. Includes problem resolution and analysis of alternative approaches.

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)*
NSC	860	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	DBGN
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.	NSC 854, <u>with a minimum grade of B</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>NSC 842, with a minimum grade of B</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

Curriculum Change Form

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 __)	BaccaLaureate and Graduate Nursing Health Sciences NSC 870 Rural Health FNP I _____ (Major __, Option __; Minor __; or Certificate __)
*Provide only the information relevant to the proposal.		
Proposal Approved by:		Date
Departmental Committee	11/18/2008	Graduate Council*
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Date
		3/30/09
College Curriculum Committee	3/4/09	Council on Academic Affairs
General Education Committee*	NA	Approved Disapproved
Teacher Education Committee*	NA	Faculty Senate**
		NA
		Board of Regents**
		NA
		Council on Postsecondary Edu.***
		NA

*If Applicable (Type NA if not applicable.)

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

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

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

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

A. 1. Specific action requested: To revise prerequisite requirements

A. 2. Effective date: Fall 2009

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

B. The justification for this action: Specifying a higher minimum grade for progression will help ensure students are better prepared for higher level courses, for competency exams, and for certification.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

13. For a new course, provide the catalog text.
14. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
15. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

NSC 870 FNP I. (3) A. Prerequisite: NSC 830, NSC 832, NSC 834, NSC 840 and HEA 855, each with a minimum grade of B, and ~~NSC 840 and HEA 855~~. Co requisite: NSC 800. Course provides theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of individuals across the life span. Emphasis on health promotion, disease prevention and management of common health problems.

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)*
NSC	870	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	DBGN
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.	NSC 830, NSC 832, NSC 834, NSC 840 and HEA 855, each with a minimum grade of B, and NSC 840 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)			

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 __)	Baccalaureate and Graduate Nursing Health Sciences NSC 876 FNP Internship _____ _____ _____ _____
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/18/2008	Graduate Council*	3/30/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/4/09	Approved Disapproved	_____
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: To revise prerequisite requirements A. 2. Effective date: Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: Specifying a higher minimum grade for progression will help ensure students are better prepared for higher level courses, for competency exams, and for certification.
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 str for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) NSC 876 FNP Internship. (3) A. Prerequisite: NSC 870, NSC 872, NSC 874, each with a minimum grade of B, and nine hours of NSC 800. Prerequisite/ Co requisite: NSC 842, with a minimum grade of B. Course allows synthesis of theoretical and diagnostic knowledge in a concentrated rural primary care practicum. Emphasis on health promotion, disease prevention and management of common health problems in individuals and families across the lifespan.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	876	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	DBGN
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.	NSC 870, NSC 872, NSC 874, each with a minimum grade of <u>B</u> , and nine hours of NSC 800.
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.	NSC 842, with a minimum grade of <u>B</u> .
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

Curriculum Change Form

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 __)	Baccalaureate and Graduate Nursing Health Sciences NSC 880 Rural PMHNP I _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	Date 11/18/2008	Date 3/30/09
Departmental Committee		
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
	Date 3/4/09	Date 3/30/09
College Curriculum Committee		
General Education Committee*		
Teacher Education Committee*		
	Date NA	Date NA
Approved Disapproved		
Faculty Senate**		
Board of Regents**		
Council on Postsecondary Edu.***		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: To revise prerequisite requirements A. 2. Effective date: Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Specifying a higher minimum grade for progression will help ensure students are better prepared for higher level courses, for competency exams, and for certification.	
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 strike through for deletions and <u>underlines</u> for additions. 18. For a dropped course, provide the current catalog text.	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.) NSC 880 Rural PMHNP I. (2) A. Prerequisite: NSC 830, NSC 832, NSC 834, <u>NSC 840 and HEA 855</u> , each with a minimum grade of B, and NSC 840 and HEA 855 . Co requisite: NSC 800. Prerequisite/Co requisite: NSC 881, with a minimum grade of B. Theoretical and diagnostic knowledge necessary to diagnose and treat psychiatric disorders of adults. Competencies in working with individuals are developed.
--	---

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)*
NSC	880	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	DBGN
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.	NSC 830, NSC 832, NSC 834, NSC 840 and HEA 855, each with a minimum grade of B, and NSC 840 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)			

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 __)	Baccalaureate and Graduate Nursing Health Sciences NSC 886 Rural PMHNP Internship _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	Date	Date
Departmental Committee	11/18/2008	Graduate Council*
		3/30/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	3/4/09	Council on Academic Affairs
General Education Committee*	NA	Approved Disapproved
Teacher Education Committee*	NA	Faculty Senate**
		NA
		Board of Regents**
		NA
		Council on Postsecondary Edu.***
		NA

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

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

A. 1. Specific action requested: To revise prerequisite requirements

A. 2. Effective date: Fall 2009

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

B. The justification for this action: Specifying a higher minimum grade for progression will help ensure students are better prepared for higher level courses, for competency exams, and for certification.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

19. For a new course, provide the catalog text.

20. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.

21. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

NSC 886 Rural PMHNP Internship. (3) A. Prerequisite: NSC 884, with a minimum grad of B, and seven hours of NSC 800. Prerequisite/Co requisite: NSC 842, with a minimum grade of B. Synthesis of theoretical and diagnostic knowledge to promote mental health, maintain mental health, and prevent mental illness. Systematically examines opportunities for improving PMHNP practice.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
NSC	886	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	DBGN
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.	NSC 842, with a minimum grade of B
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major __, Option __; Minor __; or Certificate __)	Baccalaureate and Graduate Nursing Health Sciences NSC 890 Research in Rural Nursing _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	Date 11/18/2008	Date 3/30/09
Departmental Committee		
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
	Date 3/4/09	Date 3/30/09
College Curriculum Committee		
General Education Committee*		
Teacher Education Committee*		
	Date NA	Date NA
	Date NA	Date NA
	Date NA	Date 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 revise prerequisite requirements A. 2. Effective date: Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Specifying a higher minimum grade for progression will help ensure students are better prepared for higher level courses, for competency exams, and for certification.	
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 striketrough for deletions and <u>underlines</u> for additions. 24. For a dropped course, provide the current catalog text.	New or Revised* Catalog Text (*Use striketrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) NSC 890 Research in Rural Nursing. (3) A. Prerequisite: NSC 840, <u>with a minimum grade of B.</u> Analysis and critical evaluation of nursing and related research with emphasis on designs and methods appropriate for rural health nursing phenomena.
--	---

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)*
NSC	890	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	DBGN
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.	NSC 840, <u>with a minimum grade of B</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

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 __)	Baccalaureate and Graduate Nursing Health Sciences NSC 892 Research Project _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	Date 11/18/2008	Date 3/30/09
	Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
	3/4/09	Graduate Council* Council on Academic Affairs
	NA	Approved _____ Disapproved _____ Faculty Senate**
	NA	Board of Regents** Council on Postsecondary Edu.***
	NA	NA MA

*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 revise prerequisite requirements

A. 2. Effective date: Fall 2009

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

B. The justification for this action: Specifying a higher minimum grade for progression will help ensure students are better prepared for higher level courses, for competency exams, and for certification.

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.)

25. For a new course, provide the catalog text.

26. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.

27. 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.)

NSC 892 Research Project. (3) A. Prerequisite: NSC 890, with a minimum grade of B. Completion of a research project in an area of interest related to rural health nursing, which culminates in a written report.

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)*
NSC	892	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS <input checked="" type="checkbox"/>	DBGN
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. _____ NSC 890, with a minimum grade of B

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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.	Health Promotion and Administration Health Sciences Health Education (Major <u>X</u> , Option ___; Minor ___; or Certificate ___)
---	---	--

Proposal Approved by:		<u>Date</u>		<u>Date</u>
Departmental Committee	02-23-09	Graduate Council*		NA
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		4/16/09
College Curriculum Committee	3/4/09	Approved x Disapproved		
General Education Committee*	NA	Faculty Senate**		5/4/09
Teacher Education Committee*	3/24/09	Board of Regents**		6/8/09
		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 course HEA 320 to the health education core and EHS 280 to supporting courses. Change hours required for graduation to 120 for community health option, 120 for wellness option, and 126 for school health option. Add the requirement of a "C" or better in all major and supporting courses in the Health Education Major, and change overall gpa required to graduate from Health Education options in Community Health and Wellness from 2.0 to 2.25. School Health P-12 (Teaching) option must meet the requirements set by the College of Education for graduation.

A. 2. Effective date: Fall 2009

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

B. The justification for this action:

These changes are required to bring us in line with the agencies that credential Health Education. The total hours needed to graduate is being revised in response to the recent University change which allows Colleges to reduce BA degree requirements to 120 if desired. Also, we believe that students must achieve at least a C in courses that we deem important for work in the field of Health Education.

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: New or Revised* Program Text

HEALTH EDUCATION

Health Education offers the Bachelor of Science degree in Health Education with three program options: Community Health, School Health P-12 (Teaching), and Wellness. Students who complete Community Health option are prepared to determine the health needs of the community and plan and implement effective programs to improve the health of the populations they serve. Community Health Educators may work in the Public Health Departments, Volunteer Organizations, Hospitals, and Family Resource Centers. Students in the School Health Option are prepared to teach core content health topics in public school system grades P-12 and a variety of health related agencies. Students in the Wellness option are prepared to facilitate behavior change by developing and implementing wellness and fitness programs in worksite health promotion organizations. A student may choose a minor in Community Health (non-teaching) or in School Health P-12 (Teaching). The Bachelor of Science program in Health Education has met national standards for accreditation from the Society of Public Health Educators, American Association for Health Education, National Council for the Accreditation of Teacher Education, and Kentucky Department of Education. Students who transfer from another college or university must earn a minimum of 12 hours at EKU in the major. Students who transfer from another college or university must earn a minimum of six hours at EKU in the minor. Students who are accepted by the EKU Admissions Office and declare their major as Health Education options in Community Health and Wellness must maintain an overall grade point average of 2.25 with a grade of “C” or better in all of the required major and supporting courses found in the Health Education Curriculum. Students in the Health Education option in School Health P-12 (Teaching) must meet the graduation requirements set by the College of Education.

Baccalaureate Degree HEALTH EDUCATION (B.S.)

CIP Code: 51.1504

Major Requirements	39-49 hours	<u>42 – 52 hours</u>
Health Education Core	33 hours	<u>36 hours</u>
HEA 202(2), 203(1), 285, 290, 315, 345, 375 or 592; 380, 450, 455, 480, 490, <u>HEA 320</u> .		
Majors must select an option in Community Health, School Health, P-12 (Teaching) or Wellness:		
Community Health		16 hours
HEA 360, 416, 420(1), 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.		
Wellness		15 hours
HEA 360, 463(6); PHE 325, 433.		
Supporting Course Requirements	12-44 hours	<u>16 – 46 hours</u>
All Options		<u>12 hours</u>
BIO 171, 301, NFA 201, and CIS 212 or CSC 104, <u>EHS 280</u> .		
School Health, P-12 (Teaching)		1 hour
BIO 378.		
Wellness		15 hours
PHE 312, 315, 320; REC 411, 460.		
Professional Education Requirements		
School Health Option		31 hours
EDF 103(1), 203, 319, 413, EMS 499(12), ESE 490, 587, and SED 401.		
General Education Requirements		36 hours
Standard General Education program, excluding course blocks VI, VII (QS), and VIII (6 hours). Refer to Section Four of this <i>Catalog</i> for details on the General Education and University Requirements.		
University Requirement		1 hour
HSO 100.		
Free Electives	8-30 hours,	<u>0-16 hours</u>
Community Health		30 hours
(13 of these elective hours are restricted to course work outside of the major and the option.)		
School Health, P-12 (Teaching)		8 hours
0 hours		
Wellness		13 hours
(All hours restricted to course work outside of the major and the option.)		
Total Curriculum Requirements	120 Hours	<u>120 - 126 hours</u>

*Bachelor of Science degree students in the Community Health and Wellness 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.

Part I

(Check one)	Department Name	Health Promotion and Administration
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences
<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	MINOR IN SCHOOL HEALTH, P-12 (TEACHING)
<input type="checkbox"/> New Program (Part III)		(Major __, Option __; Minor <u>X</u> ; or Certificate __)
<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	02-23-09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/4/09	Approved <u>x</u> Disapproved _____	4/16/09
General Education Committee*	NA	Faculty Senate**	5/4/09
Teacher Education Committee*	3/24/09	Board of Regents**	6/8/09
		Council on Postsecondary Edu.***	NA

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

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

- A. 1. Specific action requested:** Add courses HEA 320 and EHS 280 to required courses in minor.
- A. 2. Effective date:** Fall 2009
- A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

B. The justification for this action: These changes are required to bring us in line with the agencies that credential Health Education. Also, we believe that students must achieve at least a C in courses that we deem important for work in the field of Health Education.

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

DEPARTMENT OF HEALTH PROMOTION AND ADMINISTRATION

Chair

Dr. Michael Ballard

(859) 622-1142

Begley 420

Faculty

C. Andersen, M. Ballard, M. Bhandari, J. Brown, P. Bryden,

T. Cahill, J. Hecht, D. Holcomb, K. Hunter, D. Jackson,

R. Newsome, J. Renfro, and V. Sanchez

HEALTH EDUCATION

MINOR IN SCHOOL HEALTH, P-12 (TEACHING)

(Page 142 of the 2008-09 *Undergraduate Catalog*)

Minor Requirements ~~23 hours~~ 29 hours

HEA 202, 290, 315, 320, 345, 375 or 592; NFA 201, EHS 280, EME 586,
and three hours from HEA 380, 455, 480, 490, 590, 591, or 593.

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"/> 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 Exercise & Sport Science <hr/> College Health Sciences <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Physical Education (Major <u>X</u> , Option <u>x</u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date 1-12-07	Date NA
		Graduate Council*
		Council on Academic Affairs
		Approved <u> </u> Disapproved <u> </u>
		Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
		NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested:	Change PHE 415 requirement for Physical Education Fitness and Wellness option to REC 102 or REC 290
A. 2. Effective date:	Fall 2009
A. 3. Effective date of suspended programs for currently enrolled students:	Fall 2010
B. The justification for this action: PHE 415 is targeted for Physical Education Teaching.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: Current existing classrooms and facilities. Library Resources: Current existing resources	

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

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

The Department of Exercise and Sport Science offers Bachelor of Science degrees in Athletic Training, Sport Management, and Physical Education with three program options; General, Teaching P-12, Fitness and Wellness. The department also offers a Minor in Dance (non-teaching), a Minor in Physical Education (non-teaching), and a Minor in Coaching (non-teaching).

Students who transfer from another college or university must earn a minimum of 12 hours at EKU in their major. Students who transfer from another college or university must earn a minimum of six hours at EKU in their minor.

PHYSICAL EDUCATION (B.S.)

CIP Code: 13.1314 .

Major Requirements	45-49 hours
Core	25-28 hours
PHE 201, 212, 315, 320, 325, 407, 562, 575; PHE 241 or 313, 340, or Red Cross Lifeguard Certification; current CPR certification at time of graduation; and each student must complete one of the following options:	
Options	18-21 hours
General (Non-Teaching)	20 hours
PHE 327, 383, 400, 423, one class from PHE 224 or 305, and two classes from PHE 261, 360, 361, 362, 420.	
P-12 Teaching	21 hours
PHE 224, 300, 305, 310, 323, 415, 467.	
Fitness and Wellness	24 <u>18</u> hours
PHE 433, 435, 415 , 430, 472*, and 562.	
Supporting Course Requirements	17-37 hours
All Options	9 hours
BIO 171 and 301; CIS 212 or CSC 104.	
General (Non-Teaching)	8 hours
REC 102, PHE 180, HEA 202.	
Fitness and Wellness	15 <u>18</u> hours
NFA 201 and 517, <u>REC 102 or 290</u> , current first aid certification at time of graduation. Select six hours from HEA 315, 380, 598. Select three hours from MGT 301, MKT 301, PHE 530.	
Professional Education Requirements (P-12 Teaching Option)	28 hours
EDF 103, 203, 319, ESE 566, EME 465, ESE 490, and EMS 499.	
General Education Requirements	39 hours
Standard General Education program, excluding blocks VII - --(QS) and-VIII-(6-hours) Refer to Section Four of this <i>Catalog</i> for details on the General Education and University Requirements	
University Requirement	1 hour
HSO 100.	
Free Electives	5-26 hours
Total Curriculum Requirements	128 hours

*Students are required to document a minimum of fifty (50) hours of appropriately related experiences prior to enrolling in PIIE 472.

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.	Recreation and Park Administration Health Sciences MS Degree Recreation and Park Administration (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
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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"/>	Date 2/26/09	Graduate Council* Council on Academic Affairs Approved x Disapproved	Date 3/30/09 4/16/09 5/4/09 6/8/09 NA
College Curriculum Committee General Education Committee* Teacher Education Committee*	3/4/09 NA NA	Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: Change admission requirements to reflect new MAT (Miller Analogy Test) score

A. 2. Effective date: Fall 2009

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

B. The justification for this action: MAT (Miller Analogy Test) scores have changed. This program revision will reflect new admission requirement score for MS degree program

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

Personnel Impact: No impact

Operating Expenses Impact: No impact

Equipment/Physical Facility Needs: No Impact

Library Resources: No impact

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

New or Revised* Program Text

DEPARTMENT OF RECREATION AND PARK ADMINISTRATION

Dr. Charlie Everett, Chair
TBA, Graduate Coordinator/Advisor
www.recreation.eku.edu
(859) 622-1833

The Department of Recreation and Park Administration offers a Master of Science degree in Recreation and Park Administration. Graduates pursue supervisory and management positions in the delivery of recreation, parks, and leisure services. The Department of Recreation and Park Administration is responsible for program advisement and course prescriptions leading to the Master of Science degree in Recreation and Park Administration. Full time students may complete the M.S. degree in one year. Graduates may be eligible to apply for the Certified Park and Recreation Professional (CPRP), Provisional Park and Recreation Professional, and/or Certified Therapeutic Recreation Specialist certification (CTRS).

MASTER OF SCIENCE

Recreation and Park Administration

(page 88 of the 2008-09 *Graduate Catalog*)

II. ADMISSION REQUIREMENTS

Applicants are expected to have an undergraduate grade point average of at least 2.5 overall and a combined score on the Graduate Record Examination (GRE) of at least 700, on the verbal and quantitative section, to receive clear admission to the degree program or the Miller Analogy Test (MAT) scaled score of 30-350.

An undergraduate major or minor in recreation, parks, or leisure is preferred. REC 350 and 460 (or course equivalents) are undergraduate prerequisites for students not holding a BS degree in recreation, parks, or leisure services.

Courses open to graduate students require a minimum understanding of foundations in recreation and park administration, knowledge of facility operation, agency budgeting, and legal issues. Students with limited field experience may be required to complete a graduate practicum course.



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

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

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

TO: Council on Academic Affairs

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



Dr. John Wade, Dean
College of Arts and Sciences

DATE: April 7, 2009

SUBJECT: Agenda items for 04-16-2009 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the April 16, 2009 meeting of the Council on Academic Affairs.

AGENDA

Department of Anthropology, Sociology, and Social Work

Course Revision

SWK 310 (Intro to Social Work) – Change course title and pre-requisite

Department of Chemistry

Course Revision

CHE 111 (General Chemistry I) – Change pre- and co-requisites

CHE 112 (General Chemistry II) – Change pre- and co-requisites

CHE 115 (General Chemistry Lab I) – Change lab course number by adding (L)
CHE 116 (General Chemistry Lab II) – Change lab course number by adding (L)
CHE 116H (General Chemistry Honors Lab II) - Change course number by adding (L)
CHE 366 (Organic Chemistry Laboratory I) – Change course number by adding (L), shorten title, and modify course description
CHE 367 (Organic Chemistry Laboratory II) - Change course number by adding (L), shorten title, and modify course description

Department of Computer Science

Program Revision

CSC 313 (Introduction to Database Systems) – Change prerequisite

Department of English and Theatre

Program Revision

English (B.A.) – Change program requirements

Department of Geography & Geology

New Course

GEO 115- (Hollywood Weather) – Add a new course to curriculum

GEO 480- (Petroleum Geology) – Add a new course to curriculum

GEO 482- (Paleoclimate) - Add a new course to curriculum

Department of Government

Course Revision

POL 499 - (Canadian Parliamentary Internship) – Change course description and remove cross-listing reference

Program Revision

Paralegal Program- Add language to departmental requirements

Department of Psychology

Course Revision

PSY 250 (Information Literacy in PSY) – Change catalogue description

New Course

PSY 250 W (Information Literacy in PSY: W) – Create course that incorporates substantive writing assignments.

Program Revision

Autism Spectrum Disorders Certificate – Add additional hours to certificate

Bachelor of Science in Psychology – Add PSY 319 Industrial/Organizational Psychology for B.S. degree

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>ANSW</u> College: <u>A and S</u> *Course Prefix & Number: <u>SWK 310</u> *Course Title (<u>30 characters</u>): <u>Intro to Social Welfare</u> *Program Title: <u>Social Work</u> (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 35%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 35%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;"><u>5/1/08</u></td> <td>Graduate Council*</td> <td style="text-align: center;"><u>NA</u></td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> <input checked="" type="checkbox"/> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> X </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;"><u>3/2/2009</u></td> <td>Approved</td> <td style="text-align: center;"><input type="checkbox"/> Disapproved <input type="checkbox"/></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;"><u>3/16/2009</u></td> <td>Faculty Senate**</td> <td></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;"><u>N/A</u></td> <td>Board of Regents**</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	<u>5/1/08</u>	Graduate Council*	<u>NA</u>	<i>Is this a SACS Substantive Change?</i> <input checked="" type="checkbox"/> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> X		Council on Academic Affairs		College Curriculum Committee	<u>3/2/2009</u>	Approved	<input type="checkbox"/> Disapproved <input type="checkbox"/>	General Education Committee*	<u>3/16/2009</u>	Faculty Senate**		Teacher Education Committee*	<u>N/A</u>	Board of Regents**				Council on Postsecondary Edu.***	
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<p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU'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:</p> <p>To offer SWK 310 as a general education course, change course title and remove pre-requisite SWK 210.</p> <p>A. 2. Effective date: Fall 2009</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>The course is appropriate for a broad array of majors and would provide another general education offering in the social and behavioral sciences category.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: No expected costs or savings expected. Existing social work faculty will teach the course.</p> <p>Operating Expenses Impact: None expected</p> <p>Equipment/Physical Facility Needs: None expected</p> <p>Library Resources: No additional resources needed</p>	

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

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

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

New or Revised* Catalog Text

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

SWK 310 ~~Introduction to Social Welfare Policy History~~. (3) I, II. Prerequisites or co-requisite: POL 101 or ~~instructor department approval permission~~ and SWK 210. History of social welfare policy, its role and relationship with other social institutions; structure and function of U.S. system compared to other national systems; inequitable distribution of resources, and its contribution to an oppressive a-violent environment. GEN. ED. VB

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
SWK	310	Fall 2009	AS <u> </u> X <u> </u> JS <u> </u> BT <u> </u> EM <u> </u> ED <u> </u> PC <u> </u> HS <u> </u>	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u> </u>	
	Lecture <u> </u> Laboratory <u> </u> Other <u> </u>		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR <u> </u> JR <u> </u> SO <u> </u> SR <u> </u>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis <u> </u>		
		Internship <u> </u>		
			Date of data entry <u> </u>	

		Independent Study _____	Data entry person _____
		Practicum _____	

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	or instructor <u>department approval</u> permission and SWK 210
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	Prerequisite or co-requisite: SWK 210 (If taken previously, social work majors must have at least a “C”), or instructor approval POL 101 <u>or departmental approval.</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

(*Use Validation Tables.)

GE: Course Approval Form

General Education Course Approval Form

Department: Anthropology, Sociology and Social Work

Course Prefix and Number: SWK 310

Course Title: Social Welfare Policy History

Is this course designed for the core, university general education, or both? Both

Identify the general education blocks addressed in this course: V-B

Course Abstract

1. Describe the course content.

History of U.S. social welfare policy, its role and relationship with other social institutions; structure and function of U.S. system compared to other national systems; inequitable distribution of resources, and its contribution to an oppressive environment.

2. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.

SWK 310 is taught as a lecture course but incorporates class and small group discussion, multi-media, student presentations, and guest speakers.

Instructors must have at least a Master's Degree in Social Work from a CSWE accredited program to teach this course.

Prof. Michele Gore will coordinate the course.

3. Describe any new resources needed to implement or to assess the course

No new resources needed.

4. Describe the assessment process.

(a) What type of assessment instruments will be used to evaluate student learning?

Students take at least three multiple choice examinations to show *comprehension* of the core concepts of the course. They also complete a two-part research paper on a historical policy response to a social problem in the United States which demonstrates *application and analysis* as well as *interpretation and evaluation*. Students also prepare and deliver a presentation about the social problem they have chosen, which with the paper demonstrates *integration* of course content.

(b) When will data be collected?

Data are collected throughout the semester.

(c) For how many students will assessments be scored?

All students will be assessed as all examinations and the paper and presentation are part of the overall course grade.

(d) Who will score the assessment instruments?

Assessments will be scored by the faculty teaching the section. Michele Gore, Norma Threadgill-Goldson, and Stephanie Adams frequently teach this course.

(e) Who is the faculty person responsible for assessment data for this course?

Prof. Michele Gore

4. Provide at least one example of an assessment item (e.g., question on exam; portion of an assignment) that could be used to assess student learning on each of the criteria on the GE scoring rubric appropriate for this course.

Comprehension: (From Final Examination)

- 1) American social policy places greater emphasis than other western industrialized nations on:
 - a. Universal programs
 - b. Means tested programs
 - c. In-kind assistance
 - d. None of the above
- 2) Compared to Europe and Canada, the U.S. has:
 - a. Low levels of taxation
 - b. High levels of taxation
 - c. About the same levels of taxation
 - d. None of the above

Application and Analysis: (From Research Paper)

- Explanation of effect of social problem on target population

- Section 2 of Research Paper: HISTORY OF THE PROBLEM

How/when has this problem been identified historically and what were the actions taken to address this concern? What is the history of the problem? How long has it existed? How does it manifest itself? Are specific populations more impacted than others? How have the groups affected by this concern changed over time? Name at least two people involved in addressing the social problem and explain their roles.

Interpretation and Evaluation: (From Research Paper)

- Identifies societal values and political ideologies impacting response to social problem

Methods: (From Research Paper)

- Uses research to explain nature, scope and magnitude of social problem
- Identifies populations specifically affected by problem

Integration: (From Final Examination)

1. Blacks were defined as “non-persons” in the New World soon after the early settlements had taken hold. What ideology/philosophy fostered the development of such oppressive policies toward this population? Be specific about research, laws and/or court cases that contributed to this belief.
- 2) Compare and contrast the conservative and liberal approaches to social welfare policy giving examples of policies reflecting each approach.

EASTERN KENTUCKY UNIVERSITY
Department of Anthropology, Sociology, and Social Work
SWK 310 -Social Welfare Policy History

3 credit hours

Spring 2009

**Instructor: Michele T. Gore, MSW, CSW, Professor,
Social Work**

22994: T/TH 9:30-10:45 Keith 205

20916: T/TH 12:30-1:45 Keith 205

Office: Keith 211

Phone: 622-1651 or Social Work office 622-1645

e-mail: michele.gore@eku.edu

Office Hours: Office hours: M 8:30-9:30 a.m.,

11:30-12:30 p.m., W 5:00-6:00 p.m.

T/TH 11:00 a.m.--12:00p.m.

Other times available by appointment

1. Course Description:

Introduction to Social Welfare. (3) I, II. Prerequisites: POL 101 and SWK 210. History of social welfare, its role and relationship with other social institutions; structure and function of U.S. system compared to other national systems; inequitable distribution of resources, and its contribution to an oppressive environment.

2. Text(s) and other required readings:

Jansson, B. (2009). *The reluctant welfare state: American social welfare policies: Past, present and future.* (6th ed.) Belmont, CA: Brooks/Cole.

Recommended text:

Szuchman, L.T. (2004). *Writing with style: APA style made easy.* Belmont, CA: Wadsworth/Thompson.

3. General Education Goals:

Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal two)
2. Analyze the historical and social contexts of cultural, economic, political, religious, and scientific developments. (Goal three)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (Goal seven)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal eight)

4. Course Objectives:

Each of the following course objectives is cross referenced to the applicable program objectives. Also listed with each objective are the class assignments or experiences designed to measure the students' achievement of the objective.

1. To learn the structure and function of the U.S. social welfare system and its relationship to other social institutions. (Program Objective: 5)
[Outcome Measure--Exam 1, 2, 3 & 4]
2. To examine the various components of the social welfare system. (Program Objective: 6)
[Outcome Measures—Blackboard Assignments, Exam 1, 2, 3 & 4 and Papers 1 & 2]
3. To explore the history of the development of social welfare. (Program Objective: 5)
[Outcome Measure--Exam 1, 2, 3 & 4 and Paper 2]

4. To compare the present U.S. social welfare system to social welfare systems in other countries. (Program Objective: 13)
[Outcome Measure—Exam 1, 2, 3 & 4]
5. To examine social problems and life situations that give rise to the development of social welfare programs and services. (Program Objective: 13)
[Outcome Measures--Exam 1, 2, 3 & 4 and Papers 1]
6. To describe the network of social agencies and their relationship to one another. (Program Objective: 12)
[Outcome Measures--Exams 1, 2, 3 & 4 and Paper 2]
7. To explore the relationship between the development of the human services professions and the social welfare institution. (Program Objective: 5)
[Outcome Measure— Exam 1, 2, 3 & 4 and Paper 2]
8. To analyze social service delivery and its alignment with social justice values. (Program Objectives: 1, 2, 12)
[Outcome Measures--Exams 1 and 4 and Paper 1]
9. To examine the impact of the social welfare system on the lives of oppressed people and populations-at-risk. (Program Objective: 4)
Outcome Measures--[Exams 1, 2, 3, & 4 and Papers 1 & 2]
10. To analyze the impact of economic inequality on the functioning of a democratic society. (Program Objectives: 1, 4)
[Outcome Measures--Exam 1, 2, 3 & 4 and Paper 1 and 2]
11. To examine the impact of social welfare policies and programs designed to address economic inequalities on populations-at-risk. (Program Objectives: 12, 13)
[Outcome Measures—Exams 1, 2, 3 and 4]
12. To analyze ways that inequitable distribution of income and resources contribute to situational, institutional, and cultural oppression. (Program Objective: 4)
[Outcome Measures--Exams 1, 2, 3 & 4 and Papers 1 and 2]

5. Student Learning Outcomes and Measures:

Each of the Educational Outcomes below will be followed by the related course objective and its outcome measures. The student who successfully completes SWK 310 is expected to be able to:

1. To assess and demonstrate an understanding of the effects of poverty, unemployment, and discrimination on an individual and the family. (Course Objectives 1, 3, 5, 7, 9, 10, 11, 12)
2. To identify and discuss social insurance programs, their historical development, funding, strengths and weaknesses, and current concerns. (Course Objectives 1, 3, 4, 10 and 11)
3. To identify and analyze social assistance programs, various food programs, and housing programs. (Course objectives 2, 4, 8, 9, 10, and 11)
4. To identify and apply critical thinking to the prevailing attitudes toward social insurance and social assistance programs and the myths that have developed around them. (Course Objectives 1, 2, 3, 4, 5, 10 and 11)
5. To identify the role of government (local, state, and federal levels) in establishing and maintaining income, housing, employment, and anti-discrimination programs. (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 10 and 11)
6. To appraise the strengths and limitations of the present income maintenance programs. (Course Objectives 1, 2, 3, 4, 5, 7, and 8)

6. Academic Integrity/Honesty 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.

Plagiarism, or presenting another's works or ideas as one's own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on a paper, and to give an "incomplete" in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the

instructor for the purpose of verifying information. Academic dishonesty will not be tolerated. Academic dishonesty includes the following offenses:

- 1) Claiming as your own work a paper written by another student.
- 2) Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas.
- 3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
- 4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.
- 5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
- 6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor.

If a student is found to have committed one of the above offenses, he/she will receive a failing grade on the assignment or exam. The case may also be sent to the Academic Practices Committee of the Department of Government, or ultimately to the University's Student Disciplinary Board (see Student Handbook). *University Handbook for Students*, and *EKU Undergraduate Catalog*.

For Social Work Majors: Violations of the NASW Code of Ethics are also considered a violation that may result in a failing grade or dismissal from the social work program.

7. Disabilities Policy - NOTICE TO STUDENTS:

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		GRADING SCALE:	
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Social Welfare History Paper	300	648-737	C
History Presentation	100	558-647	D

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<u>Participation</u>	<u>100</u>		
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* Lowest test score will be dropped.

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Students will be informed of their mid-term grade at the mid-point of the semester as reflected by the score earned on EXAM #1. Make up exams will be given at the discretion of the instructor and may result in a 10% penalty for lateness.

Last day to drop this course is March 20th.

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Exams

There will be given three tests throughout the semester and a final exam each worth 100 points. You will be able to drop your lowest test score.

Blackboard/Homework Assignments

Mini-assignments and Blackboard quizzes worth a total of 100 points will be given throughout the course. Details will be given in class and posted on Blackboard.

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Students will be required to write a social welfare history paper and give a presentation to the class. The paper will be submitted as four separate sections each worth 10% of your final grade. All papers must be type-written in APA style. Papers are due on the date given in the attached outline. The History presentation is worth 10% of your grade. **All late work** will be **penalized 5** points per day from the day following requested submission.

Participation (100 points possible)

Social Work History Paper—SWK 310

You **must** get your topic approved by the instructor before beginning your paper.

Section 1. IDENTIFICATION OF TARGET POPULATION AND SOCIAL PROBLEM

- A. Identify a population at risk of interest.
- B. State a social problem that affects this population.
 - a. Define social justice.
 - b. What are the social justice implications of this social problem?
- C. Describe the problem using factual data.
 - a. What are the nature, scope and magnitude of this problem?
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 - a. What is the history of the problem?
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- A. Historically, what were the actions taken to address this concern?
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 - b. Have these actions been effective?
- B. Significance to the social welfare system
 - a. What effect does the problem have on the target population and the U.S. in general?
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 - a. Are specific populations more impacted than others?
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 People with mental illness
 Gays, lesbians, transgendered and bisexuals
 Immigrants
 Women
 Children
 The elderly
 People living in poverty

Social Problems:

Aging/elder services
 Healthcare
 Civil rights
 Juvenile justice
 Mental health
 Education (i.e., access to)
 Foster Care
 Family violence
 Child welfare
 Homelessness/housing
 Immigration
 Welfare reform
 Disability services
 Racial/ethnic issues
 Crime/corrections
 Adoption
 Gay Marriage
 Workers' rights

- Each paper must include at least five references. Three of the sources **MUST** be scholarly journals that can be accessed in print form.
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- The in-class presentation should be 10 minutes long with up to 5 minutes for questions. Please rehearse your timing. Make your presentation interesting using handouts, visual aids etc. Do not read to us!
- The presentation should give background on the topic or issue, the significance of the topic in relation the social welfare of the nation and the profession of social work, and a summary of why the topic is important. Also, address the future prospects for this social welfare issue.

12. Course Outline: [Disclaimer: The below dates and topics are meant as a general guideline and may be adjusted as needed for

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Week 8 3/3 and 3/5	The New Deal, continued Midterm grades posted March 6
3/10 and 3/12	SPRING BREAK
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Week 12 4/7 and 4/9	Chapter 11, Clinton Years Chapter 12, Bush 2
Week 13 4/14 and 4/16	4/14 –Chapter 13 Part 2 of Paper due by class time 4/16 -Test #3 over chapters 9, 10, 11, 12
Week 14 4/21 and 4/23	4/21 Chapter 14 4/23 Presentations
Week 15 4/28 and 4/30	Presentations both days
FINAL 9:30 Class: 8:00-10:00am 5/7 12:30 Class: 10:30-12:30 5/7	Exam over chapters 13,14, and presentations

13. Bibliography:

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- Twain, M. & Warner, C.D. (1873). *The gilded age, a tale of to-day*. Hartford, CT: American Publishing Company.
- Van Wormer, K. (2006) *Introduction to social welfare and social work: The U.S. in Global Perspective*. Belmont, CA: Wadsworth.
- Watkins, S. A. (1990). The Mary Ellen myth: Correcting child welfare history. *Social Work* 35/6, pp. 500-03.

Policy Related Web sites:

- National Archives and Records Administration. <http://www.archives.gov/index.html> Site with information about National Archives and copies of historical documents.
- National Center for Health Statistics. <http://www.cdc.gov/nchs/index.htm> Source of information about America's health with national and state statistics.
- National Longitudinal Surveys Home Page. <http://www.bls.gov/nls/> Surveys designed to gather information at multiple points in time on the labor market activities and other significant life events of several groups of men and women.
- The Panel Study of Income Dynamics. <http://psidonline.isr.umich.edu/> Longitudinal study of 80,000 US families since 1968. Economic, health and social data.
- State Census Data Centers. <http://www.census.gov/sdc/www/> Site to locate Census Bureau State Data Centers contact information.
- U.S. Census Bureau Home Page. <http://www.census.gov/>
- International Federation of Social Workers. <http://www.ifsw.org/> Link to social work globally and to member organizations and colleagues in 77 countries.
- Administration for Children and Families. <http://www.acf.dhhs.gov/> Website of US Department of Health and Human Services Administration for Children and Families.
- The Brookings Institute. <http://www.brook.edu/> Research on economic, political, educational and many other topics.
- The Electronic Policy Network. <http://movingideas.org/> Source for progressive policy on the net.
- Linkages. <http://www.iisd.ca/> A multimedia resource for environment and development policy makers.
- The Century Foundation. <http://www.tcf.org/> Website that makes policy issue information available and has extensive use of the Internet, maintaining eight websites.
- The Cato Institute. <http://www.cato.org/>
- Contacting the Congress. <http://www.visi.com/juan/congress/> How to get in touch with members of Congress.
- FedWorld Information Network. <http://www.fedworld.gov/> Links to wide variety of Federal websites.
- Library of Congress. <http://lcweb.loc.gov/> Official website of Library of Congress, links to variety of information.
- US House of Representative Home Page <http://www.house.gov/> How to get in touch with representatives, research bills and more.
- The White House. <http://www.whitehouse.gov/> Official website of the White House
- The Social Work History Station. <http://www.idbsu.edu/socwork/dhuff/history/central/core.htm>
- USA in the 19th Century. <http://www.spartacus.schoolnet.co.uk/REVhistoryUSA19.htm>

The History Place. <http://www.historyplace.com/>
Our Documents. <http://www.ourdocuments.gov/index.php?flash=true&>
Center on Budget and Policy Priorities. <http://www.cbpp.org/pubs/povinc.htm>

EASTERN KENTUCKY UNIVERSITY
Department of Anthropology, Sociology, and Social Work
SWK 310 -Social Welfare Policy History

3 credit hours

Spring 2009

Instructor: Michele T. Gore, MSW,
CSW, Professor, Social Work

22994: T/TH 9:30-10:45

Keith 205

20916: T/TH 12:30-1:45 Keith 205

Office: Keith 211

Phone: 622-1651 or Social Work
office 622-1645

e-mail: michele.gore@eku.edu

Office Hours: Office hours: M 8:30-9:30

a.m., 11:30-12:30 p.m., W 5:00-6:00 p.m.

T/TH 11:00 a.m.--12:00p.m.

Other times available by appointment

1. Course Description:

Introduction to Social Welfare. (3) I, II. Prerequisites: POL 101 and SWK 210. History of social welfare, its role and relationship with other social institutions; structure and function of U.S. system compared to other national systems; inequitable distribution of resources, and its contribution to an oppressive environment.

2. Text(s) and other required readings:

Jansson, B. (2009). *The reluctant welfare state: American social welfare policies: Past, present and future.* (6th ed.) Belmont, CA: Brooks/Cole.

Recommended text:

Szuchman, L.T. (2004). *Writing with style: APA style made easy.* Belmont, CA:
Wadsworth/Thompson.

3. General Education Goals:

Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal two)
2. Analyze the historical and social contexts of cultural, economic, political, religious, and scientific developments. (Goal three)

3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (Goal seven)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal eight)

4. Course Objectives:

Each of the following course objectives is cross referenced to the applicable program objectives. Also listed with each objective are the class assignments or experiences designed to measure the students' achievement of the objective.

1. To learn the structure and function of the U.S. social welfare system and its relationship to other social institutions. (Program Objective: 5)
[Outcome Measure--Exam 1, 2, 3 & 4]
2. To examine the various components of the social welfare system. (Program Objective: 6)
[Outcome Measures—Blackboard Assignments, Exam 1, 2, 3 & 4 and Papers 1 & 2]
3. To explore the history of the development of social welfare. (Program Objective: 5)
[Outcome Measure--Exam 1, 2, 3 & 4 and Paper 2]
4. To compare the present U.S. social welfare system to social welfare systems in other countries. (Program Objective: 13)
[Outcome Measure—Exam 1, 2, 3 & 4]
5. To examine social problems and life situations that give rise to the development of social welfare programs and services. (Program Objective: 13)
[Outcome Measures--Exam 1, 2, 3 & 4 and Papers 1]
6. To describe the network of social agencies and their relationship to one another. (Program Objective: 12)
[Outcome Measures--Exams 1, 2, 3 & 4 and Paper 2]
7. To explore the relationship between the development of the human services professions and the social welfare institution. (Program Objective: 5)
[Outcome Measure— Exam 1, 2, 3 & 4 and Paper 2]
8. To analyze social service delivery and its alignment with social justice values. (Program Objectives: 1, 2, 12)
[Outcome Measures--Exams 1 and 4 and Paper 1]
9. To examine the impact of the social welfare system on the lives of oppressed people and populations-at-risk. (Program Objective: 4)
Outcome Measures--[Exams 1, 2, 3, & 4 and Papers 1 & 2]

10. To analyze the impact of economic inequality on the functioning of a democratic society. (Program Objectives: 1, 4)
[Outcome Measures--Exam 1, 2, 3 & 4 and Paper 1 and 2]
11. To examine the impact of social welfare policies and programs designed to address economic inequalities on populations-at-risk. (Program Objectives: 12, 13)
[Outcome Measures—Exams 1, 2, 3 and 4]
12. To analyze ways that inequitable distribution of income and resources contribute to situational, institutional, and cultural oppression. (Program Objective: 4)
[Outcome Measures--Exams 1, 2, 3 & 4 and Papers 1 and 2]

5. Student Learning Outcomes and Measures:

Each of the Educational Outcomes below will be followed by the related course objective and its outcome measures. The student who successfully completes SWK 310 is expected to be able to:

1. To assess and demonstrate an understanding of the effects of poverty, unemployment, and discrimination on an individual and the family. (Course Objectives 1, 3, 5, 7, 9, 10, 11, 12)
2. To identify and discuss social insurance programs, their historical development, funding, strengths and weaknesses, and current concerns. (Course Objectives 1, 3, 4, 10 and 11)
3. To identify and analyze social assistance programs, various food programs, and housing programs. (Course objectives 2, 4, 8, 9, 10, and 11)
4. To identify and apply critical thinking to the prevailing attitudes toward social insurance and social assistance programs and the myths that have developed around them. (Course Objectives 1, 2, 3, 4, 5, 10 and 11)
5. To identify the role of government (local, state, and federal levels) in establishing and maintaining income, housing, employment, and anti-discrimination programs. (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 10 and 11)
6. To appraise the strengths and limitations of the present income maintenance programs. (Course Objectives 1, 2, 3, 4, 5, 7, and 8)

6. Academic Integrity/Honesty Policy:

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

Plagiarism, or presenting another's works or ideas as one's own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on a paper, and to give an "incomplete" in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated. Academic dishonesty includes the following offenses:

- 1) Claiming as your own work a paper written by another student.
- 2) Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas.

- 3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
- 4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.
- 5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
- 6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor.

If a student is found to have committed one of the above offenses, he/she will receive a failing grade on the assignment or exam. The case may also be sent to the Academic Practices Committee of the Department of Government, or ultimately to the University's Student Disciplinary Board (see Student Handbook). *University Handbook for Students*, and *EKU Undergraduate Catalog*.

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Aging/elder services	Foster Care	Disability services
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Civil rights	Child welfare	Crime/corrections
Juvenile justice	Homelessness/housing	Adoption
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Richmond, M. E. (1965). *Social diagnosis*. New York, NY: The Free Press.

Trattner, W. (1999). *From poor law to welfare state: A history of social welfare in America* (6th ed.) New York, NY: The Free Press.

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Policy Related Web sites:

National Archives and Records Administration. <http://www.archives.gov/index.html> Site with information about National Archives and copies of historical documents.

National Center for Health Statistics. <http://www.cdc.gov/nchs/index.htm> Source of information about America's health with national and state statistics.

National Longitudinal Surveys Home Page. <http://www.bls.gov/nls/> Surveys designed to gather information at multiple points in time on the labor market activities and other significant life events of several groups of men and women.

The Panel Study of Income Dynamics. <http://psidonline.isr.umich.edu/> Longitudinal study of 80,000 US families since 1968. Economic, health and social data.

State Census Data Centers. <http://www.census.gov/sdc/www/> Site to locate Census Bureau State Data Centers contact information.

U.S. Census Bureau Home Page. <http://www.census.gov/>

International Federation of Social Workers. <http://www.ifsw.org/> Link to social work globally and to member organizations and colleagues in 77 countries.

Administration for Children and Families. <http://www.acf.dhhs.gov/> Website of US Department of Health and Human Services Administration for Children and Families.

The Brookings Institute. <http://www.brook.edu/> Research on economic, political, educational and many other topics.

The Electronic Policy Network. <http://movingideas.org/> Source for progressive policy on the net.

Linkages. <http://www.iisd.ca/> A multimedia resource for environment and development policy makers.

The Century Foundation. <http://www.tcf.org/> Website that makes policy issue information available and has extensive use of the Internet, maintaining eight websites.

The Cato Institute. <http://www.cato.org/>

Contacting the Congress. <http://www.visi.com/juan/congress/> How to get in touch with members of Congress.

FedWorld Information Network. <http://www.fedworld.gov/> Links to wide variety of Federal websites.

Library of Congress. <http://lcweb.loc.gov/> Official website of Library of Congress, links to variety of information.

US House of Representative Home Page <http://www.house.gov/> How to get in touch with representatives, research bills and more.

The White House. <http://www.whitehouse.gov/> Official website of the White House

The Social Work History Station. <http://www.idbsu.edu/socwork/dhuff/history/central/core.htm>

USA in the 19th Century. <http://www.spartacus.schoolnet.co.uk/REVhistoryUSA19.htm>

The History Place. <http://www.historyplace.com/>

Our Documents. <http://www.ourdocuments.gov/index.php?flash=true&>

Center on Budget and Policy Priorities. <http://www.cbpp.org/pubs/povinc.htm>

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>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>CHE 111</u> *Course Title (<u>30 characters</u>) <u>General Chemistry I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>09/10/08</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved ____ Disapproved ____ General Education Committee* _____ Faculty Senate** _____ NA Teacher Education Committee* _____ NA Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the pre- and co-requisites of the course to reflect changes to the corresponding lab course number A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The pre- and co-requisites of the course need to be updated to reflect changes to the corresponding lab course number	
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.)

CHE 111 General Chemistry I. (3) I, II. Prerequisite or Corequisite: CHE ~~111L445~~ and ACT math score of 22+ or SAT math score of 530+ or MAT 107 with a grade of "C" or better or departmental approval. Principles of atomic and molecular structure and reactivity, stoichiometry, states of matter. Prepares students for further studies in chemistry. One year of high school chemistry is recommended. A withdrawal from CHE 111 must be matched by a withdrawal from CHE ~~111L445~~. Gen. Ed. VII (NS) or IVB with CHE 111L 445.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CHE	111	Fall 2009	AS X JS BT EM ED PC HS	CHEM
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. _____ CHE 111L 445

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>CHE 112</u> *Course Title (<u>30 characters</u>) <u>General Chemistry II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>09/10/08</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved ____ Disapproved ____ General Education Committee* _____ Faculty Senate** _____ NA Teacher Education Committee* _____ NA Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the pre- and co-requisites of the course to reflect changes to the corresponding lab course numbers A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The pre- and co-requisites of the course need to be updated to reflect changes to the corresponding lab course numbers	
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.)

CHE 112 General Chemistry II. (3) I, II. Prerequisite: CHE 111 and ~~111L445~~ with a grade of "C" or better. Prerequisite or Corequisite: CHE ~~112L446~~ or CHE ~~112HL446H~~ with a grade of "C" or better. Continuation of CHE 111. Kinetics and equilibrium, solution chemistry, energy changes in chemical reactions, descriptive inorganic chemistry. Prepares students for further studies in chemistry. A withdrawal from CHE 112 must be matched by a withdrawal from CHE ~~112L446~~ or CHE ~~112HL446H~~. Gen. Ed. VII (NS) or IVB with CHE ~~112L446~~ or CHE ~~112HL446H~~.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CHE	112	Fall 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	CHEM
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.	CHE 111 and <u>111L</u> 445 (C)
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.	CHE <u>112L</u> 446 or CHE <u>112HL</u> 446H
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>CHE 115</u> *Course Title (<u>30 characters</u>) <u>General Chemistry Lab I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: Departmental Committee	<u>Date</u> 09/10/08	<u>Date</u> NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Graduate Council*
College Curriculum Committee	Council on Academic Affairs	Approved ____ Disapproved ____
General Education Committee*	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**
	Council on Postsecondary Edu.***	NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the lab course number by adding a letter (L) along with the lecture course number so the lab course will be clearly connected with the lecture course A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: There has been confusion with students (and advisors) to easily know which chemistry lab goes with which chemistry lecture. The department wants to use letter attachments with the course number to clarify. Therefore, a letter of "L" will be added along with the corresponding lecture course number for the lab courses. This should easily allow students and advisors to know which lab course goes with the corresponding lecture.	
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.)

CHE 445 111L General Chemistry Lab I. (1) I, II. Formerly CHE 115. Prerequisite or Corequisite: CHE 111. Laboratory component of CHE 111. Basic laboratory techniques, methods of separation, types of chemical reactions, solution preparation and standardization, titrations, molecular modeling, qualitative analysis, gases, virtual labs on computer. Credit will not be awarded to students who have credit for CHE 115. 3 Lab. Gen. Ed. IVB with CHE 111.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CHE	<u>111L</u> 415	Fall 2009	AS X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	CHEM
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. _____ CHE 115

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>CHE 116</u> *Course Title (<u>30 characters</u>) <u>General Chemistry Lab II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>09/10/08</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved ____ Disapproved ____ General Education Committee* _____ Faculty Senate** _____ NA Teacher Education Committee* _____ NA Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To change the lab course number by adding a letter (L) along with the lecture course number so the lab course will be clearly connected with the lecture course

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

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

B. The justification for this action:
 There has been confusion with students (and advisors) to easily know which chemistry lab goes with which chemistry lecture. The department wants to use letter attachments with the course number to clarify. Therefore, a letter of "L" will be added along with the corresponding lecture course number for the lab courses. This should easily allow students and advisors to know which lab course goes with the corresponding lecture.

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

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

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

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

New or Revised* Catalog Text

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

CHE ~~416~~ 112L General Chemistry Lab II. (1) I,II. Formerly CHE 116. Prerequisites: CHE 111 and 111L 445 with a grade of "C" or better. Prerequisite or Corequisite: CHE 112 with a grade of "C" or better. Laboratory component of CHE 112. Kinetics, equilibrium, UV-VIS spectroscopy, introductory qualitative and quantitative analysis, electrochemistry, virtual labs on computer. Credit will not be awarded to students who have credit for CHE 116. 3 Lab. Gen. Ed. IVB with CHE 112.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CHE	416-112L	Fall 2009	AS X JS BT EM ED PC HS	CHEM
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 _____
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
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. _____ CHE 111 and 111L 445 (C)

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. _____ CHE 116

Course Prefix and No. _____ CHE 116H

Course Prefix and No. _____ CHE 112HL

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>CHE 116H</u> *Course Title (30 characters) <u>Gen. Chemistry Honors Lab II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>09/10/08</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved ____ Disapproved ____ General Education Committee* _____ Faculty Senate** _____ NA Teacher Education Committee* _____ NA Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To change the lab course number by adding a letter (L) along with the lecture course number so the lab course will be clearly connected with the lecture course as well as drop the "II" in the title

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

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

B. The justification for this action:
 There has been confusion with students (and advisors) to easily know which chemistry lab goes with which chemistry lecture. The department wants to use letter attachments with the course number to clarify. Therefore, a letter of "L" will be added along with the corresponding lecture course number for the lab courses. This should easily allow students and advisors to know which lab course goes with the corresponding lecture. Furthermore, there is no Honors Lab I so the "II" for this course is not necessary.

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.)

CHE ~~116H~~ 112HL Gen. Chemistry Honors Lab II. (2) I, II. Formerly CHE 116H. Prerequisites: CHE 111 and CHE 111L ~~415~~ with a grade of "A" or departmental approval. Prerequisite or Corequisite: CHE 112 with a grade of "B" or better. Laboratory component of CHE 112 for honors students. Kinetics, equilibrium, UV-VIS spectroscopy, introductory qualitative and quantitative analysis, electrochemistry, virtual labs on computer, open-ended inquiry-based activities. Credit will not be awarded to students who have credit for CHE 116H. 4 Lab. Gen. Ed. IVB with CHE 112.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CHE	446H 112HL	Fall 2009	AS X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	CHEM
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. _____ CHE 111 and CHE 111L 445-(A)

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. _____ CHE 116

Course Prefix and No. _____ CHE 116H

Course Prefix and No. _____ CHE 112L

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>CHE 366</u> *Course Title (30 characters) <u>Organic Chemistry Laboratory I</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>09/10/08</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved _____ Disapproved _____ General Education Committee* _____ NA Faculty Senate** _____ NA Teacher Education Committee* _____ NA Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) i) To change the lab course number by adding a letter (L) along with the lecture course number so the lab course will be clearly connected with the lecture course, ii) shorten laboratory to lab in the title, and iii) slightly modify course description to better reflect current content</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</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>There has been confusion with students (and advisors) to easily know which chemistry lab goes with which chemistry lecture. The department wants to use letter attachments with the course number to clarify. Therefore, a letter of "L" will be added along with the corresponding lecture course number for the lab courses. This should easily allow students and advisors to know which lab course goes with the corresponding lecture. In addition, slight modifications to the title / description give consistency and details in current lab content.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

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

New or Revised* Catalog Text

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

~~CHE 366~~ 361L ~~Organic Chemistry Laboratory I. (1) I, II.~~ Prerequisite or Corequisite: CHE 361. Laboratory component of CHE 361. Experimental work to illustrate principles of organic chemistry. Basic techniques including separation and spectroscopic methods; and selected syntheses. 3 Lab. Credit not allowed for CHE 366.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CHE	366 361L	Fall 2009	AS X JS BT EM ED PC HS	CHEM
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.	<u>Credit not allowed with CHE 366</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>CHE 367</u> *Course Title (<u>30 characters</u>) <u>Organic Chemistry Laboratory II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>09/10/08</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved _____ Disapproved _____ General Education Committee* _____ NA Faculty Senate** _____ NA Teacher Education Committee* _____ NA Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) i) To change the lab course number by adding a letter (L) along with the lecture course number so the lab course will be clearly connected with the lecture course, ii) shorten laboratory to lab in the title, and iii) slightly modify course description to better reflect current content</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</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>There has been confusion with students (and advisors) to easily know which chemistry lab goes with which chemistry lecture. The department wants to use letter attachments with the course number to clarify. Therefore, a letter of "L" will be added along with the corresponding lecture course number for the lab courses. This should easily allow students and advisors to know which lab course goes with the corresponding lecture. In addition, slight modifications to the title / description give consistency and details in current lab content.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

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

New or Revised* Catalog Text

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

CHE ~~367~~ 362L Organic Chemistry Laboratory II. (1) I, II. Prerequisites: CHE 361 and ~~366~~ 361L with a "C" (2.0) or better. Prerequisite or Corequisite: CHE 362. Laboratory component of CHE 362. Experimental work to illustrate principles of organic chemistry. Selected chemical syntheses ~~synthetic techniques~~ and advanced techniques such as separation and spectroscopic methods ~~identification~~. 3 Lab. Credit will not be allowed for CHE 367.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CHE	367 362L	Fall 2009	AS X JS BT EM ED PC HS	CHEM
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.	CHE 361 and 366 361L
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.	Laboratory component of CHE 362.
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>CHE 367</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CSC 313</u> *Course Title (30 characters) <u>Introduction to Database Systems</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>3/6/09</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the prerequisite for CSC 313 to CSC 310 with a minimum grade of "C". A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: We have recently been contacted by numerous employers seeking students with specific web-based database skills. However, this course was originally designed for a broad range of students, which limited some of the topics we could teach in the course. By restricting enrollment to students who have passed CSC 310, we will be able to cover all of the topics necessary for our students to be competitive in the marketplace.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

New or Revised* Catalog Text

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

CSC 313 Introduction to Database Systems. (3) A. Prerequisite: ~~A minimum of 23 on the Mathematics portion of the ACT, a minimum of 550 on the Mathematics portion of the SAT, or a minimum grade of "C" in CSC 140, 160, 174, 177, 190, or MAT 107~~CSC 310 with a minimum grade of "C". Introduction to databases, storage and retrieval of data, report generation, interface and application development, online queries, XML, multimedia database, and database security.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CSC	313	Fall 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	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.	or a minimum grade of “C” in CSC 140, 160, 174, 177, 190, or MAT 107CSC 310 with a minimum grade of “C”.
Course Prefix and No.	
Test Scores	A minimum of 23 on the Mathematics portion of the ACT, a minimum of 550 on the Mathematics portion of the SAT,
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	English and Theatre																													
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Arts and Sciences																													
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number																														
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)																														
<input checked="" type="checkbox"/> Program Revision (Part III)	*Program Title	English (B. A.)																													
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.																														
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%; border: none;">Proposal Approved by:</td> <td style="width: 20%; border: none; text-align: center;"><u>Date</u></td> <td style="width: 30%; border: none;"></td> <td style="width: 20%; border: none; text-align: center;"><u>Date</u></td> </tr> <tr> <td style="border: none;">Departmental Committee</td> <td style="border: none;">10/20/2008</td> <td style="border: none;">Graduate Council*</td> <td style="border: none;">NA</td> </tr> <tr> <td style="border: none;"><i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></td> <td style="border: none;"></td> <td style="border: none;">Council on Academic Affairs</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">College Curriculum Committee</td> <td style="border: none;">3/2/09</td> <td style="border: none;">Approved x Disapproved _____</td> <td style="border: none;">4/16/09</td> </tr> <tr> <td style="border: none;">General Education Committee*</td> <td style="border: none;">NA</td> <td style="border: none;">Faculty Senate**</td> <td style="border: none;">5/4/09</td> </tr> <tr> <td style="border: none;">Teacher Education Committee*</td> <td style="border: none;">NA</td> <td style="border: none;">Board of Regents**</td> <td style="border: none;">6/8/09</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none;">Council on Postsecondary Edu.***</td> <td style="border: none;"></td> </tr> </table>				Proposal Approved by:	<u>Date</u>		<u>Date</u>	Departmental Committee	10/20/2008	Graduate Council*	NA	<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	3/2/09	Approved x Disapproved _____	4/16/09	General Education Committee*	NA	Faculty Senate**	5/4/09	Teacher Education Committee*	NA	Board of Regents**	6/8/09			Council on Postsecondary Edu.***	
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<p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>																															

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>1) To add a requirement for a three-hour Theatre course to the following emphases in the English major: Literature, Creative Writing, and Technical Writing. Classes would include THE 100 (Intro to Theatre), THE 110 (Stagecraft), THE 135 (Acting I), THE 150 (Improvement of Voice and Articulation), THE 220 (Costume Construction), THE 320 (Costume Design), THE 390 (Theatre History I), THE 391 (Theatre History II), and THE 430 (Dramatic Literature).</p> <p>2) To add the Theatre capstone course to the Catalog.</p> <p>3) To remove six credits of foreign language requirements from the following options in the English major: Literature, Creative Writing, and Technical Writing.</p> <p>4) To change the current exclusion of Block VIII classes to require only Option 2 of that block.</p> <p>5) To remove all non-foreign language Supporting Course requirements for the English Literature emphasis.</p> <p>6) To create a new block of required diversity courses in the following emphases in the English major: Literature, Creative Writing, and Technical Writing. The courses would include ENG 360 (Literatures of Africa), 361 (African American Literature), 362 (North American Native Lit.), 363 (Latin American/Latino Lit.), 364 (Women's Literature), 365 (Appalachian Literature), and 366 (Queer Theory and Literatures).</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> <p>NA</p>	
<p>B. The justification for this action:</p>	

- 1) Adding a Theatre course aids the English options by providing interdisciplinary experience and by developing practical skills in communication, oral presentation and/or understanding historical contexts. In Theatre courses, students actively apply their literary knowledge; by putting literature into practice, they deepen their understanding of major literary genres such as drama and poetry.
- 2) The addition of the THE 495 capstone course reflects the decision of the CAS Curriculum Committee on 3/2/09.
- 3) This deletion is part of a larger restructuring of the major that involves adding a number of new required courses to different emphases. In order to avoid placing an undue burden on majors, it will be necessary to remove some of the current requirements. Students will be able to get credit for foreign language study under Block VIII(2) of the new General Education requirements, as stated in #3 below.
- 4) This exclusion originally existed to prevent English majors from trying to get credit for the same foreign language courses under their Supporting Course requirements and the General Education Block VIII requirements. This change reflects the English & Theatre Department's plan to remove the foreign language requirement from its supporting courses and to allow students to get credit for such courses from the General Education requirements.
- 5) The original intent behind the Supporting Course requirements was to give literature emphasis majors a more varied background in oral communication, history, computer literacy, and theatre. However, the particular list of the required courses has become outdated for a number of reasons. The merger of the English and Theatre departments has made the theatre supporting course redundant. Most English majors now come to the program with high levels of computer literacy, and deficiencies are addressed in ENG 101 and 102, which now explicitly demand scholarly use of technologies. Many of the Communications and History courses that are listed in the Supporting Course entry in the catalog are either offered too infrequently or not at all, thus making the fulfillment of the requirement very difficult. Finally, much of the additional breadth of knowledge instruction represented by the supporting course requirement is now more effectively provided by the new General Education requirements.
- 6) Adding a diversity course requirement directly addresses the identification, in the Quality Enhancement Plan, of "dignity and diversity" as core values that should be reflected in University programs.

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

Personnel Impact: none anticipated

Operating Expenses Impact: none anticipated

Equipment/Physical Facility Needs: no additional needs

Library Resources: current holdings

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

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

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

New or Revised* Catalog Text

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

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

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

English (B.A.)
 CIP Code: 23.0101

Major Requirements ~~40-54~~ 46-57 hours

Core ~~10~~ 9 hours

ENG 301, 302*, 474.

Options

Literature Emphasis ~~30~~ 40 hours

ENG 350, 351, 352, 353, 410, 492, 499; three hours from one of the following courses: ENG 360, 361, 362, 363, 364, 365, or 366; three hours from one of the following courses:

THE 100, 110, 135, 150, 220, 320, 390, 391, 430; and a minimum of 15 additional upper division literature hours, three of which must be in British literature and three in American literature, nine of the hours must be at the 400 and 500 level.

Creative Writing Emphasis ~~30~~ 37 hours

ENG 350, 351, 352, 353, 410, 490, 499; three hours

from one of the following courses: ENG 360, 361, 362, 363, 364, 365, or 366; three hours from one of the following courses:

THE 100, 110, 135, 150, 220, 320, 390, 391, 430, and a minimum of 12 additional hours selected from the following: ENG 306, 406, 407, 408, 409, 420, 502, 503, 504, or one course, for which prerequisites have been met, from the Technical Writing Emphasis.

Technical Writing Emphasis ~~30~~ 37 hours

ENG 350, 351, 352, 353, 410, 499; three hours from one of the following courses: ENG 360, 361, 362, 363, 364, 365, or 366; three hours from one of the following courses:

THE 100, 110, 135, 150, 220, 320, 390, 391, 430, and a minimum of 15 hours to include ENG 300, 400, 420, 491, and three hours selected from ENG 306, 406, 409, 500, 502, 510.

Theatre Emphasis ~~47~~ 48 hours

ENG 335, 430, and THE 110, 135, 150, 200, 210, 220, 235; 285 or 385; THE 300; three hours from THE 310, 311 or 320; THE 341, 390, 391, and 130/330 (4); and THE 495.

Supporting Course Requirements

Literature Emphasis 12 hours

Six hours of a particular foreign language* or American Sign Language and six hours from the following with no more than three hours from any one group: CMS 210, 300, 310; HIS 336, 340, 345, 346; THE 390, 391; CIS 212 or CSC 104.

Creative Writing Emphasis ~~6~~ hours ~~12~~ hours

Six hours of a particular foreign language* or American Sign

Language and six hours from the following with no more than three semester hours from any one group: CMS 320, 350; COM 201, JOU 305, 307; CIS 212 or CSC 104.

Technical Writing Emphasis ~~12~~ hours ~~18~~ hours

Six hours of a particular foreign language* or American Sign

Language and twelve hours from the courses below:

CCT 290, 302, 570; ART 152, BEM 375; CIS 212 or CSC 104; COM 320A (one credit), 320B, 320C, 320D, 320E, 320F, 320G, 320H, and 320I; JOU 320, 412; PUB 320, 412 TEC 255, 355; CMS 250, 300, 320, 350; CSC 160, 177, 190; GCM 211, 212, 217, 316, 317.

General Education Requirements ~~42~~ 48 hours

Standard General Education program ~~excluding~~ with requirement of option 2 from Block VIII (6 hours) for the Literature Emphasis, Creative Writing Emphasis, or Technical Writing Emphasis. Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement ~~1~~ hour

ASO 100.

Free Electives 27-33 hours 21 - 30 hours

Total Curriculum Requirements ~~128~~ hours

*3-6 hours may be waived for high school foreign language study. For details, see Foreign Language Placement and Waiver Guidelines.

**Should be taken before enrolling in upper level literature courses (with the exception of ENG 350, 351, 352, 353, and 499).

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

Part I

(Check one) <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 (<u>30 characters</u>) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Geography & Geology Arts and Sciences GEO 115 Hollywood Weather _____
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Proposal Approved by:		<u>Date</u>		<u>Date</u>
Departmental Committee		2/13/2009	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i>		Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	_____
College Curriculum Committee		3/2/09	Approved _____ Disapproved _____	_____
General Education Committee*		3/16/2009	Faculty Senate**	N/A
Teacher Education Committee*		N/A	Board of Regents**	N/A
			Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To create a new course GEO 115 Hollywood Weather

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

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

B. The justification for this action:

Geo 115 Hollywood Weather will contribute to EKU's general education curriculum offerings and will provide the Department of Geography and Geology an opportunity to offer large lecture sections – an initiative favored by Provost Piercey. Geo 115 will complement Geo 315 Meteorology, providing more courses for students with interests in atmospheric studies and potentially attracting more majors to the Department of Geography and Geology.

Geo 315 consistently attains high student enrollments. It is a support course for Middle School Education majors. However, the prerequisite of MAT 107 College Algebra presents a problem for some of those students. Geo 115 will potentially offer education majors a 100 level option for fulfilling their requirement without any prerequisites. Anecdotal evidence from Geo 315 students suggests that Geo 115 will become a very popular course at EKU.

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

Personnel Impact:

Dr. Don Yow will teach one less section of Geo 315 Meteorology in order to teach the proposed course.

Operating Expenses Impact:

None

Equipment/Physical Facility Needs:

Large classroom with computer or laptop docking station, a digital projector, screen, and sound system.

Library Resources:

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

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

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

New or Revised* Catalog Text

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

GEO 115 Hollywood Weather. (3) A. This non-technical introduction to atmospheric processes examines how meteorological events are portrayed in popular movies. Topics may include severe weather events, climate change, and weather's impact on human systems. Gen, Ed. VII (NS).

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GEO	115	Fall 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GEOS
Credit Hrs. 03	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture <u>X</u> Laboratory _____ Other _____		Cip Code (first two digits only) 45	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	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.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

General Education Course Approval Form
Revised: Spring 2008

Department: Geography and Geology

Course Prefix and Number: GEO 115

Course Title: Hollywood Weather

Is this course is designed for the core, university general education, or both? University general education

Identify the general education blocks addressed in this course: Block VII(ns)

Course Abstract

1. Describe the course content.

GEO 115, Hollywood Weather, is a non-technical introduction to atmospheric processes that examines how meteorological events are portrayed in popular movies. Topics may include severe weather events, climate change, and weather's impact on human systems.

2. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.

GEO 115 is taught as a lecture course using video clips and one or more full-length movies to pique student interest and provide starting points for discussion.

The instructors must have at least a Master's Degree in Geography, or related discipline to teach the course. The current instructor has a Ph.D. in Geography.

Dr. Donald Yow will coordinate the course.

3. Describe any new resources needed to implement or to assess the course

No new resources needed

4. Describe the assessment process.

(a) What type of assessment instruments will be used to evaluate student learning? All assessment criteria will be assessed with common multiple-choice items. 8 MC questions will assess methods, 20 will assess concepts, 8 will assess application, and 8 will assess integration. These questions will be agreed upon by all faculty who teach the course.

(b) When will data be collected? The multiple-choice items will either be scattered on exams given throughout the semester, or they will all appear on the final exam. Individual instructors will determine which method best fits into his or her course schedule. Either way, all assessment data will be tallied after the final exam.

(c) For how many students will assessments be scored? All students' exams will be assessed.

(d) Who will score the assessment instruments? Faculty who teach the sections will grade the exams, and score exams for class-grading purposes.

(e) Who is the faculty person responsible for assessment data for this course? Dr. Donald Yow

4. Provide at least one example of an assessment item (e.g., question on exam; portion of an assignment) that could be used to assess student learning on each of the criteria on the GE scoring rubric appropriate for this course.

Scoring Rubric: Natural Sciences

Methods: (Multiple-choice items on final exam.)

Example Items:

Question: What tool allows atmospheric scientists to continually monitor hurricanes as they pass over the ocean?

A. Ocean buoys

- B. Aircraft
- C. Doppler Radar
- *D. Satellites

Question: Which of the following instruments is used to measure air pressure?

- A. Anemometer
- *B. Barometer
- C. Hygrometer
- D. Radiometer

Concepts: (Multiple-choice items on final exam.)

Example Items:

Question: What causes the wind to blow?

- *A. Spatial differences in air pressure
- B. The roughness of earth's surface
- C. Earth spinning on its axis
- D. Earth revolving around the sun

Question: How does sunlight travel through outer space?

- A. conduction
- B. convection
- *C. radiation
- D. all of the above

Question: Which of the following causes ocean currents to flow?

- *A. Wind patterns
- B. The gravitational pull of the moon
- C. Seafloor spreading
- D. Earth's magnetic field

Question: What type of storm most often produces active weather here in Kentucky?

- A. Anticyclones
- B. Tropical Cyclones
- *C. Mid-latitude cyclones
- D. Chinooks

Application/Addressing Issues/Conclusions: (Multiple-choice items on final exam.)

Example Items:

Question: Your favorite weatherperson forecasts a strong pressure gradient to be located over Richmond, KY tomorrow. Based only on that knowledge, what would you expect tomorrow's weather to be like in Richmond?

- A. Sunny
- B. Cold
- C. Raining
- *D. Windy

Question: You just won a free vacation to the Caribbean and you can go any time you like! Which of the following months would you be most likely to be threatened by a hurricane?

- A. January
- B. April
- *C. September
- D. December

Integration: (Multiple-choice items on final exam.)

Example Item:

Question: Which of the following places would you expect to experience the greatest seasonality (largest difference between average summer and winter temperatures)?

- A. Grand Cayman (A small, flat island in the Caribbean Sea)
- B. Myrtle Beach, South Carolina
- C. The top of Mt. Kilimanjaro (a 19,340 foot mountain in equatorial Africa)

*D. Richmond, Kentucky

Question: Which of the following would be an appropriate action to take if caught outside during a lightning storm?

- A. Take shelter under a tall tree
- B. Lie flat in a ditch or other low area
- C. Go out into an open field to get away from tall objects
- *D. Get into an automobile and stay there until the storm has passed

Dr. Don Yow

Class Meetings: time and location TBA

Office: Roark 211B 859/622-1420

e-mail: don.yow@eku.edu

Fall 2009 Office Hours: TBA, or by appointment

Text: Robert Henson, The Rough Guide to Weather (2nd Edition), 2007, Paperback, 432 pages, ISBN: 1843537125

Course Description: This non-technical introduction to atmospheric processes examines how meteorological events are portrayed in popular movies. Topics may include severe weather events, climate change, and weather's impact on human systems. Gen, Ed. VII (NS).

General Education Course Goals

GEO 115 students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (General Education Goal 2).
2. Analyze the fundamental natural processes of the world and the interactions of humans and their environment. (General Education Goal 5).
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (General Education Goal 7).
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (General Education Goal 8).

Student Learning Outcomes: Students who successfully complete this course will be able to:

1. Describe how atmospheric scientists gather and disseminate information.
2. Understand fundamental processes in the earth's climate system such as energy movement and global circulation patterns.
3. Analyze the dynamics of complex systems such as hazardous weather events and climate change.
4. Evaluate the validity of how weather is portrayed in popular media given knowledge of what happens in the real world.
5. Integrate course material into understanding how and why weather affects them and society.

Evaluation: Your final grade for this course will be based on a 250 point system. Point allocations are listed below:

4 Exams (50 points each) = **200 points (80% of final grade)**

Daily Quizzes (averaged) = **50 points (20% of final grade)**

Grade	Percentage	Total Points
A	90.00 – 100%	225 – 250
B	80.00 – 89.99%	200 – 224
C	70.00 – 79.99%	175 – 199
D	60.00 – 69.99%	150 – 174
F	0.00 – 59.99%	Below 150

Exams: This course has a total of four exams; each worth 20% of your final grade in the course. Make up exams will be allowed only under extreme circumstances with an official documented excuse. Make ups must be taken BEFORE the next class meeting, or a zero will be given for that exam. Anyone missing a scheduled examination without an acceptable formal written excuse will not be allowed to make-up the missed exam. It is the student's responsibility to inform the instructor of a missed exam and to schedule a make up. All exams count for a portion of the final grade, none can be dropped. All exams will be reviewed by the instructor and each student will be notified of his or her exam score during the class meeting immediately following the date of an exam.

Daily Quizzes: Quizzes will be given each day unless an exam is given. Quiz questions will come directly from that day's material. Quizzes CANNOT be made up, however, your two lowest quiz grades will be dropped at the end of the term. The average of the remaining quizzes will count for 20% of your final grade in the course.

Attendance: Per departmental policy, any student missing 20% or more classes will fail the course.

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.

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.

Approximate Schedule – Hollywood Weather – Fall 2009

Week of	Topics	Potential Films/Clips	Readings
8/24	Solar Energy, Radiation characteristics, Earth/Sun Geometry, Energy fluxes, Atmospheric Composition and Structure	Apollo 13, Alive, 28 Days of Night	Chapter 1: What's weather, anyway? Welcome to our atmosphere, Layers of the atmosphere, The Sun and the Earth
8/31	General Global Circulation Patterns (Temperature and precipitation)	Forest Gump, Gilligan's Island, Raiders of the Lost Arc, Doctor Zhivago, Rudolph the Red-Nosed Reindeer	Chapter 1: Climate zones Chapter 5: Global extremes, How to use the city climate charts
9/7	Air Masses, Temperature, and Urban Heat Islands	Year Without a Santa Claus Rear Window	Chapter 1: Taking the weather's pulse Chapter 6: Weather and health, Conversions, Heat and cold indices
9/14	Discussion/Review until 7pm, then Exam 1	----- -	----- --
9/21	Air Pressure, Wind, and Jet Streams	The Spirit of St. Louis, Winnie the Pooh and the Blustery Day	Chapter 1: Where does the wind go? Chapter 2: Other windstorms
9/28	Drought, Floods, and the Rainshadow effect	The Grapes of Wrath, Drylanders, Hard Rain, High Sierra, The Bible: In the Beginning	Chapter 2: Floods, Drought
10/5	Thunder and Lightning	Back to the Future, Frankenstein, The Natural, The Bad Seed, Return of the Jedi, Something Wicked This Way Comes, The Witches of Eastwick	Chapter 2: Thunderstorms, Hail
10/12	Discussion/Review until 7pm, then Exam 2	----- -	----- --
10/19	Thunderstorms and Tornadoes	Twister	Chapter 2: Tornadoes
10/26	Mid-latitude cyclones	The Perfect Storm (part 1)	Chapter 2: The Wild Stuff, Rain, Snow, Freezing rain and sleet, Fog
11/2	Mid-latitude cyclones	The Perfect Storm (part 2)	Chapter 2: The Wild Stuff, Rain, Snow, Freezing rain and sleet, Fog
11/9	Tropical cyclones	Isaac's Storm	Chapter 2: Hurricanes and tropical cyclones
11/16	Discussion/Review until 7pm, then Exam 3	----- -	----- --
11/23	Interactions between scientists and Politicians, Cyclones, Latent Heat, Storm Surge, Climate Change	Day After Tomorrow	Chapter 3: Forecasts and how to read them, Getting the word out, Computer models, Reading between the lines
11/30	Skeptical viewpoints on Global Warming	The Great Global Warming Swindle	Chapter 5: A primer on global change, The basics
12/7	Greenhouse Effect, Global Warming, Impacts of Climate Change, Adaptive strategies	HBO Climate change special with Tom Brokaw or An Inconvenient Truth	Chapter 5: The downs and ups of global warming, Wild cards

Final Exam – As scheduled by the university

Note: Class schedule and content will generally adhere to the one listed above. These are, however, subject to change at the discretion of the instructor. Revised schedule and content information will be provided should circumstances warrant.

Other Key Dates

- End of Drop/Add Period (varies by semester)
- Holidays (varies by semester)
- Midterm grades available online (varies by semester)
- Last Day of Classes (varies by semester)
- Final Grades Available Online (varies by semester)

Dr. Don Yow

Class Meetings: time and location TBA

Office: Roark 211B 859/622-1420

e-mail: don.yow@eku.edu

Fall 2009 Office Hours: TBA, or by appointment

Text: Robert Henson, The Rough Guide to Weather (2nd Edition), 2007, Paperback, 432 pages, ISBN: 1843537125

Course Description: This non-technical introduction to atmospheric processes examines how meteorological events are portrayed in popular movies. Topics may include severe weather events, climate change, and weather's impact on human systems. Gen, Ed. VII (NS).

General Education Course Goals

GEO 115 students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (General Education Goal 2).
2. Analyze the fundamental natural processes of the world and the interactions of humans and their environment. (General Education Goal 5).
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (General Education Goal 7).
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (General Education Goal 8).

Student Learning Outcomes: Students who successfully complete this course will be able to:

1. Describe how atmospheric scientists gather and disseminate information.
2. Understand fundamental processes in the earth's climate system such as energy movement and global circulation patterns.
3. Analyze the dynamics of complex systems such as hazardous weather events and climate change.
4. Evaluate the validity of how weather is portrayed in popular media given knowledge of what happens in the real world.
5. Integrate course material into understanding how and why weather affects them and society.

Evaluation: Your final grade for this course will be based on a 250 point system. Point allocations are listed below:

4 Exams (50 points each) = **200 points (80% of final grade)**

Daily Quizzes (averaged) = **50 points (20% of final grade)**

Grade	Percentage	Total Points
A	90.00 – 100%	225 – 250
B	80.00 – 89.99%	200 – 224
C	70.00 – 79.99%	175 – 199
D	60.00 – 69.99%	150 – 174
F	0.00 – 59.99%	Below 150

Exams: This course has a total of four exams; each worth 20% of your final grade in the course. Make up exams will be allowed only under extreme circumstances with an official documented excuse. Make ups must be taken BEFORE the next class meeting, or a zero will be given for that exam. Anyone missing a scheduled examination without an acceptable formal written excuse will not be allowed to make-up the missed exam. It is the student's responsibility to inform the instructor of a missed exam and to schedule a make up. All exams count for a portion of the final grade, none can be dropped. All exams will be reviewed by the instructor and each student will be notified of his or her exam score during the class meeting immediately following the date of an exam.

Daily Quizzes: Quizzes will be given each day unless an exam is given. Quiz questions will come directly from that day's material. Quizzes CANNOT be made up, however, your two lowest quiz grades will be dropped at the end of the term. The average of the remaining quizzes will count for 20% of your final grade in the course.

Attendance: Per departmental policy, any student missing 20% or more classes will fail the course.

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.

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.

Approximate Schedule – Hollywood Weather – Fall 2009

Week of	Topics	Potential Films/Clips	Readings
8/24	Solar Energy, Radiation characteristics, Earth/Sun Geometry, Energy fluxes, Atmospheric Composition and Structure	Apollo 13, Alive, 28 Days of Night	Chapter 1: What's weather, anyway? Welcome to our atmosphere, Layers of the atmosphere, The Sun and the Earth
8/31	General Global Circulation Patterns (Temperature and precipitation)	Forest Gump, Gilligan's Island, Raiders of the Lost Arc, Doctor Zhivago, Rudolph the Red-Nosed Reindeer	Chapter 1: Climate zones Chapter 5: Global extremes, How to use the city climate charts
9/7	Air Masses, Temperature, and Urban Heat Islands	Year Without a Santa Claus Rear Window	Chapter 1: Taking the weather's pulse Chapter 6: Weather and health, Conversions, Heat and cold indices
9/14	Discussion/Review until 7pm, then Exam 1		
9/21	Air Pressure, Wind, and Jet Streams	The Spirit of St. Louis, Winnie the Pooh and the Blustery Day	Chapter 1: Where does the wind go? Chapter 2: Other windstorms
9/28	Drought, Floods, and the Rainshadow effect	The Grapes of Wrath, Drylanders, Hard Rain, High Sierra, The Bible: In the Beginning	Chapter 2: Floods, Drought
10/5	Thunder and Lightning	Back to the Future, Frankenstein, The Natural, The Bad Seed, Return of the Jedi, Something Wicked This Way Comes, The Witches of Eastwick	Chapter 2: Thunderstorms, Hail
10/12	Discussion/Review until 7pm, then Exam 2		
10/19	Thunderstorms and Tornadoes	Twister	Chapter 2: Tornadoes
10/26	Mid-latitude cyclones	The Perfect Storm (part 1)	Chapter 2: The Wild Stuff, Rain, Snow, Freezing rain and sleet, Fog
11/2	Mid-latitude cyclones	The Perfect Storm (part 2)	Chapter 2: The Wild Stuff, Rain, Snow, Freezing rain and sleet, Fog
11/9	Tropical cyclones	Isaac's Storm	Chapter 2: Hurricanes and tropical cyclones
11/16	Discussion/Review until 7pm, then Exam 3		
11/23	Interactions between scientists and Politicians, Cyclones, Latent Heat, Storm Surge, Climate Change	Day After Tomorrow	Chapter 3: Forecasts and how to read them, Getting the word out, Computer models, Reading between the lines
11/30	Skeptical viewpoints on Global Warming	The Great Global Warming Swindle	Chapter 5: A primer on global change, The basics
12/7	Greenhouse Effect, Global Warming, Impacts of Climate Change, Adaptive strategies	HBO Climate change special with Tom Brokaw or An Inconvenient Truth	Chapter 5: The downs and ups of global warming, Wild cards

Final Exam – As scheduled by the university

Note: Class schedule and content will generally adhere to the one listed above. These are, however, subject to change at the discretion of the instructor. Revised schedule and content information will be provided should circumstances warrant.

Other Key Dates

- End of Drop/Add Period (varies by semester)
- Holidays (varies by semester)
- Midterm grades available online (varies by semester)
- Last Day of Classes (varies by semester)
- Final Grades Available Online (varies by semester)

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>Geography & Geology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>GLY 480</u> *Course Title (30 characters) <u>Petroleum Geology</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>2/13/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved _____ Disapproved _____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<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 course, GLY 480 Petroleum Geology</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</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>There is increasing demand from students for a specific course in petroleum geology and job opportunities in this field continue to increase. We are offering it as a Special Problems class this year, and anticipate making it a regular elective offering for geology majors.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None; Dr. Borowski is currently teaching Petroleum Geology as GLY 580 Special Topics.</p> <p>Operating Expenses Impact: No additional; The department has already spent approximately \$3000 on software, well logs, and other supplies that will be reused each time the class is offered.</p> <p>Equipment/Physical Facility Needs: No additional; The class can use the existing department computer lab when needed.</p> <p>Library Resources:</p>	

No additional; The university already subscribes to the AAPG Bulletin and other relevant journals.

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

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

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

New or Revised* Catalog Text

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

GLY 480 Petroleum Geology. (3) II. Pre/Corequisites: GLY 410 and GLY 420. Use of the petroleum systems paradigm to explore characteristics of economically-viable petroleum accumulations. The course also examines fundamental activities such as electric logging, mudlogging, and drilling. Exercises and projects model industry practices in recognizing and understanding petroleum accumulations.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GLY	480	Fall 2009	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GEOS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory <u>0</u> Other _____		Cip Code (first two digits only) 40	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	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.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>GLY 410 and GLY 420</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

PETROLEUM GEOLOGYGLY 480 (CRN xxxxx) 3 credit hours **Spring 2009** Dept. of Geography & Geology

TR 2-3:45 PM Roark 1 Final Exam: Thursday, 7 May 2009, 1 – 3 PM

Dr. Walter S. Borowski

Roark, Room 7

w.borowski@eku.edu

Please use *email* to contact me! I am very willing to meet with students! Please utilize me as resource!**Course Description:**

GLY 480 Petroleum Geology. (3) II. Pre/Corequisites: GLY 410 and GLY 420. Use of the petroleum systems paradigm to explore characteristics of economically-viable petroleum accumulations. The course also examines fundamental activities such as electric logging, mudlogging, and drilling. Exercises and projects model industry practices in recognizing and understanding petroleum accumulations.

Text: S.L. Bend, Petroleum Geology eTextbook, AAPG Special Publication, 2007.

Course Structure: This course will primarily adopt a lecture format. However, many class periods will contain exercises (see below) and students will make presentations about our subject matter. We will also use class time for various class projects.

Please, please, please feel free to ask questions or explore concepts in class. This makes for a dynamic atmosphere of learning as we explore Petroleum Geology.

Attendance & Participation: I expect perfect attendance. Every unexcused absence will result in the loss of a letter grade.

Grades: A 100-90% B 89-80% C 79-70% D 69-60% F <60%

Exams: 30% (3 exams, 10% each) Presentations: 15% Project: 10% Exercises & Homework: 40%

Exams: There will be 2 exams during the semester and a final exam (see schedule). All exams will be of equal weight and cumulative to some extent. Exams will be open book and open notes and will consist of short answer, exercises, and essay questions.

Student Progress: Students will be able to chart their own progress in course, as all graded materials will be returned promptly. The instructor can also advise students on their approximate progress with a grade *estimate*. Students will be notified of their official midterm grade and their final grade through established University procedures.

Presentations: There will be team presentations featuring clastic depositional environments and case studies of petroleum systems during the semester. Both the instructor and students will critique the presentations. Graduate students will do individual presentations.

Class Project: In addition to class exercises and homework, students will conduct project that characterizes a producing field in Chandeleur Sound, Louisiana. Students will construct cross-sections, structure maps, and net sand maps to gain understanding of petroleum accumulations. These items will serve as the backbone for a report on the geologic features of the field. Due 30 April 2009; 10 % of class grade.

Field Trips: One or two excursions to the field, dependent on drilling and completion activity. These field trips may occur either during class time or on Saturdays. They are entirely dependent on operations totally outside my control and so will be dictated by circumstances and opportunity.

Blackboard: Class syllabus, notes, and figures will be available on BLACKBOARD, accessible at: <http://www.learn.eku.edu/>. To be fully prepared for class you *must* print out these materials before coming to class.

My Policies: Missed quizzes and exams cannot be made-up without a valid excuse (medical or family emergency) *certified by the University*. If the excuse is acceptable, make-ups must occur within 1 week of the scheduled event. Make-up exams consist of predominately essays.

Midterm Grades are due into the Registrar on **March 6**; last day to withdraw from a full-semester class is **March 20**.

Official email: An official EKU e-mail address is established for each registered student, each faculty member, and each staff member. All course-related communications sent via e-mail will be sent to this EKU e-mail address. Moreover, the university has designated e-mail as an official communication medium, therefore students are expected to monitor their university e-mail for course-related communiqués at regular intervals.

University Policies: Refer to the University Handbook for Students for University policies. Use of tobacco products is prohibited by law in the classroom.

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 this policy may be directed to the Office of Academic Integrity.

Our QEP Theme: EKU will develop informed, critical and creative thinkers who communicate effectively.

COURSE GOALS

All students successfully completing this course will be able to:

1. understand the formation of petroleum accumulations in light of petroleum systems paradigm;
2. create geologic products using primary data to characterize petroleum accumulations;
3. synthesize a full range of geologic products into a whole to understand petroleum accumulations.
4. critically evaluate geologic prospects using the petroleum systems paradigm.

GROUND RULES FOR THE INSTRUCTOR AND STUDENTS

Your Expectations

- To experience an organized, rigorous course that *challenges* you and prepares you for future academic endeavors and the working world.
- To be treated fairly with respect to others in the class, especially in grading.
- For the instructor to adhere to the ground rules in the syllabus.
- To reach me during regular working hours for help and feedback.
- To have work graded and handed back within a reasonable time period.
- Course requirements that offer you an opportunity to pass the course, and excel.
- To be treated as an adult in a respectful, courteous manner.

My Expectations

- That you will act as adults:
 - Please courteous and considerate to fellow classmates and me.
 - Come to class daily, arriving a few minutes before class starts so you can be settled and ready to start.
 - Come to class curious and prepared to be actively engaged.
 - Do the work.
 - Turn work in on time that is done *neatly*, despite outside, difficult circumstances.
 - Take exams on schedule, despite outside, difficult circumstances.
 - Realize that your performance in the course is dependent on *your* actions, attitude, effort, etc.
 - Realize that *Effective* work = results.
- Please accept the rules and guidelines in the syllabus.
- Please accept my experience in the working world and realize that my expectations are similar to those of an employer.
- That *you* will fairly and constructively help me improve the course and my teaching methods with adult, thoughtful feedback on course evaluations.

COURSE OUTLINE (subject to change)

<u>Week</u>	<u>Subjects</u>	<u>Text Chapter(s)</u>
Jan 12	Introduction, Electric logs	1, 9
Jan 19	<i>No class</i> <i>January 19</i> <i>Martin Luther King Day</i> Electric logs	9
Jan 26	Source rocks	3, 2
Feb 2	Source Rocks Migration	3, 2 3
Feb 9	Migration Reservoir	3 4
Feb 16	Reservoir	4
	EXAM 1 February 19	
Feb 23	Reservoir – Student presentations	
Mar 2	Reservoir – Student presentations	
Mar 9	<i>No Class</i> <i>March 9 - 13</i> <i>Spring Break!!</i>	
Mar 16	Trapping	4
Mar 23	Trapping	4
Mar 30	Drilling	7
	EXAM 2 April 2	
Apr 6	Production	8
Apr 13	Exploration	9
Apr 20	Petroleum Systems case studies – Student presentations	
Apr 27	Petroleum Systems case studies – Student presentations	

30 April

OUR LAST CLASS!

Final Exam: Thursday, 7 May 2009, 1 – 3 PM

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>Geography & Geology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>GLY 482</u> *Course Title (<u>30 characters</u>) <u>Paleoclimate</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>2/13/2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved ____ Disapproved ____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a new senior-level geology class: Paleoclimate A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Paleoclimate is a class that is taught frequently as a special topics class. We would like for our catalog to reflect what we teach rather than what we used to teach.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. This is already being taught as a special topics class. Operating Expenses Impact: None. This is already being taught as a special topics class. Equipment/Physical Facility Needs: None. This is already being taught as a special topics class. Library Resources: None. This is already being taught as a special topics class.	

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

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

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

New or Revised* Catalog Text

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

GLY 482 Paleoclimate. (3) A. How the interaction of ocean and atmosphere creates climate on the planet today and leaves its record in geologically accessible Earth materials, with an emphasis on the interpretation of the geological record and how we learn how the Earth's climate has changed in the past.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
GEOL	482	Fall 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GEOS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory <u>0</u> Other _____		Cip Code (first two digits only) 40	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR <u>x</u> _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

PALEOCLIMATE**GLY 482****3 credit hours****Fall 200x****Dept. of Geography & Geology****XXXXXXXXXXXX****Dr. Walter S. Borowski****Roark 7****w.borowski@eku.edu**

Office Hours: M 8-9 AM; W 3:30-4:30 PM, TR 12:30-2 PM

And by appointment! Please utilize me as resource! Email is the best way to reach me.

Text: W.F. Ruddiman. *Earth's Climate, Past and Future*, Freeman.**Course Format:** This course will adopt a seminar format. Students will give presentations and be discussion leaders. Please feel free to ask questions and discuss topics in class. This makes for a dynamic atmosphere of learning!**Attendance & Participation:** Perfect attendance is expected. Every unexcused absence will result in the loss of a letter grade.**Class Participation:** The quantity and quality of your class participation (*vital* to a seminar course) will be graded. Class participation is absolutely vital in a seminar course. Thoughts must be spoken aloud, discussed, and explored so that meaningful learning occurs.**Class assignments** will be in the form of **student presentations** and discussions that will occur frequently during the semester. Student presentations and discussions will be based on key **readings** that will be explored in class by students.**Midterm Grades** are due into the Registrar on **October 12**; last day to withdraw from a full-semester class is **October 26**.**Grades:** A 100-90% B 89-80 C 79-70% D 69-60% F <60%

Presentations and discussion leadership: 50% Written Assignments: 30% Class Participation: 20%

University Policies: Refer to the University Handbook for Students defines academic dishonesty (cheating) and its penalties. Eating, consumption of beverages, and use of tobacco products is prohibited by law in the classroom.

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.

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 this policy may be directed to the Office of Academic Integrity.

COURSE GOALS

1. To gain a first-level understanding of how the interaction of ocean and atmosphere creates climate on the planet today.
2. Learn how climate leaves its record in geologically accessible Earth materials.
3. Learn to interpret various aspects of that geological record.
4. Learn how the Earth's climate has changed in the past, from the opening of the present oceans to today.
5. To gain presentation skills that will be needed in future academic and employment settings.
6. To access the primary scientific literature in exploring climate and paleoclimate, and gaining analytical skills in understanding, presenting, and discussing the literature.

COURSE POLICIES & EXPECTATIONS

1. Perfect attendance is expected, and text chapters and other reading should be completed before class.
2. Undergraduates should expect to spend at least 9 hours a week in addition to class time; graduate students should invest at least 12 hours.
3. Undergraduate and graduate students will cover identical material and complete essentially identical work. However, the performance expectations of graduate students are higher than that of undergraduates, as graduate students must experience a greater level of intellectual challenges during the course. Thus, not only will graduate students will be graded on a different scale than undergraduates, and graduate students will accept more challenging assignments with higher levels of expectations for explaining material to the class and demonstrating higher abilities in analysis and synthesis of course readings.

COURSE OUTLINE (subject to change)

<u>Week</u>	<u>Subjects</u>	<u>Chapter(s)</u>
20 August	Introduction A modern perspective	Chapter 1
27 August	Modern climatic factors	Chapter 1, 2, 9 Assignment 1
3 September	Modern climatic concerns – Global Warming	Chapter 18, 19
10 September	Modern climatic concerns – Global Warming	Chapter 18, 19
17 September	Stable isotopes	Assignment 2
24 September	Stable isotopes 29 Sept. J. Dickens U. Kentucky	Assignment 2
1 October	Methods of reconstructing climate Historical climatic records	Chapter 3, 5
8 October	IPCC & Climate, 4th Report (2006)	Chapters 6 & 7 Assignment 3
	FALL BREAK October 9 No class!	
15 October	Ocean-Atmosphere-Climate interactions	Assignment 3
22 October	Cenozoic climatic changes	Chapter 7, 11, 12, 13 Assignment 4
29 October	Mesozoic climate	Chapter 6 Assignment 4
5 November	Earlier climates	Chapters 11 & 12
12 November	Paleoclimate and petroleum source rocks I	Assignment 5
19 November	Paleoclimate and petroleum source rocks I	Assignment 5
	THANKSGIVING BREAK November 22 No class!	
26 November	Paleoclimate and petroleum source rocks II	Assignment 5
3 December	Clean-up	
6 December	LAST DAY OF CLASS!!	
10 December	FINALS WEEK NO EXAM FOR US!	

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>Government</u> College <u>A&S</u> *Course Prefix & Number <u>POL 499</u> *Course Title (<u>30 characters</u>) <u>Canadian Parliamentary Internship</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>2/16/09</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved _____ Disapproved _____ General Education Committee* _____ NA Faculty Senate** _____ NA Teacher Education Committee* _____ NA Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To drop cross-listing with ANT 499 A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The anthropology program does not have an instructor for this course, nor is it an integral part of the ANT curriculum. Since ANT has dropped the course, the POL 499 description must be amended to remove the cross-listing reference.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

New or Revised* Catalog Text

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

POL 499 Canadian Parliamentary Internship. (5) A. ~~Cross-listed as ANT 499.~~ Prerequisite: junior or senior standing with 2.5 GPA. Supervised internship in the office of a Member of the Canadian Parliament. Final selection for enrollment determined by program. Apply by December 1 for internship in May through June. May be repeated for a maximum of ten hours credit.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	499	Fall 2009	AS <input checked="" type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GOVN
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 10	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 38	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one)	Department Name	Department of Government
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	_____
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (<u>30 characters</u>)	_____
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Paralegal Program
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate ____)
<input checked="" type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	03/05/2009	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		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*		Faculty Senate** <input checked="" type="checkbox"/>
Teacher Education Committee*		Board of Regents** <input checked="" type="checkbox"/>
		Council on Postsecondary Edu.***

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

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

<p>A. 1. Specific action requested: To add language to the Departmental Degree Requirements for the Paralegal Program, requiring that students must take a minimum of ten (10) semester credits of courses from Major/Minor Requirements in a traditional in-person or ITV format. No courses taken in an online or web-based format can count towards this ten (10) semester credit requirement.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action: The American Bar Association, the approval body for the EKU Paralegal Program, requires that students take ten (10) semester credits of in-person or ITV format coursework.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

DEPARTMENT OF GOVERNMENT

Paralegal Program

(page 83 of 2008-09 *Undergraduate Catalog*)

Departmental Degree Requirements

Paralegal majors (~~A.A., B.A.~~) and minors must attain a minimum grade of "C" in all major and supporting courses. A minimum grade of "C" must be earned in LAS 210 before taking LAS 220 and ~~320~~. A minimum grade of "C" must be earned in LAS 220 before being admitted to any of the other upper division requirements.

Paralegal majors and minors must take a minimum of ten (10) semester credits of courses from Major/Minor Requirements in a traditional in-person or ITV format. No courses taken in an online or web-based format can count towards this ten (10) semester credit requirement.

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 (TCAC, "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>Psychology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>PSY 250</u> *Course Title (30 characters) <u>Information Literacy in PSY</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ Date _____		Date _____
Departmental Committee <u>3.16.2009</u>	Graduate Council* _____	NA _____
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee _____	Council on Academic Affairs _____	Approved ____ Disapproved ____
General Education Committee* <u>NA</u>	Faculty Senate** _____	NA _____
Teacher Education Committee* <u>NA</u>	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 change catalog description to ensure that students cannot get credit for both PSY 250 and PSY 250 W.</p> <p>A. 2. Effective date: Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Students should not receive credit for W and non-W versions of the same course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources:</p>

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

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

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

New or Revised* Catalog Text

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

PSY 250 Information Literacy in PSY. (3) A. Prerequisites: PSY 200 and completion of developmental reading and writing requirements. Information literacy, reading, evaluating, summarizing scientific literature in Psychology; scientific writing (APA format); basic research terminology. Credit will not be awarded to students who have credit for PSY 250W.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PSY	250	Fall 2009	AS X ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS ___	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture ___	Laboratory ___	Other ___	
			Cip Code (first two digits only) 42	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
Course Prefix and No.	

Test Scores

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

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

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

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

Course Prefix and No.	Credit not allowed with PSY 250W
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course (TCAC, "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>Psychology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>PSY 250W</u> *Course Title (<u>30 characters</u>) <u>Information Literacy in PSY: W</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>3.16.2009</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee _____ Approved ____ Disapproved ____ General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a PSY 250 course that incorporates substantive writing assignments and is designated as a writing intensive course. A. 2. Effective date: Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Courses with substantive writing requirements can be identified with a W following the course number. This course meets the requirements set forth by the Thinking and Communicating Across the Curriculum Advisory Board. This change needs to be perpetuated throughout the catalog for prerequisites and supporting courses.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources:	

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

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

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

New or Revised* Catalog Text

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

PSY 250W Information Literacy in PSY: Writing Intensive. (3) A. Prerequisites: PSY 200 and completion of developmental reading requirements; Pre or Co-requisite: ENG 102, or ENG 105, or HON 102. Information literacy, reading, evaluating, summarizing scientific literature in Psychology; scientific writing (APA format); basic research terminology. Credit will not be awarded to students who have credit for PSY 250.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PSY	250W	Fall 2009	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3.0	Lecture <u>3.0</u> Laboratory _____ Other _____		Cip Code (first two digits only) 42	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
B	3		SO _____ SR _____	
D	3			
E	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 _____	
K	3			
S	3			
T	3	Thesis _____		
V	3	Internship _____		
W	3	Independent Study _____		
Y	3	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>PSY 200; completion of developmental reading requirements</u>
Course Prefix and No.	

Test Scores _____

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

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

Course Prefix and No.	<u>ENG 102, or ENG 105, or HON 102</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>Credit not allowed with PSY 250</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

SAMPLE SYLLABUS: Writing-Intensive Version
PSYCHOLOGY 250: Information Literacy in Psychology
3 credit hours CRN xxxxx Term:

Instructor: Dr. Rose Perrine (AKA Wilkins)
Phone: (859) 622-2378 (office & voicemail)
Office hours: TR: 9:30—11:30 & by appointment

Email: rose.perrine@eku.edu
Office: Cammack 231

Catalog Description: PSY 250: Information Literacy in PSY (3 hours)

Pre or Co-requisite: PSY 200. Pre-requisite: Completion of developmental reading and writing requirements. Course Description: Information literacy, reading, evaluating, summarizing scientific literature in Psychology; scientific writing (APA format); basic research terminology.

Required Textbook: Mitchell, M. L., & Jolley, J. M. (2007) *Research design explained* (6th Edition). Belmont, CA: Thomson Wadsworth. **Book is used again in PSY 309, 310, & 401**

Optional Textbook: Publication Manual of the American Psychological Association (5th Edition)
Recommended for students who intend to pursue graduate work.

Student Learning Outcomes

1. General information literacy. *How this objective is evaluated: Information-literacy skills items on Exam 3 & 4; Self-reflection library assignments*
 - A. Students will be able to determine the nature and extent of information necessary for specific purposes.
 - B. Students will be able to access the information efficiently and accurately.
 - C. Students will be able to evaluate the information and its sources critically.
 - D. Students will be able to incorporate the information appropriately into the specific writing assignment.
 - E. Students will access and use information ethically and legally.
2. Students will analyze the differences between common-sense, non-scientific approaches versus scientific approaches to knowledge. *How this objective is evaluated: Exams*
3. Students will demonstrate the ability to read, analyze and summarize scientific literature in the field of Psychology.
 - A. Students will comprehend basic research terminology and content of entry-level journal articles in the discipline. *How this objective is evaluated: Article summaries/ analyses; Research proposals (Introduction sections)*
 - B. Students will analyze and integrate information from research articles to create research questions/predictions for future research. *How this objective is evaluated: Article summaries/ analyses; Research proposals (Introduction sections)*
4. Students will evaluate research for internal, external and construct validity issues. *How this objective is evaluated: Exams*
5. Students will demonstrate the skill to write reports in the style, process and format required by the discipline. *How this objective is evaluated: Research proposals.*
6. Students will demonstrate knowledge of career opportunities available in the field of Psychology at the undergraduate and graduate levels. *How this objective is evaluated: Question-answer sessions in class; Reflective papers.*

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 Student Services Building Room 361 by e-mail at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

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. Questions regarding the policy may be directed to the Office of Academic Integrity. Students have an affirmative obligation to review and comply with the standards articulated on the web site, in addition to the course specific policies outlined in this syllabus.

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. Please understand 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.

For the purposes of this course, academic dishonesty includes, but is not limited to, the following:

- *Claiming as your own work a paper written by another person
- *Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas
- ***Turning in a paper that uses the exact, or almost exact, words of another author even if proper credit is given in a citation.** *Please be very careful with this.*
- *Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved
- *Using any external source (notes, books, other students, etc) for assistance during an exam, unless given permission to do so by the professor

If a student is found to have committed any of the above offenses, s/he will receive a failing grade on the assignment or in the course, depending upon the seriousness of the offense, in accordance with University policy. The offense will be referred to the Academic Integrity Office for investigation and imposition of sanctions.

COURSE REQUIREMENTS

1. **ATTENDANCE.** Your attendance is required in order to fully understand the course material. We will do many hands-on exercises that will enhance your understanding of the textbook material. **Daily quizzes** worth 2 points each (10% of course grade) will be given. You will earn 1 point for attending class that day and 1 point for the right answer on the quiz. Thus, you will add 5% to your course grade simply by attending each class. You will add another 5% to your course grade by getting the correct answers on the quizzes. Quiz questions will come from lecture, class activities, and/or reading assignments.
2. **EXAMS.** There will be 4 exams; all will be cumulative. All exams are the same length and the same format: a combination of multiple choice and short answer. You may drop your lowest exam score. ***You must earn $\geq 70\%$ average on your highest three exams to pass the course.***
Exam Makeup Policy. There are no makeup exams. You may drop your lowest exam score. If you miss an exam you will drop that score. If you miss more than one exam, and you have a documented illness or emergency, please discuss your situation with me. If you have prior knowledge of a conflict, or you have multiple exams on a scheduled exam date, you may take an exam early. Please discuss unusual situations with me as soon as possible.
3. **WRITING ASSIGNMENTS.**
(A) **Research Articles: Analyses/Summaries** An important objective of this course is to prepare you to read & analyze scientific literature. These skills are critical for your success in future psychology courses. You will summarize and analyze six research articles.

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"/> 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>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Autism Spectrum Disorders Certificate</u> (Major ____, Option ____, Minor ____, or Certificate <u>X</u> ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/01/2008	Graduate Council* 4/13/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs _____
College Curriculum Committee	10/27/2008	Approved <input checked="" type="checkbox"/> Disapproved _____ 4/16/09
General Education Committee*	NA	Faculty Senate** 5/4/09
Teacher Education Committee*		Board of Regents** 6/8/09
		Council on Postsecondary Edu.*** 10/19/09
*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 add three additional credit hours to the Autism Spectrum Disorders Certificate A. 2. Effective date: Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Three additional "capstone" hours are being added to create a Professional-level certificate.	
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: Adequate	

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

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

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

NOTE: This new program section will go just below the section on Master of Science and Specialist in Psychology (pg. 54 of the current *Graduate Catalog*).

DEPARTMENT OF PSYCHOLOGY

Dr. Robert Brubaker, Chair

Dr. Donald Beal, Coordinator, Clinical Psychology

Dr. Andrea Hale, Coordinator, School Psychology

Dr. Robert Mitchell, Coordinator, General Psychology

Dr. Jerry Palmer, Coordinator, I/O Psychology

www.psychology.eku.edu

(859) 622-1105

I. GENERAL INFORMATION

The Department of Psychology offers the Master of Science degree in Clinical Psychology and Industrial and Organizational Psychology, General Psychology, and the Specialist in Psychology (Psy.S.) degree in School Psychology. Clinical psychology students may elect to complete a program for "Providing Services to the Deaf/Hard-of-Hearing" in cooperation with the Department of Special Education. The department also cooperates with the College of Education in offering course work for the Master of Arts in Education with an option in psychology. Requirements for this degree may be found in the College of Education section of this *Catalog*.

MASTER OF SCIENCE and SPECIALIST IN PSYCHOLOGY

II. ADMISSION REQUIREMENTS

Candidates must satisfy the following special requirements. A minimum of five undergraduate courses in psychology: general psychology, statistics, and experimental psychology are required, as well as two other courses acceptable to the departmental admissions committee. An undergraduate course in industrial and organizational psychology or related course is required for the industrial and organizational psychology program. A minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours, is a Graduate School requirement. Satisfactory performance on the general sections of the Graduate Record Examination is required prior to admission. A minimum combined score of 750 (Verbal and Quantitative) on the GRE is required for full consideration to all graduate programs in the Department of Psychology. Admission is competitive and limited to available space. Meeting the minimum requirements, therefore, does not guarantee admission. Candidates must arrange for submission of three letters of recommendation directly to the department, two related to the undergraduate major, with at least one from psychology faculty. Applications should be received by March 15. Notification regarding admission normally will be made in April. Students applying later may be accepted as space is available.

III. PROGRAM REQUIREMENTS

Autism Spectrum Disorder Certificate

The Autism Spectrum Disorder Certificate provides integrated multidisciplinary training in autism and related disorders. Participation is limited to students enrolled in graduate degree programs in Psychology, Occupational Therapy, Communication Disorders, and Special Education. Admission to one of the designated graduate degree program does not guarantee admission to the certificate program. Post-degree students with graduate degrees in one of these fields will also be considered, although the focus of the certificate is on pre-service training. Students seeking admission to the certificate program should contact their graduate program advisor for information.

A total of 45 18 credit hours is required for candidates for the Autism Spectrum Disorder Certificate, including 1 course in each of the four participating disciplines (Psychology, Occupational Therapy, Communication Disorders, and Special Education) and one discipline-specific practicum in autism spectrum disorders, and a capstone course in autism spectrum disorders.

OTS 863..... 3 hours
PSY 777.....3 hours
CDS 867.....3 hours
SED 790.....3 hours
OTS 831 or PSY 843 or CDS 874 or SED 897.....3 hours
OTS 846 or CDS 899 or PSY 887 or OTS 846 or CDS 898 or SED 897 or PSY 898 or PSY 899 or CDS 899
or PSY 890.....3 hours

Total Course Requirements.....~~45~~ 18 hours

IV. EXIT REQUIREMENTS

Comprehensive Examination: In addition to the exit requirements for their degree, candidates for the certificate will be required to successfully complete an oral examination on Autism Spectrum Disorders.

(B) **Research Proposals (Title page and Introduction Section only).** For your research proposals you will be given peer-reviewed journal articles to read and synthesize. You will develop a unique prediction that logically follows from the previous research, and write an Introduction section and Title Page in APA format. You will be given the opportunity to receive feedback on drafts of your proposals, and to revise, before receiving a final grade **You must earn $\geq 70\%$ average on your research proposals to pass the course.**

Writing Quality: Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

4. **INFORMATION LITERACY**

A library faculty member will provide detailed instruction on information literacy topics that are essential for your success in college, and your future lives/careers.

5. **CAREER OPPORTUNITIES IN PSYCHOLOGY**

Various lectures and guest speakers will focus on job/career opportunities for Psychology majors. Both Bachelor- and graduate-level opportunities will be discussed.

6. **OUTSIDE CREDITS for Psychology Department.** All students in PSY 200, 250, 309 and 310 are required to complete 5 hours of outside credits. This requirement is set by the Psychology Department. *Failure to complete all five hours by the due date set by the instructor will result in a one-letter grade reduction of the final course grade.* To fulfill outside credits for this class you are required to participate in research projects, which will help you to better understand the research process and to get ideas about your own future research projects.

To receive credit for participating in research: Sign up for studies via the online system (see handout). The researcher will assign you credit in the computer once you participate. You do NOT need to give the instructor anything, but **please keep track of which studies you participate in (name of study, date, researcher)**, just in case we have a computer glitch.

GRADING POLICY

Policy Regarding Late Assignments. Assignment due dates are noted on the schedule in this syllabus. Please note that most assignments are due by **8:00am** on the due date. *This policy is designed to discourage students from missing class to complete an assignment.* Assignments received after 8:05am will be considered one-day late. Late assignments lose 10% per day late (not counting Sat & Sun). **Early assignments are always welcome.**

Calculation of Course Grade

(1) Three highest exams, all weighted the same: **total 50%** + **(2) Six article summaries/analyses:** all weighted the same **total 20%** + **(3) Two Research Proposals** (Title Pg. & Introduction sections): all weighted the same **total 20%** + **(4) Daily Quizzes: total 10%** (*Quiz score includes: Attendance (5%) + Quiz Score (5%)*)

A = 90--100%; B = 80--89%; C = 70--79%; D = 60--69%; F = less than 60%

Students must earn at least 70% in EACH of 2 components of the course: (1) Average exam score & (2) Average research proposal score (Title Page & Introduction sections only). Earning less than 70% in either of these components will result in a failing grade for the course, regardless of your other scores. The rationale for this policy is that these skills are important for your success in the next required research courses (PSY 309 & 310).

WHAT CAN YOU DO TO SUCCEED IN THIS COURSE?

1. STUDY (and study with other students if possible). In order to succeed in most college courses you should allow a minimum of 2 hours outside of class for homework and study purposes for each hour spent in class. Thus, for this 3-credit course you need to plan on spending at least 6 hours/week to read the textbook, work through the study guides, and complete homework assignments. The ability to think critically about research is an essential skill that you will need to be successful in your professional lives. If you are willing to spend the necessary time, you will be able to develop this important skill.
2. STUDY GUIDES & IN-CLASS EXERCISES/HANDOUTS. To best prepare for exams you should complete the study guide items as soon as possible, and review all class exercises/handouts. Ask questions about material that you do not understand. **I am always willing to review material with you. If you need extra help, please don't hesitate to see me in my office.**
3. DEVELOP WRITING SKILLS. **WRITING IS A SKILL. If you do not have good writing skills now, it is not too late to learn.** If you are serious about writing well, you can learn to do it. Good writing takes practice and a willingness to accept feedback from others. I am willing to help you with your writing. You may also get free help at the **Writing Lab: Case Annex 173 (622-6191)**.
4. EXAMS. Exams are cumulative so it is important that you understand ALL exam material. We will review the exam in the next class meeting after the exam. If this review does not answer all of your questions, please make an appointment with me to receive additional help. **I am always willing to help you understand any material. Please don't hesitate to ask.**
5. WORK WITH OTHERS. We learn best when we teach others. I will give you opportunities to work with other students and I encourage you to study with a partner and explain concepts to each other. This is a great way to determine what you do, and do not, know.

If you are not earning the grades you want, please talk to me. Together we can figure out how to improve your performance. I CARE ABOUT YOUR LEARNING.

EXAMS & MAJOR ASSIGNMENTS: DUE DATES. Early assignments are welcome.

- (T) Jan 27, 8:00am: Summary/Analysis assignment for Article 1
- (T) Feb 3: Exam 1
- (R) Feb 5, 8:00am: Summary/Analysis assignment for Article 2
- (T) Feb 10, 8:00am: Summary/Analysis assignment for Article 3
- (T) Feb 17, 8:00am: DRAFT Title Page & Introduction Section for Research Proposal #1
- (R) Feb 26, 8:00am: FINAL Title Page & Introduction Section for Research Proposal #1
- (T) Mar 3: Exam 2
- (T) Mar 17, 8:00am: Summary/Analysis assignment for Article 4
- (R) Mar 19, 8:00am: Summary/Analysis assignment for Article 5
- (T) Mar 24, 8:00am: Summary/Analysis assignment for Article 6
- (T) Mar 31, 8:00am: DRAFT Title Page & Introduction Section for Research Proposal #2
- (T) Apr 14: Exam 3
- (R) Apr 16, 8:00am: FINAL Title Page & Introduction Section for Research Proposal #2
- (T) Apr 28: Outside credits due (5 hrs)
- (R) Apr 30: Exam 4

COURSE SCHEDULE

CLASS DATES	READING ASSIGNMENTS	NOTES & IMPORTANT DUE DATES
Jan 13-- Jan 29	- <i>Mitchell & Jolley: Ch 1 & 3</i> - <i>Handout: APA Guide: Writing Research Papers in APA Format</i> - Articles 1, 2, & 3 (details below)	1/19: Last day to drop without "W" 1/27, 8:00am: Article 1 Assignment
(T) Feb 3	EXAM 1	
Feb 5— Feb 26	<i>Mitchell & Jolley: Ch 4, 15 & App A,B</i> - Articles 1, 2, & 3 (details below)	2/5, 8:00am: Article 2 Assignment 2/10, 8:00am: Article 3 Assignment 2/17, 8:00am: DRAFT Research Proposal #1 (based on Articles 1,2,3) 2/26, 8:00am: FINAL Research Proposal #1
(T) Mar 3	EXAM 2	
Mar 5— Apr 9	(Meet in Library Room 319 Mar 5, 17, & 19) Instruction from Library Faculty <i>Mitchell & Jolley: Ch 2</i> <i>Articles: 4, 5, & 6 (details below)</i>	3/17, 8:00am: Article 4 Assignment 3/19, 8:00am: Article 5 Assignment 3/24, 8:00am: Article 6 Assignment Mar 20: Last day to withdraw 3/31, 8:00am: DRAFT Research Proposal #2 (based on Articles 4,5,6)
(T) Apr 14	EXAM 3	
Apr 16— Apr 28		4/16, 8:00am: FINAL Research Proposal #2 4/28 Outside Credits due by 4pm
(R) Apr 30	EXAM 4 (optional)	

ARTICLE DETAILS (You will receive all articles via email)

For Research Proposal #1, you will be using Articles 1, 2, & 3

Article 1: *Pets Go to College: The Influence of Pets on Students' Perceptions of Faculty and Their Offices.* (Article 1 is also an example of an APA format paper. Other articles are not good examples.)

Article 2: *Critters in the Cube Farm: Perceived Psychological and Organizational Effects of Pets in the Workplace*

Article 3: *Labradors to Persians: Perceptions of Pets in the Workplace*

For Research Proposal #2, you will be using Articles 4, 5, & 6

Article 4: *College Stress & Persistence as a function of Attachment & Support*

Article 5: *Please See Me: Students' Reactions to Professor's Request as a function of Attachment and Perceived Support*

Article 6: *Why Do You Want to See Me? Students' Reactions to a Professor's Request as a function of Attachment and Note Clarity*

Program Title:
Transdisciplinary Autism Spectrum Disorder
Federal CIP Code:
Proposing Institution:
Eastern Kentucky University
Name of Proposing Community or Technical College:
Inside/Outside Institution Band of Authority:
Inside
Degree Designation:
Not a degree—a graduate certificate program
Program Description:
<p>This certificate will train a select group of current ECU graduate students and post-graduate degree students in clinical psychology, school psychology, occupational therapy, special education, and communication disorders to provide services to individuals with autism spectrum disorders.</p> <p>The certificate will consist of 18 credit hours of certificate course work, supported by other relevant coursework taken within the student's discipline. This program will prepare students to provide communication, social-emotional, behavioral, occupational, educational, and community services to individuals on the autism spectrum, their families, and their community service providers. Students will be engaged in both didactic and practicum-based learning experiences. Specifically, students successfully completing this certificate will:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and skills in effective assessment and intervention for individuals with ASD. 2. Compare and contrast evidenced-based intervention strategies used for those with ASD. 3. Effectively collaborate with parents and other professionals in the assessment and intervention process. 4. Apply knowledge and skills to consumers with ASD in schools, clinics, home, or in the workplace 5 . Appreciate the need for skilled service provision to those with ASD.
Statement of Need:
<p>Individuals with autism spectrum disorders (ASD) represent an increasing and heterogenous group of consumers who require an individualized and specialized approach to assessment, treatment planning, and intervention. Currently 1 of 150 individuals is diagnosed with an ASD (Center for Disease Control and Prevention, 2007). Behaviors exhibited by these children include impairment of social interaction and communication abilities and restricted, repetitive behaviors. Although there is no known cure for ASD, treatment and supports have been found to be effective in teaching new skills, replacing challenging behaviors, and improving occupational functioning. Reports from intervention approaches researched in a few major medical and educational centers around the United States and in England suggest that more individuals with autism may attain a positive long-term outcome if appropriate intervention can be provided early enough and intensively enough (Newsom, 1998). As awareness of autism spectrum disorders rapidly increases, there is a corresponding increase in demand for intervention and support services by families of individuals with ASD.</p> <p>Autism pre-service training certificates are a national trend, with 15 hour certificates being piloted in a number of states who have different disciplines involved and different course structures. By the far the most common discipline for focus is education or special education, although some states include other disciplines as well. A sample of states currently offering autism certificates through state and/or</p>

regional institutions include North Dakota, Arizona, Minnesota, Kansas, and Ohio. There is one functioning autism certificate training program in Kentucky, at Western Kentucky University, and two under development, at University of Louisville and at Georgetown College. The transdisciplinary focus on currently enrolled graduate students across 4 disciplines is unique to this ECU program.

In 2005 The Best Practices Subcommittee of the Kentucky Commission on Autism Spectrum Disorders was charged with making recommendations for best practices in interventions for individuals with autism and for training service providers. To meet this objective, a survey was generated. The primary focus of this survey was to identify the knowledge, attitudes, and training needs of service providers and make recommendations relevant to agencies of service providers. A total of 164 providers from 52 Kentucky counties responded to the survey. The majority of responses were generated from individuals working in Vocational Rehabilitation and Education systems. About 75% of respondents reported most frequently that their attitude was a strength in working with individuals with ASD. Education, knowledge, and experience, however, were rated as a strength by fewer than half of the respondents. Respondents rated problematic social skills and behaviors, as well as poor communication skills as characteristics that impact working with individuals with ASD.

Based on the results of the survey, several recommendations were made. These included:

The primary mode of training should be comprised of supervised field work, direct observation, modeling, and feedback, and hands-on experiences, supplemented by other formats such as workshops, conferences and in service training opportunities.

The work force of providers for adults needs to be increased and training needs to be geared toward this service provider group.

Training is recommended on research supported practices including behavioral intervention, applied behavior analysis, naturalistic applied behavior analysis, combined therapy approaches / communication therapies, and structured teaching.

Collaboration across caregivers and providers needs to increase.

Education, knowledge, and experience of providers are areas that need to be strengthened.

Training needs to emphasize strategies for dealing with interfering problem behaviors, social skills, and poor communication skills.

Service providers require training on specialized diagnostic, assessment, and intervention approaches for ASDs. Emphasis should be on conducting diagnostic assessments, determining communication systems, assessing problem behaviors, implementing positive behavioral supports, assessing and teaching social skills, training peers, and developing family-centered plans.

Currently, individuals with ASD are under-served and under-represented in the service system. There is an even more significant state wide shortage of education and related service professionals well trained in theory and practice related to ASD. This shortage in training exists despite increasing and emerging roles for professionals with this population. According to the Acting Director of the Kentucky Autism Training Center, a shortage of professionals all four disciplines targeted by the current proposal exists in Kentucky and surrounding areas (R. Grau, personal communication, January 25, 2009). While most education, psychology, and occupational therapy graduate training programs at the master's level use a "generalist model" of training, and a shortage of skilled practitioners exists everywhere, it is even greater in rural areas where families with individuals with ASDs currently have limited access to professionals with specialty training in autism.

Current state training efforts focus largely on improving in-service training for teachers. There is an

unmet, largely unrecognized and pressing need for pre-service training about ASD through the entire lifespan across disciplines and about using evidence-based methods for assessment, teaching, intervention, and understanding challenging behaviors (Kentucky Commission on Autism Spectrum Disorders Report to the Governor, 2006). There is currently a shortage of occupational therapists nationally and while schools and early intervention remain the most popular practice settings for occupational therapists, there are many unfilled positions, especially in rural areas (AOTA, 2006). Particularly in the more rural parts of Kentucky, there are significant shortages of both clinical and school psychologists in general (Fagan, 2004; Washington, 2007) There is an even more significant national and state-wide shortage of psychologists with specialty training in theory and practice related to individuals with autism spectrum disorders. This shortage in training exists despite increasing and emerging roles in the field of autism for psychologists and other service providers. The training proposed by this certificate program will provide future service providers in psychology, occupational therapy, and communication disorders with increased knowledge and skills needed to support those with ASD. Further, the transdisciplinary nature of this certificate's training model will prepare professionals to provide the kind of trans-discipline collaboration that is being studied for its potential to provide better service integration and more cost-effectiveness (Kuhlmann, 2008)

Proposed Options:

No program options are associated with this certificate.

Job Opportunities for Program Graduates:

As described earlier in this proposal, personnel needs related to autism support services are enormous, but options for training are limited. Furthermore, general training programs in psychology, special education, communication disorders, and special education, even at the doctoral level, do not adequately prepare professionals with competencies in best practices for this specialized population or in interdisciplinary training. Because of the increasing identification of autism as Kentuckians become more aware of the existence of this disorder and because of the extremely complex nature of the disorder, there is a need for professionals in these disciplines who graduate with pre-service training in autism and who can coordinate with other professionals to identify gaps, to participate in and develop systems that can serve families in Kentucky and surrounding Appalachian areas.

The National Association of Special Education Teachers' website asserts that "it is inevitable that special education professionals will be working with students with autism spectrum disorders throughout their entire careers." Careers for psychologists in the area of ASD are cited by universities who track their graduates' employment positions, such as Rutgers, as well as by career and degree advice sources intended for students (Super & Camenson, 2008; Career Opportunities for Majors in Psychology). There is currently a shortage of occupational therapists nationally and while schools and early intervention remain the most popular practice settings for occupational therapists, there are many unfilled positions, especially in rural areas (AOTA, 2006).

Community mental health centers, schools, private therapy offices, and medical centers in rural Kentucky communities report ongoing difficulty recruiting professionals with training and comfort addressing the needs of individuals with autism and their families.

The proposed program is especially effective in preparing graduates for this emerging employment sector, as it integrates four key education and related service disciplines and provides students with thorough foundations in each.

Plans for Program Delivery thru Distance Learning:

Two courses offered for this certificate (PSY 777 and OTS 863) will be offered online, with very limited on-campus requirements. Practicum (OTS 831, PSY 843, CDS 874 or SED 897), fieldwork or internship credits (OTS 846, CDC 898, SED 897, PSY 898 or 899) may also be off campus.

Names of Primary Contacts:

Dr. Myra Beth Bundy, Associate Professor, Department of Psychology

(859) 622-1105; myrabeth.bundy@eku.edu

Preliminary Plans for collaboration with other institutions:

Our program will continue its collaboration with the University of Louisville Kentucky Autism Training Center. The center often offers low or no cost autism continuing education opportunities to our faculty and our graduate students. Our faculty have also collaborated with the Kentucky Department of Education and the University of Kentucky Institute for Human Development in grant writing for autism training resources for the state.

In addition to the enhanced workplace skills students will develop, the program constitutes a logical prelude to further study in the areas of globalization, international affairs, international relations and related programs. The skills and substantive knowledge that students acquire in the proposed program will provide excellent preparation for graduate work in Public Administration (offered by UK, ECU, WKU, NKU, Morehead, KSU, Murray and U of L), Business Administration with an International Emphasis (NKU, U of L), Political Science (UK, U of L), Diplomacy and International Commerce (UK) and Economics with international concentration (UK, WKU). Initial contacts with coordinators for some of these programs indicate a high level of enthusiasm.

Names of Contacts at Institutions Offering Related Programs:

Marty Boman, Ed.D.

Assistant Professor, Exceptional Education Department of Special Instructional Programs College of Education & Behavioral Sciences

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Dr. Eve Proffitt

Director, LBD Degree Program

Anderson Hall, 106

Georgetown College

Georgetown, Kentucky

(502) 863-7031

eve_proffitt@georgetowncollege.edu

Program Type:
Single Institution
Proposed By:
Eastern Kentucky University
Proposal Date:
02/23/2009
Email:
Myrabeth.bundy@eku.edu
Proposed Implementation Date:
06/2009
Proposal Submission Date:

Proposal to Establish a Transdisciplinary Autism Spectrum Disorder
Certificate at Eastern Kentucky University

Submitted by

Myra Beth Bundy
Department of Psychology

Justin Cooper
Charlotte Hubbard
Department of Special Education

Peggy Wittman
Department of Occupational Therapy

March 2009

Proposal to Establish an Transdisciplinary Autism Spectrum Disorder
Certificate at Eastern Kentucky University

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Purpose

The following proposal outlines a new training certificate aimed at providing specialty training in autism spectrum disorders to currently enrolled ECU graduate students and post-graduate degree students in clinical psychology, school psychology, occupational therapy, communication disorders, and special education. The program will provide a much needed specialized, multidisciplinary, and integrated training approach to this complex group of neurobiological disorders.

Background and Need

Individuals with autism spectrum disorders (ASD) represent an increasing and heterogeneous group of consumers who require an individualized and specialized approach to assessment, treatment planning, and intervention. Currently 1 of 150 individuals is diagnosed with an ASD (Center for Disease Control and Prevention, 2007). Behaviors exhibited by these children include impairment of social interaction and communication abilities and restricted, repetitive behaviors. Although there is no known cure for ASD, treatment and supports have been found to be effective in teaching new skills, replacing challenging behaviors, and improving occupational functioning. Reports from research in a few major medical and educational centers around the United States and in England suggest that more individuals with autism may attain a positive long-term outcome if appropriate intervention can be provided early enough and intensively enough (Newsom, 1998). As awareness of autism spectrum disorders rapidly increases, there is a corresponding increase in demand for intervention and support services by families of individuals with ASD.

Autism pre-service training certificates are a recent national trend, with 15 hour certificates being piloted in a number of states around the U.S. These programs feature varying disciplines and course structures. By the far the most common discipline for focus is education or special education, although some states include other disciplines as well. A sample of states currently offering autism certificates through state and/or regional institutions include North Dakota, Arizona, Minnesota, Kansas, and Ohio.

In 2005 The Best Practices Subcommittee of the Kentucky Commission on Autism Spectrum Disorders was charged with making recommendations for best practices in interventions for individuals with autism and for training service providers. To meet this objective, a survey was generated. The primary focus of this survey was to identify the knowledge, attitudes, and training needs of service providers and make recommendations relevant to agencies of service providers. A total of 164 providers from 52 Kentucky counties responded to the survey.

Based on the results of the survey, several recommendations with regard to training service providers were made. These included:

The primary mode of training should be comprised of supervised field work, direct observation, modeling, and feedback, and hands-on experiences, supplemented by other formats such as workshops, conferences and in service training opportunities.

The work force of providers for adults needs to be increased and training needs to be geared toward this service provider group.

Training is recommended on research supported practices including behavioral intervention, applied behavior analysis, naturalistic applied behavior analysis, combined therapy approaches / communication therapies, and structured teaching.

Collaboration across caregivers and providers needs to increase.

Education, knowledge, and experience of providers are areas that need to be strengthened.

Training needs to emphasize strategies for dealing with interfering problem behaviors, social skills, and poor communication skills.

Service providers require training on specialized diagnostic, assessment, and intervention approaches for ASDs. Emphasis should be on conducting diagnostic assessments, determining communication systems, assessing problem behaviors, implementing positive behavioral supports, assessing and teaching social skills, training peers, and developing family-centered plans.

Currently, individuals with ASD are under-served and under-represented in the service system. There is an even more significant state wide shortage of education and related service professionals well trained in theory and practice related to ASD. This shortage in training exists despite increasing and emerging roles for professionals with this population. According to the Acting Director of the Kentucky Autism Training Center, a shortage of professionals in all four disciplines targeted by the current proposal exists in Kentucky and surrounding areas (R. Grau, personal communication, January 25, 2009). While most education, psychology, and occupational therapy graduate training programs at the master's level use a "generalist model" of training, and a shortage of skilled practitioners exists everywhere, it is even greater in rural areas where families with individuals with ASDs currently have limited access to professionals with specialty training in autism.

Current state training efforts focus largely on improving in-service training for teachers. There is an unmet, largely unrecognized and pressing need for pre-service training about ASD through the entire lifespan across disciplines and about using evidence-based methods for assessment, teaching, intervention, and understanding challenging behaviors (Kentucky Commission on Autism Spectrum Disorders Report to the Governor, 2006).

There is currently a shortage of occupational therapists nationally and while schools and early intervention remain the most popular practice settings for occupational therapists, there are many unfilled positions, especially in rural areas (AOTA, 2006).

Shortage of autism-trained speech therapists is also in evidence. The American Speech-Language-Hearing Association formed an Ad Hoc Committee on Autism Spectrum Disorders in 2005. This committee found that: "Due to the unique learning style and social communication challenges seen in individuals with ASD, speech-language pathologists should participate in preservice and continuing education designed to prepare and enhance the knowledge and skills of professionals who provide services for individuals with ASD. To serve individuals with ASD effectively, speech-language pathologists should be informed of the current research and/or participate in and advance

the knowledge base related to ASD.”

Particularly in the more rural parts of Kentucky, there are significant shortages of both clinical and school psychologists in general (Fagan, 2004; Washington, 2007). There is an even more significant national and state-wide shortage of psychologists with specialty training in theory and practice related to individuals with autism spectrum disorders. This shortage in training exists despite increasing and emerging roles in the field of autism for psychologists and other service providers.

The training proposed by this certificate program will provide future service providers in psychology, occupational therapy, and communication disorders with increased knowledge and skills needed to support those with ASD. Further, the transdisciplinary nature of this certificate’s training model reflects the latest thinking on how to provide integrated and cost effective services (Kuhlmann, 2008).

Certificate Description

This certificate will train a select group of current ECU graduate students and post-graduate degree students in clinical psychology, school psychology, occupational therapy, special education, and communication disorders to provide services to individuals with autism spectrum disorders.

The certificate will consist of 18 credit hours of certificate course work, supported by other relevant coursework taken within the student's discipline. This program will prepare students to provide communication, social-emotional, behavioral, occupational, educational, and community services to individuals on the autism spectrum, their families, and their community service providers. Students will be engaged in both didactic and practicum-based learning experiences. Specifically, students successfully completing this certificate will:

1. Demonstrate knowledge and skills in effective assessment and intervention for individuals with ASD.
- 2.. Demonstrate knowledge of evidenced-based intervention strategies used for those with ASD.
3. Effectively collaborate with parents and other professionals in the assessment and intervention process.
4. Apply knowledge and skills to consumers with ASD in schools, clinics, home, or in the workplace
5. Appreciate the need for skilled service provision to those with ASD.

Classes will be taught online and face-to-face on campus. Classes can be taken in any order but successful completion of at least two courses will be required before a student can enroll in Practicum and Fieldwork courses. Practicum experiences will be completed at the ECU Psychology Clinic or the ECU Speech-Language-Hearing Clinic in Richmond, Kentucky or at other locations approved by the graduate student's advisor, instructor, and/or clinical supervisor.

The following courses will be required for a total of 18 credit hours:

1. OTS 863 Independent Study Occupation of Persons with Autism (3 credit hours)
The Lifestyle Performance Model and sensory integrative theories will be used as conceptual frameworks for assessment and intervention of individuals with ASD. Understanding the impact of sensory processing disorders on children's occupational performance will enable students to design and implement intervention designed to help those with ASD function more independently.
2. PSY 777 The Autism Spectrum. (3 credit hours)
Assessment, diagnosis, and intervention in autism spectrum disorders across the lifespan. Conduct autism spectrum applied assessment and intervention.

3. CDS 867 Advanced Language Disorders (3 credit hours)

Advanced study of formal and informal assessment and treatment approaches in child language without consideration of etiology. Emphasis on language and narrative sampling analysis techniques and use of language within the natural context.

4. SED 790 Applied Behavior Analysis (3 credit hours)

Behavior analysis applied to classroom and instructional management. Development of skills in data collection, intervention procedures, and evaluation of behavior change.

5. OTS 831, or PSY 843, CDS 874 or SED 897 (3 credit hours) Practicum in Autism Spectrum Disorders

The application of knowledge and skills learned in prerequisite courses to those with ASD in a supervised clinical and/or educational setting that specializes in assessment, intervention, and/or education for those with ASD. Students will work on interdisciplinary teams to assess and provide individual and group intervention. Supervision will be provided by faculty with expertise in ASD. Students will be expected to attend an approved off-campus regional training conference/meeting on ASD either before or during their practicum experience.

6. As a Capstone Experience in Autism Spectrum Disorders, ((See *** for details) students will complete their choice of one of the following:

3 Independent Project hours in ASDs (OTS 846, CDS 899, or PSY 887) .

or

3 Clinical Internship/Fieldwork hours in ASDs (OTS 846, CDS 898, SED 897, or PSY 898 or 899)

or

3 Thesis hours with an ASD topic (CDS 899, PSY 890)

Each of the courses involved in this certificate will include one learning community experience designed to facilitate interaction between faculty and students across the four certificate disciplines.

Students will also be required to receive a passing score on an Oral Comprehensive Exam, to be administered at the completion of their course requirements and before they go on internship. The Oral exam will be administered and scored as “pass” or “fail” by a team comprised of faculty from each of the four disciplines represented in the certificate program.

Program evaluation will be accomplished through biennial assessment of student performance on measures of the Autism Certificate Program Competencies (see Appendix B).

*** Capstone: A student enrolled in the ACP may receive 3 semester credit hours for a special project done within an established fieldwork experience arranged by his/her graduate program (psychology, occupational therapy, special education, speech and language disorders). The following criteria must be met in order to receive this credit:

At least ½ of the student's caseload includes individuals with ASD and the student is responsible for assessing, treatment planning, intervention, and re-evaluation of these clients. This work will be supervised by a practitioner with expertise and experience in working with people with ASD.

A special project dealing with some aspect of ASD is completed. This project will include an in-depth study of some aspect of ASD and will demonstrate an application of knowledge and skills gained through participation in the ACP. This could include a research project done in the clinical setting, an in-service or continuing education presentation done for other professionals, or another specially designed project that will enhance the student's understanding of individuals with ASD. This project must be approved in advance by both the clinical supervisor and the program's faculty representative.

Admission to the Program

Application for admission to the Autism Spectrum Disorder Certificate will be open to students currently enrolled in Eastern Kentucky University master's programs in clinical psychology, communication disorders, occupational therapy, and/or special education, or specialist program in school psychology. Post-degree students with graduate degrees in one of these fields will also be considered, although the focus of the certificate is on pre-service training.

Admitted graduate students in each discipline will complete an additional application and admissions process for the ASD Emphasis, including an application form, 2 page purpose statement, and 2 reference letters. Final candidates for admission will participate in telephone or in-person interviews with at least one faculty representative. A faculty representative from each discipline represented in the emphasis program will sit on the admissions committee.

Three to four graduate students from each of represented disciplines will be admitted each academic year, so that the program will be comprised of a multidisciplinary group of students and taught by a multidisciplinary set of instructors. Applications should be received by each program in adherence with deadlines for the program's standard application.

Budget Impact

This program is expected to be budget neutral. No new faculty or reassigned time or new courses will be added. Further, the endorsement program could generate revenue by attracting students to the university, since this program will be Kentucky's only multidisciplinary program with this specific structure and a pre-service training focus for enrolled graduate students.

A budget-related goal for this certificate is to have enrolled students attend at least one regional autism spectrum disorder conference during their studies. Fortunately there are low-cost, excellent quality conferences offered annually: Network of Autism Training and Technical Assistance Programs, in Columbus Ohio and a variety of trainings offered by the University of Louisville's Kentucky Autism Training Center. In the past two years, 10-15 graduate students from EKU's Psychology and Occupational Therapy departments have taken advantage of these training opportunities, along with their sponsoring faculty, either partially funding themselves through presentations at the conference, complimentary registrations for volunteering at the conferences, or through small external grants written by the faculty.

Resources

EKU Psychology Clinic

The EKU Psychology Clinic is a training, service, and research facility operated by the Department of Psychology. The Clinic offers outpatient mental health services to the community. The Developmental Disabilities Specialty Clinic, a component of the Psychology Clinic, serves individuals of all ages and levels of functioning on the autism spectrum and their families. The DD Specialty Clinic, under the supervision of Dr. Myra Beth Bundy, is known to professionals, families, and consumers throughout the state of Kentucky as a resource for diagnosis, consultation, psychological evaluation, intervention, and support for individuals with ASD and their families. Services include individual evaluation and psychotherapy, parent consultation (group and individual), and various social opportunity and training groups. Every Fall semester, the clinic offers a Social Effectiveness Therapy group for older teens and adults on the autism spectrum. Graduate students in psychology and occupational therapy co-lead the group. Every Spring semester, the clinic offers a parent consultation group and an accompanying sensory-social group for children with ASDs. Faculty and students from the Department of Psychology collaborate with faculty and students from the EKU Department of Occupational Therapy to conduct this service. In addition to the services for the local community and region, this thriving clinic will provide practicum, research, and fieldwork/internship opportunities for ASD certificate students. The transdisciplinary nature of the certificate training will bring services from additional disciplines into the clinic for the community and these additional disciplines will benefit from the opportunity to work with our unique group of clients with autism spectrum disorders.

Eastern Kentucky University Speech & Hearing Clinic

This is a non-profit clinic which has been in operation since 1972 and became accredited by the Professional Services Board of the American Speech-Language-Hearing Association in 1984.

The EKU Speech-Language-Hearing Clinic has three major functions:

1. To provide comprehensive clinical services for persons of all ages with communication problems,
2. To continue investigation and research on the nature and management of communication problems, and
3. To offer ongoing clinical instruction to students in speech-language pathology and audiology.

To enable our students to fulfill their clinical practicum requirements, much of the therapy and diagnostic service provided at this facility is provided by students. Student clinicians are fully prepared for therapy and work under the guidance of faculty supervisors who hold the Certificate of Clinical Competence (CCC) in speech-language pathology or audiology from the American Speech-Language-Hearing Association. Our

services are available to members of the university community as well as individuals from the community at large. Self-referrals are accepted, as are referrals from parents, schools, physicians, and others. Services are provided on a non-discriminatory basis to approximately 250 clients per year with at least 10% of the clients diagnosed with autism. Clients of all ages are welcome and typically range between 18 months and 75 years of age. Consultation is also provided in daycare settings and the home. Collaboration and co-treatment occur with occupational therapists, physical therapists, and psychologists to enhance the services provided to clients served in the Clinic.

Transdisciplinary Collaboration and Support for Critical Thinking

The cooperation between multiple disciplines both at the faculty and student level is a unique and valuable aspect of this certificate. In addition, the research and clinical projects and clinical experiences in autism spectrum disorders make this certificate strong in promoting critical thinking, problem solving, application of skills and theory within and across disciplines, and conceptualization in the ASD area, rather than simple memorization of curricula or methods.

The Autism Certificate Program, EKU's Vision, and the CPE's Key Indicators of Progress

The Autism Spectrum Disorders Certificate will make a significant contribution to EKU's commitment to Regional Stewardship and to EKU's efforts to address the priorities for postsecondary education in Kentucky set forth in the 2005-2010 Campus Action Plan (Five Questions – One Mission: Better Lives for Kentucky's People). Specifically, the ASD Certificate addresses two of the five key indicators for progress included in that plan.

Do more Kentuckians have certificate and degrees?

Since Western Kentucky University is the only university in Kentucky currently offering a formal certificate in Autism Spectrum Disorders, a limited number of certificates are awarded each year. An ASD certificate program at EKU would increase the number of Kentuckians in our 4 target disciplines who could earn specialized training in ASD.

Although the certificate program will only formally issue certificates to graduate or post-graduate degree students, it will also impact training opportunities for undergraduate students seeking degrees at EKU. A core course of the certificate, The Autism Spectrum, will be available annually to a small number of undergraduate, as well as to the graduate students enrolled in the certificate program. Within this course, undergraduates will observe graduate certificate students as they learn and apply a unique assessment and treatment planning model to individuals with autism through family and individual interviews and observations. Further, graduate autism practica work will also provide opportunities to undergraduate students through vertical clinical teams in the EKU Psychology Clinic, headed by an autism certificate faculty member and including graduate students and advanced undergraduates. Work on one of these teams can provide laboratory experiences for undergraduate course, while the graduate students gain experience in team leadership and clinical mentorship.

Are Kentucky's people, communities, and economy benefiting?

The experience of the EKU Psychology Clinic which began informally offering a limited range of services in the area of autism when Dr. Bundy arrived in 1996, has been one of continually increasing requests for a variety of services throughout the central and eastern part of the state. The waiting list of individuals with autism seeking services averages around 20. Similarly, the EKU Speech and Language Clinic maintains a waiting list of individuals with autism seeking communication and speech services. The ASD certificate program will help meet the critical needs for autism-trained special educators and related service providers in Kentucky. The program will also enable us to offer services that are expanded and much more integrated across disciplines to the

community, at minimal cost, through the ECU Psychology Clinic and the ECU Speech-Language Clinic.

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Appendix A

ASD Certificate Primary Faculty Biographies/Qualifications

Dr. Myra Beth Bundy
Associate Professor of Psychology
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Dr. Myra Beth Bundy is an Associate Professor of Psychology at Eastern Kentucky University and a licensed psychologist. She worked in autism spectrum disorder residential care throughout her doctoral studies in clinical-community psychology at the University of South Carolina. Her graduate and post-graduate training also specialized in autism and other developmental disabilities. She completed a doctoral internship at the University of North Carolina TEACCH program, a pioneering program in autism spectrum disorder diagnosis and intervention. Her post-doctoral training year was spent at the University of Colorado Health Sciences Center, training in the Denver Model of Autism Spectrum Disorders intervention. During these training experiences, she was fortunate enough to work with professionals who have led research efforts and shaped trends in intervention, and supportive programming in autism, such as Dr. Gary Mesibov, Dr. Lee Marcus, Dr. Loisa Bennetto, and Dr. Sally Rogers.

In her current position in the EKU Psychology Clinic, she works alongside some of the best and brightest EKU graduate students to evaluate and support individuals on the autism spectrum across the lifespan, individually and in groups. She coordinates developmental disabilities services in the EKU Psychology Clinic. Along with her psychology students and in collaboration with students and faculty in the EKU Occupational Therapy department, she writes and conducts research in the area of autism. She has presented on a wide range of autism spectrum-related topics around the Commonwealth of Kentucky as well as around the U.S.

Dr. Bundy served on the Governor-appointed Kentucky Commission on Autism Spectrum Disorders from 2005-2006. She currently serves on the Kentucky Autism Interagency Planning Group and the Kentucky Autism Training Team. As part of these roles, she will be receiving training in 2009 through Kentucky's grant-funded partnership with the National Professional Development Center on Autism Spectrum Disorders. She enjoys spending time with and learning from individuals on the autism spectrum and their families. Dr. Bundy has been working and learning in the area of autism spectrum disorders for the past 20 years.

Dr. Justin Cooper
Chair, Department of Special Education
Department of Special Education
Eastern Kentucky University
Richmond, KY 40475
Justin.Cooper@eku.edu

Dr. Justin T. Cooper is an Associate Professor of Learning and Behavioral Disorders and Chair of the Department of Special Education at Eastern Kentucky University in Richmond, Kentucky. He received his Ed.D. in special education from the University of Kentucky, concentrating on academic and behavioral interventions for students with emotional and behavioral disorders.

Prior to moving in to higher education, Dr. Cooper was a special education teacher in Utah, Wyoming, and Florida. As a special education teacher, he worked with students with a variety of disabilities, including autism spectrum disorders, at the elementary, middle school, and high school level. Since entering the field of higher education, his focus has been on training educators to work in various settings with individuals with disabilities. He has conducted research on the use of Applied Behavior Analysis to facilitate academic and social behavioral change in students diagnosed with autism spectrum disorder. In addition, Dr. Cooper has done numerous consultations with both school systems and families of students with autism to develop behavioral intervention plans for students.

In his current position, Dr. Cooper teaches undergraduate and graduate courses on Applied Behavior Analysis, Characteristics of Emotional And Behavioral Disorders, and Behavior Management.

Dr. Charlotte Hubbard
Assistant Professor of Communication Disorders
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Dr. Hubbard is an Assistant Professor in the Communication Disorders Program at Eastern Kentucky University. She is certified by the American Speech-Language-Hearing Association in Speech-Language Pathology and is licensed in Kentucky as a speech-language pathologist. She has lectured and presented in the area of social communication for people with autism.

Through the EKU Speech-Language-Hearing Clinic, Dr. Hubbard has worked with children and young adults diagnosed with autism and related disorders and their families for the past fourteen years to further develop their communication skills and social interactions. Dr. Hubbard has collaborated and co-treated with Dr. Bundy and her psychology students concerning clients with autism and their families. In addition Dr. Hubbard has served as a consultant for families and professionals who have questions concerning communication skills in people with autism. She loves to share with and learn from families of people with autism and anyone interested in autism spectrum disorders.

Peggy Wittman, EdD, OT/L, FAOTA
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Dr. Peggy Wittman is currently an associate professor of occupational science and occupational therapy at Eastern Kentucky University. She has taught occupational therapy at both the undergraduate and graduate levels for over 20 years. She has clinical experience working in a wide variety of community settings with diverse populations. For the past several years she has been engaged in a collaborative relationship with colleagues from psychology to design and lead groups for children and young adults with Autism Spectrum Disorder. She has presented and published on a variety of topics related to ASD and the programs she has developed to help those with autism attain social skills. She has also published research she has done in the areas of student growth and development, quality of life of older African Americans, and the Lifestyle Performance Model.

Dr. Wittman has extensive experience in developing, leading, and evaluating new programs in occupational therapy practice and education. Additionally her leadership background is extensive and includes service as President of the North Carolina Occupational Therapy Association for two terms, member of the American Occupational Therapy Association's Task Force to study the future of mental health OT, and the National Certification Board for OT's task force on continued competency. She has provided consultative services to a wide range of community agencies and is a Fellow of the American Occupational Therapy Association because of her excellence in practice, education, and research.

Appendix B

Model Curriculum for ASD Certificate Across Disciplines

<u>Semester</u>	PSYCH	OT	SPEECH	SP Ed
Summer (i.e., 2009)	PSY 777	PSY 777	PSY 777	PSY 777
Semester I (fall) 2009	none	none	none	none
Semester II (spring) 2010	PSY 843 (autism Practicum)	Practicum OTS 831 and CDS 867	CDS 867 CDS 874 (autism practicum)	
Semester III (summer) 2010	none	OT 863	OT 863 CDS 874 alternative	OT 863
Semester IV (fall) 2010	SED 790	SED 790	SED 790	SED 790
Semester V (spring) 2011	CDS 867 Capstone Option 1	Capstone	Capstone	Capstone
Semester VI (summer) 2011	OTS 863 Capstone Option 2			

Appendix C

Environmental Scan for Autism Spectrum Disorders Certificate

I. Internal

Related ECU Programs

There are no programs in autism spectrum disorders at ECU.

EKU Student Demand

Autism Spectrum Disorders are a topic of interest among ECU graduate students in psychology, communication disorders, special education, and occupational therapy. The ECU Psychology Clinic currently offers 2-3 annual practicum placements in autism spectrum disorders for graduate students in clinical psychology and 1-2 part-time master's level clinical internships focusing on ASDs. Occupational therapy and Clinical Psychology students currently collaborate on fairly extensive group intervention practica experiences in both fall and spring semesters. When the Autism Spectrum Disorder class was taught as an interdisciplinary topics course in 2001, enrollment was high and included students from all four of the disciplines involved in the current certificate effort. For special education students this certificate could serve as part of their Rank 1 course work.

According to the current issue of Teaching Exceptional Children, many schools have witnessed amazing growth in the population of students with autism spectrum disorders (ASD). The unique instructional needs of these children has led to the rapid development of new programs and approaches to meeting their needs.

This increased need for professionals who are prepared to work with students with ASD has led to colleges and universities making curricular changes by modifying existing programs, or by developing new programs to provide educators the necessary skills and knowledge to be able to work effectively with this student population. Special education administrators are constantly seeking professional development opportunities for their teachers in the area of ASD. Due to the increased national spotlight on the increasing incidence rates of ASD, more and more educators are seeking additional training in this area.

The topic of Autism Spectrum Disorders continues to grow in public and student interest. This certificate is expected to attract applicants to all of the four ECU programs involved.

EKU's Vision and Mission

Offering specialized interdisciplinary training in working with Autism Spectrum Disorders supports ECU's vision of holding national distinction as a leading, comprehensive university focused on students and learning.

II. External

Demand for Graduates

As described earlier in this proposal, personnel needs related to autism support services are enormous, but options for training are limited. Furthermore, general training programs in psychology, special education, communication disorders, and special education, even at the doctoral level, do not adequately prepare professionals with competencies in best practices for this specialized population or in interdisciplinary collaboration. As Kentuckians become more aware of the existence of this disorder and because of the extremely complex nature of the disorder, there is a need for professionals in these disciplines who graduate with pre-service training in autism and who can coordinate with other professionals to identify gaps, to participate in and develop systems that can serve families in Kentucky and surrounding Appalachian areas.

The National Association of Special Education Teachers' website asserts that "it is inevitable that special education professionals will be working with students with autism spectrum disorders throughout their entire careers." Careers for psychologists in the area of ASD are cited by universities who track their graduates' employment positions, such as Rutgers, as well as by career and degree advice sources intended for students (Super & Camenson, 2008; Career Opportunities for Majors in Psychology).

Community mental health centers, schools, private therapy offices, and medical centers in rural Kentucky communities report ongoing difficulty recruiting professionals with training and comfort addressing the needs of individuals with autism and their families.

Student Demand

For the reasons described above, we expect a sufficient demand to fill classes for this selective certificate program. As discussed elsewhere in this proposal, ECU psychology, speech-language, and occupational therapy graduate students are already being trained in clinical practica in numbers that would be sufficient to fill the certificate program. Master's theses and research projects are also regularly completed in the area of autism spectrum disorders, for graduate students in clinical psychology, occupational therapy, and communication disorders. ECU graduate students in Clinical Psychology often choose ECU because they expect and want to receive specialty training in autism spectrum disorders. The involved departments expect to be able to recruit for the certificate program simply by publicizing it to incoming admitted students who have already chosen ECU because of its tradition of autism pre-service training.

Council on Postsecondary Education Indicators of Progress

The Autism Spectrum Disorder Certificate Program addresses two of the CPE's Five Key Indicators of Progress for 2005-2010:

Do more Kentuckians have certificates and degrees?

This ECU certificate program will provide new opportunities for specialized training certificates in 4 disciplines.

Are Kentucky's people, communities, and economy benefiting?

Graduates of the certificate program will help meet the critical need for professionals with autism specialty training in Kentucky, especially rural Kentucky

The increased availability of affordable, interdisciplinary assessment, treatment, and support services through the ECU Psychology Clinic and the ECU Speech-Language Clinic reflects ECU's commitment to regional stewardship.

Related Programs at other Kentucky Institutions

This program will be Kentucky's only multidisciplinary program with this specific structure and a pre-service training focus for enrolled graduate students in Psychology, Communication Disorders, Special Education, and Occupational Therapy.

Existing autism spectrum training programs in the state are as follows:

Western Kentucky University offers a 15 credit Autism Spectrum Disorder Certificate, housed and with all courses offered in the Department of Special Instructional Programs, aimed at professionals in a variety of fields (Education, Exceptional Education, Literacy, School Psychology, Communication Disorders, Social Work, Marriage and Family Therapy, Mental Health Counseling, Nursing, Public Health, or related areas) who have already obtained a master's degree.

Contact:

Marty Boman, Ed.D.

Assistant Professor, Exceptional Education Department of Special Instructional Programs College of Education & Behavioral Sciences

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The University of Louisville is working to establish the U of L Autism Center, a multi-disciplinary service provider centered in the U of L Departments of Psychiatry and Pediatrics and the College of Education and Human Development. The University of Louisville also has a Master's of Education in Special Education with an emphasis in autism. The emphasis includes 5 courses. These courses are taken mostly by U of L graduate students in special education, although some other U of L graduate students and non degree students have taken them as well.

Contact:

Monica Delano, Ph.D.

Assistant Professor, Special Education, Department of Teaching and Learning

College of Education and Human Development

University of Louisville

Louisville, Kentucky

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Georgetown College is working to establish an autism certificate training program to begin in Fall 2009.

Contact:

Dr. Eve Proffitt

Director, LBD Degree Program

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Appendix D

Letters of Support

1. Rebecca Grau, MPA, Interim Director, Kentucky Autism Training Center
2. Dr. Marty Boman, Western Kentucky University certificate director
3. Rita Brockmeyer, Founder, ECU Parent and Professional Autism and Related Disorders group, parent of a teen with autism
4. Dusty Phelps, M.S., Pulaski County Schools
5. Dr. Scott Tomcheck, University of Louisville, Director, Weisskopf Child Evaluation Center
6. Linda Gregory, Director of Speech Pathology, Rockcastle Hospital and Respiratory Care Center, Inc.
7. Dr. Tammy Cranfill, Director, ECU Speech and Hearing Clinic
8. Joe Dickhaus, M.S. Candidate in Clinical Psychology, Eastern Kentucky University



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Dr. Myra Beth Bundy
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February 12, 2008

Dear Dr. Bundy and Colleagues:

I am pleased to have the opportunity to write in support of **Eastern Kentucky University Autism Spectrum Disorders Certificate**. The prevalence of autism has risen to 1 in every 150 children (Centers for Disease Control, 2008). No known cure for autism exists; there is consensus that early diagnosis followed by appropriate intervention can improve outcomes for most individuals with autism. Despite increasing attention to a variety of areas relating to autism spectrum disorders (ASD), there is a dearth in the availability of specialized training for professionals that work with individuals on the autism spectrum. According to the National Research Council (2001);

There is a need for personnel preparation to produce qualified teachers and support staff and to provide technical assistance to answer problems faced by local practitioners, as well as to generate research, enhance communication, and support demonstration projects. The wide range of IQ scores and verbal skills associated with autistic spectrum disorders, from profound mental retardation and severe language impairments to superior intelligence make the need for training of personnel even greater.

Dr. Bundy's wide involvement with the autism community and the success of the ECU psychology clinic and speech-language clinic's service programs for clients with autism will provide an excellent foundation to start this program and to support its growth.

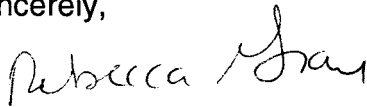
In addition, Dr. Bundy has been an integral team member of Kentucky's partnership with the National Professional Development Center on Autism Spectrum Disorders (NPDCA). The NPDCA is a collaborative effort between FPG Child Development Institute at the University of North Carolina at Chapel Hill, the Waisman Center at the University of Wisconsin-Madison and the M.I.N.D. Institute at the University of California Davis Medical School. Other members of the Kentucky Team include, the Kentucky

Department of Education, the Kentucky Autism Training Center, the statewide network of Special Education Cooperatives and Early Childhood Regional Training Centers, Kentucky's Infant-Toddler Program (First Steps), the Parent Training and Information Network (KY-SPIN), the Kentucky Council on Developmental Disabilities, and institutions of higher education, including the University of Louisville, University of Kentucky and Western Kentucky University. The National Professional Development Center on Autism Spectrum Disorders will provide professional development and technical assistance to help Kentucky promote implementation of evidence-based practices for early identification, intervention and education for children and youth with Autism Spectrum Disorders (ASD). These practices should produce the best possible outcomes for families and students with ASD, spanning the age range from infancy to early adulthood (21 years). In addition, the center will help Kentucky establish model sites demonstrating evidence-based practices for ASD and in evaluating and measuring child, family, practitioner and system-level outcomes. The purposes of the two-year project are to:

- Increase the number of highly qualified personnel (particularly teachers and practitioners) serving children and youth with ASD in Kentucky
- Establish a sustainable system of professional development in evidence-based practices in ASD
- Provide technical assistance support for early childhood practitioners, educational leaders, teachers and school-based personnel

I am happy to review your program proposal and will be available to provide continued consultation and support as you move forward with this much needed certificate program. If you have any questions; please feel free to contact me at 502-852-7799 or at rebecca.grau@louisville.edu .

Sincerely,



Rebecca Grau, MPA
Interim, Director



Kelly Autism Program
Western Kentucky University
104 14th Street
Bowling Green, KY 42101
(270) 745-4KAP (4527)
(270) 745-4233 (fax)

Marty Boman, Ed.D. Director
Rich Mancil, Ph.D. Assistant Director

March 3, 2009

To Whom It May Concern:

As the author of the first Autism Spectrum Disorders certificate in Kentucky and the director of the Kelly Autism Program at Western Kentucky University, I am writing this letter of support of the new Autism Spectrum Disorders certificate that is being proposed at Eastern Kentucky University. Of particular interest is the multi-disciplinarian approach that has been developed as all of these professionals identified in the proposal need to have an understanding of ASD in order to work with these individuals.

ASD is quickly moving from a low-incidence disability to a higher occurrence whereby there is at least one student in every classroom. The number of these individuals diagnosed with ASD is currently 1 out of every 150 births; these statistics will truly impact the schools, clinicians, and therapists. Due to these high statistics, Kentucky can truly benefit from offering a number of certificate programs in the state as there are such a variety of professionals who are in need of training in ASD. All too often we are listening to stories in the media regarding how these individuals are not receiving the therapy that is required in order to assure their success in life. These professionals need to be trained regarding the best practices, therapies and diagnostics for this population.

Your proposal includes a multi-disciplinary approach which is of particular interest when working with these individuals, and I applaud this endeavor. Eastern will truly be training a wide range of professionals resulting in better outcomes for them as well as their families. I highly support this Eastern Kentucky University ASD certificate proposal. Please contact me if you have any questions.

Sincerely,

Marty Boman, Ed.D. Director

Kelly Autism Program
Western Kentucky University
marty.boman@wku.edu
kellyautismprogram@wku.edu
Phone: (270) 745-4527
Fax: (270) 745-4233

March 3, 2008

Tim and Rita Brockmeyer
100 Ross Drive
Richmond, KY 40475
859-623-6074

Dear Committee,

It is an honor for us to help request that ECU establish an Autism Spectrum Disorders Certificate training program. What follows is why we humbly submit our request.

Seventeen years ago when we were faced with a young child missing many developmental milestones we went seeking answers. While we wanted answers and diagnosis we could find neither in Eastern Kentucky.

Eastern Kentucky could not give us what we needed therefore we continued to seek answers this time at UK Infant Toddler Evaluation Center the first week they opened. They reported that he had "splintered skills – may benefit from seeing a speech therapist" our son now almost 2 years 7 month. The report was little help we had taken him to UK because he had splinter developmental skills. We turned to our local college and found the ECU Speech and Hearing Clinic. There we found a Speech Language Pathologist Dr. Hubbard with a great interest in establishing communication system for those who didn't have communication. She was a top notch educated individual recently recruited to ECU's faculty. She had the communication expertise with a special interest in autism. Our son had the speech language evaluation at ECU in January and started therapy at ECU the following fall semester when he was 3 years 4 months. Almost every service that exist we accessed for him has a waiting list. Long waiting list isn't the case in other areas of the state. If you can find what is needed east of I-75 you will also find a waiting list for evaluations or services. The same fall we started with Kids Co-op for education and socialization purposes. Kids Co-op is a Co-op ran by parents with many ECU connection the director's husband taught at ECU in Sociology and she was completing her graduate degree at ECU. Many of the parents either worked at ECU or are alumnus. We stayed in the co-op program for 3 years. We now had a few services established for him we still didn't know why he was developing in his unique style.

In our search for answers we changed Pediatrician to Dr. Christie Lewis at Madison Pediatrics we found in her a great advocate for children with disabling challenges. Madison Pediatrics and possibly Dr. Lewis should be a part of whatever you do here at ECU.

With research and attending conferences and workshops we found a term of Sensory Integration this lead us to finding someone in the field of Occupational Therapy. We found the sensory information before we could find a comprehensive evaluation. We located Cincinnati Occupational Therapy Institution (COTTI) they had just opened the doors. We drove to Cincinnati three times for evaluations and results. Steven's was

diagnosed with Sensory Integration Disorder, Motor Dyspraxia, and Trunk instability all of these further established the need for Occupational Therapy. Again we looked to EKU and sought a pediatric OT we found one of the best at EKU in Kay Rydean. The Occupational Therapy Department had only one clinic for Alzheimer's. With no clinic options for a child at EKU we hired Kay privately. She wasn't able to start for 5 months. Steven was now 4 years old. We continued to travel to COTI once a year for several years for additional evaluation. We could not find the needed physical facilities of a sensory gym for the evaluations pertinent for our son. Along with Kay we worked with Ruth Heubner and Denise Weise-Salinas both a part of EKU.

We continued our search for answers and diagnosis this time at the University of Louisville's Wiesecouf Evaluation Center. Steven is now age 4 years 7 months still no real answers. The usual wait for U of L was 12 to 16 months even to see the developmental pediatrician. During the same time period we checked with Children's Hospital in Cincinnati they had a very long waiting list and didn't have a comprehensive multidiscipline team evaluation system. We felt the multidiscipline approach of evaluations was needed for our son. We chose to pursue answers at U of L. With many a phone call and AT&T being enriched we were able to get our first appointment (due to a cancellation) with the Psychologist. This first appointment made the rest of the team see him in a more-timely manner to allow for the evaluation to be relevant. After three trips to Louisville for the evaluation he was diagnosed with Autism. We started asking our questions at his 10 day checkup, it should have not taken us 5 ½ year to get the diagnosis. The lack of trained expertise in Eastern Kentucky was shocking.

With the diagnoses we had a greater clarity of specific needs. Our strategy was to find the best people to put in our Son's path. We looked to our local University for people who had the latest training, expertise, experience, research and best practice capabilities. We had already found Dr Hubbard and Kay Rydean at EKU so third time the charm. By a series of coincidences at EKU we found a college professor in Psychology Dr. Bundy just out of her post Doctorate with all the recent research and best practice knowledge on autism it was by sheer luck or grace that Dr. Bundy was on the EKU campus. This is when the EKU Psychology Clinic became a part of our life. The Psychology Department, Dr. Brubaker, Dr. Bundy, the Autism Group, Social Groups, Parenting Classes, Sibling Groups and with the Developmental Clinic made a huge impact on the quality of our families lives. Steven is still participating with the Developmental Clinic.

Shortly after the diagnosis we needed additional help with many aspects of our Son's life involving needs in all aspects of education, sensory and life skill. Seeking and finding it in a host of Occupational Therapies professors 7 additional OTs over the years one greater than the next whose interest and deep knowledge base was second to none.

We have used the Co-op Program through the Psychology Departments to hire and work with a variety of undergraduate and graduate students at Eastern. The students have been in training in the fields of OT, Psy, Education, Social Work, Special Ed, Rec. Therapy and others. They have worked with professionalism and with our family to establish needed therapies and intervention in our home and community for our son.

We have worked with Dr. Debolt in the Friday Motor Fitness Clinic and the Chronic Condition Fitness program. Through these programs Steven has worked with many graduate and undergraduate students from Dr. Debolt's Department.

We have worked with the Special Education and Education Departments through private contact and Model Lab School. Kim Puckett and Dean Phelps both are a blessing in Stevens's transition years. Through them and many others Steven is currently working two jobs on ECU campus. Steven is graduating this spring. It could not have happened for Steven if not for the staff, employees, faculty, facilities and students of ECU. Our son started his formal education at the Burrier CDC pre-school program and is now a senior at ECU Model Laboratory School he will graduate this year and will be attending college next fall maybe at ECU he has not made up his mind yet. At this time he is working through the ECU Psychology Developmental Clinic with Joe one of ECU's graduate students on the Strong Interest Inventory to help with choosing his major in college.

Over the years we have traveled for many interventions or created them with help locally. Some of the services found other than at Eastern Kentucky University are listed here. We do our summer camp in northern Ohio. Many services were obtained at Cardinal Hill in Lexington, Commonwealth for Physical Therapy and Occupational Therapy, other home health agencies, Access plus many more not listed. Some of the community activities established including at Excel gym, some of Lexington Parks and Recreation programs, Challenger League in Danville, Horse Therapies in Winchester and Berea, Special Olympics, and the YMCA. The most lasting is Richmond and Berea Parks and Recreation these programs will continue for many years. Many of these were designed to address acceptance and physical and social needs. Most of these programs at one time or another has included ECU students in a formal or informal capacity.

The needed interventions most of the time were designed and put together by us parents we had to learn what was needed, how it was done, find the people and educate the people to do the therapies. Many of the people we found were ECU students. This could have not been done without ECU. Rita left her teaching position at ECU when our son was diagnosed. It was and is a fulltime job just to get what was and is needed. The financial needs were also more because of the lack of programs and professionals expertise in Eastern Kentucky. Tim works a full time week he adds many hours and efforts to this week. The hours during evenings and weekends he puts in are equivalent to a second full time job to meet the additional financial needs.

Through ECU's Psychology clinic, Speech and Hearing Clinic and Motor Fitness Clinics we were able to establish many valuable needed services. What we didn't find was a comprehensive and cohesive way to get our child diagnosis. We didn't find a comprehensive and cohesive way to find, access and pay for the interventions needed. No family should have to wait 5 ½ years for a diagnosis. Many families in eastern Kentucky have to wait even many more years than we did. Many of the people with Autism Spectrum Disorders in eastern Kentucky don't get the diagnosis till they are adults. This is not best practice or state of the art. We can do better.

Not every family can do what we have done. Did we get every thing that our son needed? No. Did we do what we could do? Most of the time, we did do our best. However, even we got tired and run out of money.

‘The harvest is plenty and the workers are few.’ Training professionals in Louisville and Bowling Green will have little impact east of I -75. With what ECU has on campus, the personnel and the Lab School this is the best possibility place for the establishment of a Certificate Program in Autism it would be the best program in the state bar none.

The time is right, the location is right, the current state legislation on Pervasive Development issues is the best I have seen in Kentucky and the people are here At ECU so now is the time.

As we have in the past we are willing to let students and faculty into our lives we will as in the past recruit others with autism and children with autism to do the same. Most of these parents are involved activist and wonderful people to work with. They have a stake in and are involved with educating the next generation of professionals.

We would be amiss not to acknowledge the impact of ECU in our journey with our son. It would take a very large book to name and then to explain how much of a difference that individual ECU staff, faculty, employees and students have made in Steven’s life. I have only mentioned by name a very few number of them in this letter. Andrea and Shelly were students that spent more than a year with Steven and you know nothing of them. We owe these students everything their impact was great. We owe ECU a debt that is immeasurable and un-payable.

If we had to sum up all we know about Autism the need is now, the place is here and the willing people are present - let us start to impact many lives for the better by dissemination of best practice philosophies and techniques to ECU students and through research to maximize positive outcomes for those with autism. eastern Kentucky is in need of this program and Eastern Kentucky University is capable of doing this great thing for Eastern Kentucky!

It is an honor for us to add our voices to the request that Eastern Kentucky University establish an Autism Spectrum Disorders Certificate training program.

With great Sincerity,

Mr. Tim Brockmeyer
Mrs. Rita Brockmeyer

Dr. Rodney Piercey, Provost
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

February 13, 2009

Dr. Piercey:

This letter is to communicate my support for the creation of an Autism Spectrum Disorders Certificate training program for graduate students in clinical and school psychology, occupational therapy, communication disorders, and special education. As a practitioner of psychology in a rural setting, I have first hand experience with the need for increased expertise in this area. Unfortunately the numbers of children being diagnosed with Autism is on the rise. The good news is that there are promising practices emerging in the research. The bad news is that many of the professionals in these disciplines have not been trained in these practices and cannot offer these supports to children and their families. I hope that this opportunity will become available for professionals in training who would be willing to learn and utilize these practices with the children and families in our communities.

Sincerely,



Dusty Phelps, MS
Licensed Psychological Associate
Pulaski County Schools

Dr. Rodney Piercey
Provost and Vice President for Academic Affairs
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

March 11, 2009

Dear Dr. Piercey:

The purpose of this letter is to express my support for the ECU Departments of Psychology, Occupational Therapy, and Special Education proposal to create an Autism Spectrum Disorders Certificate training program for graduate students in clinical and school psychology, occupational therapy, communication disorders, and special education. As the Assistant Director at the Weisskopf Child Evaluation Center (WCEC) housed in the Department Pediatrics at the University of Louisville, I see great need for this certificate program to improve outcomes for children and youth with autism spectrum disorders across our Commonwealth. The WCEC provides center-based and outreach diagnostic evaluations and treatment to infants and children with, or at risk for, developmental disabilities, congenital anomalies, genetic disorders, autism, organic behavior disorders and learning disabilities, as well as genetic counseling to adults. State-of-the-art treatment programs serve children and adolescents with autism. WCEC staff actively participates in the training of professionals from multiple fields (e.g., medicine, genetics, rehabilitation sciences) involved in the care of these individuals and is involved in clinical research in both developmental/behavioral pediatrics and genetics. Given these clinical functions across the state with multiple children and their families, the apparent training needs are clear and this certificate program is a means to respond.

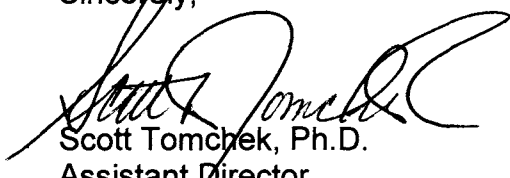
In addition to the clear training needs noted through clinical practice, the rising prevalence in autism should also be considered as a factor in establishing a need for this certificate program. In February of 2007, the CDC (2007) reported initial findings of the national autism surveillance program involving 14 sites for the 2000 and 2002 time periods with ASD rates ranging from 1 in 303 to 1 in 94. Based on these initial data, the CDC estimates an average ASD rate of 1 in 150 or 6.6 in 1000. Similar ASD prevalence rates of 1 in 166 have also been reported in recent epidemiologic studies (Fombonne, 2003a, b). These data can be readily correlated with increases in children receiving special education services for disability related to their autism. Following the inclusion of autism as a diagnosis making children eligible for school-based services (IDEA, 1990), the United States Department of Education (1999) reported a 172.86% increase in the number of children aged 6–21 years served from 1988–1989 through 1997–1998. Further, in a report of the Government Accountability Office (2005) reporting on special education services of individuals with autism, a 500% increase in the number of children with autism served under IDEA was reported over the last

decade. Of concern specific to our region, is the fact that while prevalence rates of children with other disabilities has remained stable over the last 10 years, the prevalence rates of autism have increased in both Kentucky and Indiana by 1363% and 823% respectively.

Given the pervasive nature of symptoms and disability in autism spectrum disorders, specialized training will be required from multiple disciplines. Specific to this proposal, training of psychological professions to address behavioral and social needs of the child will be vital to the child's functioning in the classroom and in the family system. Similarly, training of occupational therapy clinicians will allow them to address sensory, motor, behavioral and adaptive functions. Training of special education students on the unique learning needs of individuals with autism will facilitate greater academic success of children served in the future. The need for specialized training in each of these disciplines is important, but the interdisciplinary nature of this certificate program and the cross-training, insight and understanding of the other disciplines each will obtain may prove to have the most impact on individuals served by those completing the program because of the significant provider shortages across the Commonwealth.

When noted training needs, increasing prevalence rates, and the current lack of specialized psychologists, occupational therapists and special education teachers are considered together, the need for this certificate program is clear. The interdisciplinary nature of the proposal makes it even more relevant. Involvement from the Departments of Psychology, Occupational Therapy, and Special Education where clinical expertise in autism spectrum disorders already exists, will provide students who complete the certificate program the resources to build a system of support for individuals with autism that promotes independence and community involvement. I fully support his proposal. Please feel free to contact me at 502-852-5331 if I can be of further assistance.

Sincerely,



Scott Tomchek, Ph.D.

Assistant Director

Assistant Professor of Pediatrics

Weisskopf Center for the Evaluation of Children

University of Louisville, School of Medicine, Department of Pediatrics

ROCKCASTLE

HOSPITAL AND RESPIRATORY CARE CENTER, INC.

March 6, 2009

Charlotte A. Hubbard, Ph.D., CCC-SLP
Assistant Professor / Director
Communication Disorders Program
Eastern Kentucky University
245 Wallace Building
521 Lancaster Ave.
Richmond, KY 40475

Dear Dr. Hubbard,

The purpose of this letter is to strongly support Eastern Kentucky University's Interdisciplinary Autism Spectrum Disorder (ASD) Certificate Program. This program will address a critical issue we face today in regards to the scarcity of professionals formally trained to serve individuals on the autism spectrum as well as have the knowledge to provide support to their families. With the documented increase of individuals being diagnosed with ASD, we must meet the challenges of serving these children with highly trained individuals from all areas that interact with the individual and their families. Providing services from an interdisciplinary perspective can only enhance what each discipline alone can offer. These children and adults present with an array of needs that can not adequately be met by just one discipline with limited training.

Rockcastle Hospital and Respiratory Care Center, Inc. (RHRCC) provides services to these individuals with ASD through our out patient clinic for both speech-language pathology and occupational therapy. We presently serve 15 children on the speech pathology caseload with three on the waiting list and occupational therapy has 17 on their current caseload with an ASD diagnosis. In the past ten years we have served over 40 different children with this diagnosis.

I have found that graduate students, who come to this facility for an externship, need more in-depth training in this area. It is my understanding that part of the requirements for completion of this certificate is to have specific training at the university level as well as a practicum either on or off campus. RHRCC will be willing to be an off-campus site for students enrolled in this program if needed. We always look forward to having students from Eastern Kentucky University and think that this program will benefit not only the students, but will make an impact on the lives of the clients that they would serve.

It is with great pleasure that I support this most valuable and much needed certificate program.

Sincerely,

Linda F. Gregory, MA, CCC/SLP
Director of Speech Pathology
Rockcastle Hospital and Respiratory Care Center, Inc.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

March 2, 2009

To Whom It May Concern:

I am excited to hear about the proposed Interdisciplinary Autism Spectrum Disorder Certificate to identify and train a select group of students in clinical psychology, school psychology, occupational therapy, speech-language pathology, and special education to provide services to individuals with autism spectrum disorders. My clinical experience has provided me with ample opportunity to witness firsthand the complexity of language and cognitive processing for persons with this spectrum disorder. Having an organized framework for preparing professionals to address aspects of processing ability in autism could result in significantly increased functional outcomes for persons with autism spectrum disorders.

The EKU Speech-Language-Hearing Clinic is currently in the process of developing relationships for research with other disciplines in order to better serve our client base diagnosed with autism. In addition, we have a working relationship with Head Start to begin screening migrant children with communication disorders who may well fall within the autism spectrum. As a program, we want to increase opportunities for our students to engage in research with persons with autism spectrum disorders. This project would be a catalyst toward that goal.

We would be as supportive as possible in providing experience serving persons with autism spectrum disorder in our clinic. It is difficult to estimate, however I foresee being able to collect data on 2-5 new participants with autism spectrum disorder each year. Additionally, opportunities for students to have a multi-disciplinary learning experience critical to this client population will better prepare them for the "real world" work setting.

Thank you for the invitation to participate in this project. It is a privilege to have the opportunity to contribute to its completion. This proposal has great potential and will truly benefit the care and services our future graduates are able to provide to clients with autism spectrum disorder. Please contact me if I can be of further assistance.

Sincerely,

Tamara B. Cranfill, PhD

Tamara B. Cranfill, Ph.D., CCC-SLP
Assistant Professor/Clinic Director
Communication Disorders Program
Eastern Kentucky University



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Arts and Sciences
Department of Psychology
Psychology Clinic

5 Cammack Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-2356
FAX: (859) 622-5871

Dr. Rodney Piercey, Provost
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475

March 2, 2009

Dr. Piercey:

This letter is to voice my support for the development of an Autism Spectrum Disorders Certificate program at ECU. As a graduate student in the field of Clinical Psychology, I have noticed that a significant portion of practicing professionals lack the expertise to appropriately intervene in cases where Autism is suspect. Couple that with a rise in the number of individuals diagnosed with Autism, it seems that practicing professionals may lack the resources and knowledge for how to effectively work with a growing client population. This is troubling. I think if this certification program were offered to training professionals, it would provide our communities and schools with a needed asset to effectively deal with a rising concern.

Regards,

A handwritten signature in black ink that reads "Joseph Dickhaus".

Joseph Dickhaus
MS Candidate in Clinical Psychology
Eastern Kentucky University



Appendix E

**Autism Certificate Program Competencies
Eastern Kentucky University**

This table shows courses required by the autism certificate and key autism-specific competencies and knowledge that students will be expected to acquire.

Autism Specific Courses and Competencies (Each course is 3 credit hours)	Intro to Autism Spectrum Disorders	Advanced Topics in Language Disorders	Occupation for Persons with Autism	Practicum in Autism Spectrum Disorders	SED 790 (ABA)	Capstone
Basic Information about ASD	•					
Understanding Neurobiological Theories/Aspects of ASD	•					
Positive Behavior Supports	•	•	•	•	•	•
Diagnosis and Assessment in Autism Spectrum Disorders	•			•		•
Functional Behavior Assessment	•		•	•	•	•
Applied Behavior Analysis Methodology	•			•	•	•
Best Practices Interventions/Supports in ASD through lifespan	•			•		•
Evaluating Alternative Therapies	•					
Person-Centered Planning			•	•		
Visual and Structural Supports	•	•		•		
Assistive Technology and Augmentative Communication		•				
Functional Communication Development		•		•		•
Social Teaching and Supports	•	•		•	•	•
Sensory Supports			•	•		
Develop a comprehensive Positive Behavior Support plan	•			•		•
Apply knowledge and skills in discipline	•	•	•	•	•	•
Family Concerns	•			•		•
Vocational Planning and Supports in ASD	•		•			•
Research in ASD						•

These tables show courses in each discipline that contain content relevant to the autism endorsement program that students will take in addition to the above courses as a part of their autism endorsement study.

Psychology

Program Competencies	Intro to Autism Spectrum Disorders	Advanced Topics in Language Disorders	Occupation for Persons with Autism	Practicum in Autism Spectrum Disorders	Applied Behavioral Analysis	Psychology Program Courses
Administering, Interpreting, Report Writing Psychological Tests				•		PSY 824
Biological Bases of Behavior				•		PSY 853
Psychological Interventions				•		PSY 850, 857, 860, 871
Psychological Diagnosis				•		PSY 841, 846, 857
Psychological Professional Ethical Practices				•		PSY 820
Program Evaluation/ Outcome Assessment				•		PSY 820, 846
Human Social-Emotional and Cognitive Development Theories and Principles				•		PSY 847, 857

Occupational Therapy

Program Competencies	Intro to Autism Spectrum Disorders	Advanced Topics in Language Disorders	Occupation for Persons with Autism	Practicum in Autism Spectrum Disorders	Applied Behavioral Analysis	Occupational Therapy Program Courses
Evaluate occupational performance using appropriate standardized and nonstandardized assessment tools			•	•		OTS 830, 831, 832
Use evaluation findings to develop occupation-based intervention plans and strategies			•	•		OTS 830, 831, 832
Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory, neuromuscular, and behavioral skills			•	•		OTS 830, 831, 832
Modify environments (e.g., home, work, school, community) and adapt processes			•	•		OTS 830, 831, 832
Design, fabricate, apply, fit, and train in assistive technologies and devices used to enhance occupational performance			•	•		OTS 830, 831, 832
Monitor, and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention			•	•		OTS 830, 831, 832
Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services.			•	•		OTS 830, 831, 832
Practice ethical decision making in professional interactions, client interventions, and employment settings.			•	•		OTS 830, 831, 832

OTS 864, 865, and 866 are offered as electives to occupational therapy graduate students.

Communication Disorders

Program Competencies	Intro to Autism Spectrum Disorders	Advanced Topics in Language Disorders	Occupation for Persons with Autism	Practicum in Autism Spectrum Disorders	Applied Behavioral Analysis	Communication Disorders Courses
Formal and informal assessment of communication disorders		▪		▪		CDS 863, 873, 874, 875, 876, 877, 878, 898
Oral and written communication of assessment and treatment data		▪		▪		CDS 863, 873, 874, 875, 876, 877, 878, 898
Devise and implement evidence-based treatment program for any communication disorder		▪		▪		CDS 863, 873, 874, 875, 876, 877, 898
Collaborate and co-treat with professionals and family within Scope of Practice		▪		▪		CDS 863, 873, 874, 875, 876, 877, 878, 898
Demonstrate professionalism and ethical behavior		▪		▪		CDS 863, 873, 874, 875, 876, 877, 878, 898
Utilize technology in assessment and treatment		▪		▪		CDS 720, 863, 873, 874, 875, 876, 877, 878, 898
Evaluate program effectiveness and client outcomes		▪		▪		CDS 863, 873, 874, 875, 876, 877, 898
Provide services to culturally and linguistically diverse populations		▪		▪		CDS 863, 873, 874, 875, 876, 877, 878, 898

Special Education

Program Competencies	Intro to Autism Spectrum Disorders	Advanced Topics in Language Disorders	Occupation for Persons with Autism	Practicum in Autism Spectrum Disorders	Applied Behavioral Analysis	Special Education Program Courses
Laws, policies, and ethical principles regarding behavior management, planning, and implementation					•	SED 775, 810, 778, 790, 897
Evidence-based practices validated for specific characteristics of learners and settings					•	SED 775, 856, 790, 897
Use strategies to facilitate maintenance and generalization of skills across learning environments					•	SED 790, 897
Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs					•	SED 856, 793, 897, 790
Use research-supported methods for academic and non-academic instruction of individuals with disabilities					•	SED 897, 856, 790, 778
Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities					•	SED 790, 778, 897
Modify learning environments to manage behaviors					•	SED 778, 790, 897
Use performance data and information from all stakeholders to make or suggest modifications in learning environments					•	SED 775, 793, 778, 790, 897
Use effective and varied behavior management strategies					•	SED 778, 790, 897
Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional needs					•	SED 778, 790, 897
Use functional assessments to develop intervention plans					•	SED 778, 790, 897
Use task analysis					•	SED 790, 897

Eastern Kentucky University
DEPARTMENT OF PSYCHOLOGY

PSY 577/777
The Autism Spectrum
3 Credit Hours

COURSE DESCRIPTION.

PSY 577 The Autism Spectrum. (3) A. Prerequisites: 12 hours in psychology or departmental approval. Introduction to assessment, diagnosis, and intervention in autism spectrum disorders across the lifespan. Development of skills in applied assessment and intervention.

PSY 777 The Autism Spectrum. (3) A. Prerequisite: departmental approval. Assessment, diagnosis, and intervention in autism spectrum disorders across the lifespan. Conduct autism spectrum applied assessment and intervention.

COURSE OVERVIEW

Overview of topics related to society and autism spectrum disorders across the lifespan. Information will be drawn from current media and from research-based literature in the areas of psychology, and the related fields of occupational therapy and communication disorders. Topics will also include education, genetics, biology, epidemiology, and technology. This course will be taught through a combination of online and on campus learning experiences, with most experiences taking place online or at a location of student choice.

Texts and Readings

Mesibov, G., Adams, L., & Klinger, L. (1999). Autism: Understanding the disorder. Kluwer Academic Press.

Aspy, R. & Grossman, B. (2008). Designing comprehensive interventions for individuals with high-functioning autism and Asperger Syndrome: The Ziggurat Model. Autism Asperger Publishing Company.

Henry, S. & Smith Myles, B. (2007). The Comprehensive Autism Planning System (CAPS) for Individuals with Asperger Syndrome, Autism, and Related Disabilities: Integrating Best Practices Throughout the Student's Day. Autism Asperger Publishing Company.

The Kentucky Family Guide for Autism Spectrum Disorders. Kentucky Autism Training Center. Available on www.louisville.edu/education/kyautismtraining

Prince-Hughes, D. (2002). Aquamarine Blue 5: Personal Stories of College Students with Autism, Swallow Press.

Additional readings from the literature are assigned for each week of class.

STUDENT LEARNING OUTCOMES:

Upon completion of the course work all students will be able to:

1. Demonstrate their comprehension of the viewpoints and ideas of psychology, speech language pathology, occupational therapy, and other areas of study and disciplines related to aspects of autism assessment, intervention, and adaptation to society.
2. Synthesize information and readings from the media and research literature and develop models of intervention and support for ASDs.
3. Evaluate both the published and Internet literature and research on autism spectrum disorders.
4. Compare, contrast, and apply empirically supported and/or best practice strategies for assessment, intervention, support, and work with parents of a child, children, adolescents, or with adults with autism.
5. Demonstrate the ability to integrate understanding of associated environmental/social factors such as legal, community-based resources, and culture that affect families and individuals with autism.
6. Demonstrate awareness of the characteristics and needs of people with autism spectrum disorders across the lifespan.

Graduate students will (Student Learning Objectives 1-6 plus the following):

7. Analyze information using the Ziggurat model to understand an individual with an autism spectrum disorder.
8. Integrate information obtained through the Ziggurat model to create an intervention/support plan.

COURSE OUTLINE- See attached Topical Outline

COURSE REQUIREMENTS

1. **Case study, topical paper, discussion forum presentation:** for a child, adolescent, or adult with autism. With the help of the instructor, you will identify an individual with autism, gather information about the individual and write a case study. Based on your observations and information, you will choose a theme, topic, or problem relevant to the case study (instructor approval of topic required) and write an APA style research review paper.

(500 Level) For undergraduate students, this paper will be about 6 pages in length and written in APA style. You will sit in with a graduate student on an interview (s) with the family of and/or individual with autism spectrum disorder. You will review the literature in an area related to this person, and will present information from the literature and your

case study analysis to other students through an on-campus presentation class meeting. See outline. Seek instructor approval for case and topic via e-mail. This project will be worth 100 points and will be completed in a series of due dates, as noted in the Topic Outline.

(700 Level) For graduate students, this paper will be about 10 pages in length. The main body of the paper will be written in APA style and will be presented through an on-campus presentation class meeting, as discussed above. You will lead an interview, using the CAPS as structure (see textbook) and/or observations of a family of and/or individual with autism spectrum disorder and will review a specialized area of the literature as discussed above. This project will be worth 80 points and will be completed in a series of due dates, as seen in the Topic Outline.

2. **CAPS/Ziggurat Model (FOR GRADUATE STUDENTS ONLY):**

In addition to the activities above, graduate students will include a 5 page report description of what was learned about the individual and the theme or problem, and a set of simple suggestions for application of what was learned about the theme. You will use our textbook's CAPS and the Ziggurat Model to organize your analysis and write up your case study. As part of the case study process, you will administer to the family/team the informal assessment instruments of the Ziggurat model, the Underlying Characteristics Checklist and the Individual Strengths and Skills Inventory. The Global Intervention Plan Instruction form will be completed to prioritize areas for intervention and to develop a suggested intervention plan for the individual. During a meeting with the individual with autism's team, you will complete a CAPS. This suggested plan will be briefly presented to the class in person, presented again and discussed online, and finally, presented individually to the family and/or individual with autism spectrum disorder.

This project will be worth 20 points.

3. **Reading and Discussion Forum:** During each of 10 weeks of the course, students will complete assigned readings. Each student will make 3 posts (can be either comments, questions, or responses) related to each assigned reading on the Blackboard Discussion Forum. These posts will be graded/credited by the instructor. The required posts must be made ON AT LEAST TWO DIFFERENT DAYS and MUST BE MADE DURING THE WEEK THE TOPIC IS BEING COVERED. The quality of a post is determined by the degree to which it makes a substantive contribution to the discussion, and the degree to which it is based on material covered in the readings. Students are not limited to 3 posts per reading, and it is expected that the forum will result in worthwhile group discussions of the assigned materials. Students will receive 1 point for each acceptable post.

In addition to the standard readings, **graduate students only** will be required to complete Autism Internet Modules through the Ohio Center for Autism and Low Incidence. The AIM website is located at http://www.autisminternetmodules.org/user_about.php. The website will provide instructions for registration, accessing the modules, etc. Assigned modules are listed in the reading assignment list.

4. **Weekly Reaction Papers:** In order to help us all think critically about each week's readings, you will be required to write and turn in a weekly reaction paper based on each set of readings. Within this paper, each article must be represented—not summarized—but critiqued. A reaction paper is your chance to ask questions about the readings, provide your thoughts, critiques, reactions about them, and show me that you have thought about them carefully. I'll grade your reaction papers by looking mainly for evidence of your thoughtful consideration of the set of readings.

Please do not turn in outlines of the readings as your reaction papers. I'll be looking for evidence of insight, reflection, and clinical application in your thinking. I would also like for you to apply the readings to your past or current experiences working with clients/students in some way.

To help you meet the goals I outline above, for each reading for the week, make sure your reaction paper addresses the following questions:

1. What is the most important point of article in your opinion?
2. What is the one thing you found the most interesting about the article?
3. What is one criticism of the article? (Critique the content of the article, not format. So don't say it was boring/confusing/too long.)

One final question for each week's articles as a group.

What similarities and/or differences do you see among the articles assigned for that week? Do they agree? Conflict? I'm looking for more than "they are all about young children with autism". You might address methodology, scope, theoretical nuances, etc.

The reaction papers will be due by the end of each week (Saturdays at noon). They

should be at least 2 full pages, double spaced, and could be as long as four pages. There will be 8 reaction papers (1 each for weeks 1-8), each worth 10 points, totaling 80 points.

5. **A Midterm taken on Blackboard; A Final Taken on Campus:** There will be one midterm exam, and a final exam. The exams will cover assigned readings. The exams will have around 40-50 questions and may consist of multiple choice, fill-in-the-blank, short answer, and essay questions. See Topic Outline for exam dates. The midterm exam will be taken in the location of your choice during an approx. 24 hour time window via Blackboard (exams will be available for the 24 hours after the assigned exam day). Feel free to briefly refer to materials while taking the exam, but since the exams are timed, if you spend too much time looking in your readings/notes, you'll run out of time. Points will be deducted for exams that go over the allotted time. You may not discuss or in any way collaborate on exams with classmates—this would be considered academic dishonesty. The final will be taken on campus or at an instructor pre-approved off-campus proctored site. Please bring student picture ID to the final and make any proctoring arrangements at least 3 weeks before the final exam.

EVALUATION

Reading Discussion Forum Posts (10 weeks, 3 posts each week)	20% of grade
Midterm Exam	12% of grade
Case Study/Paper/Presentation (and CAPS/Ziggurat Model grad. students)	38% of grade
Weekly Reaction Papers	16% of grade
Final Exam	12% of grade
3 Attendance Days	2% of grade
Total:	100%

How does Blackboard compute your grade? Your obtained points in each area will be divided by the points possible in each area and then multiplied by the area's weighting percentage. Then these area figures will be added to provide a total final percentage.

Letter grades will be awarded as follows:

90-100%=A
80-89%=B
70-79%=C
60-69%=D
0-59%=F

STUDENT PROGRESS: Students are responsible for monitoring their progress in the course as written assignments are returned to them and as posts are acknowledged.

ATTENDANCE POLICY: Students are expected to attend all class meetings held on campus. You will earn 1% of your grade for attending each of two on-campus class meetings. You will

take your final exam during the third on-campus meeting unless you have made prior arrangements to have it proctored at another approved site.

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 Student Services Building Room 361 by e-mail at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

ON-CAMPUS MEETINGS:

Students will meet on campus on three occasions, for the first class meeting and orientation, for the presentation day, and for the final exam.

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.

The instructor reserves the right to examine any source used by the student before giving a grade on a paper and to give an “incomplete” in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated.

Students have an affirmative obligation to review and comply with all standards articulated on the ECU Academic Integrity website, at

www.academicintegrity.eku.edu

For the purposes of this course, academic dishonesty includes, but is not limited to, the following offenses:

- Claiming as your own work a paper written by another person
- Turning in a paper that contains paraphrases of someone else’s ideas but does not give proper credit to that person for those ideas
- Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.

- Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases
- Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved
- Using any external source (notes, books, other students, etc) for assistance during an exam, unless given permission to do so by the professor

If a student is found to have committed any of the above offenses, s/he will receive a failing grade on the assignment or in the course, depending upon the seriousness of the offense, in accordance with University policy. The offense will be referred to the Academic Integrity Office for investigation and imposition of sanctions. Ignorance is no defense.

Eastern Kentucky University

Introduction to Autism Spectrum Disorders

PSY 577/777

Topic Outline

Section Instructor:

Myra Beth Bundy, PhD

Department of Psychology

Cammack 106

622-1105

Email: myrabeth.bundy @eku.edu

Week #1: Course Overview and Introduction of Basic Concepts—ON CAMPUS MEETING

Lecture Topic: Orientation to the Course

The Language and State of the Art for Autism; The Ziggurat Model

MEET: Tuesday, time/date

Reading: Chapter 1, Main Text Mesibov et al.; Chapter 4, Main Text; Chapter 1 Aspy & Grossman main text

Autism Through the Life Span

Lecture and Discussion Forum Topic: Autism Through the Life Span

Readings: See Supplementary Reading List

Assignment Due: Present case possibility (if you are the contact person for your case) or receive case possibility information from instructor; Weekly Reaction Paper; Discussion posts

Lecture: Bundy--Basics About Autism; Autism and Best Practices Through the Lifespan

Week #2: Medical and Neuropsychological Underpinnings of Autism

Discussion Forum Topic: The Neuropsychology of Autism

Readings: See Supplementary Reading List

Assignment Due: Weekly Reaction Paper; Discussion posts

Week #3: Family Concerns

Discussion Forum Topic: Family Concerns, Grieving, Adjustment, Role in Child's Intervention and in Supporting Adult, Family Characteristics

Readings: See Supplementary Reading List

Assignment Due: Weekly Reaction Paper; Discussion posts

Week #4:

Methods of Diagnosis and Assessment

Discussion Forum Topic: Methods of Diagnosis and Assessment of Individuals with Autistic Disorder (e.g., Specialized Diagnostic Measures, Functional Behavior Assessment)

Readings: Chapter 2 Aspy & Grossman main text, Chapter 1 Henry & Myles main text, Chapter 6 Henry & Myles main text; See Supplementary Reading List; AIM module for **graduate students only**: Assessment for Identification

Assignment Due: Weekly Reaction Paper; Discussion posts

Week #5:

Intervention

Discussion Forum Topic: Major Intervention and Support Strategies– Young Children: Discrete Trial Training/Applied Behavior Analysis; Positive Behavior Support; Visual and Structural Supports

Readings: Chap. 3, 4, and 5 Henry & Myles, main text
Also: See Supplementary Reading List; AIM modules for **graduate students only**: Evidence-based Classroom Interventions

Assignment Due: **Turn in brief case description and topic for instructor approval;** Weekly Reaction Paper; Discussion posts

Midterm Exam: Available on Blackboard all week, notes and other materials may be used.

Week #6:

Intervention

Discussion Forum Topic: Treatment Intervention and Support Strategies - Older Children, Teens, and Adults: Post-Secondary Educational Supports, Vocational Planning and Supports, Transition to Work, Social Skills Training and Support, Adaptations, Psychotherapy, Self-advocacy

Readings: Chap. 9 Henry & Myles, main text. Also: See Supplementary Reading List; Bundy video on Bb; AIM modules for **graduate students only**: Evidence-Based Social Skills Interventions: Transition Services and Supports

Assignment Due: Weekly Reaction Paper; Discussion posts

Week #7:

Intervention

Discussion Forum Topic: Supplementary Intervention Strategies (e.g., Social Stories, Power Cards, Sensory Diet)

Readings: Chapter 5, Main Text; Chapter 3 Aspy & Grossman main text; See Supplementary Reading List; AIM module for **graduate students only**: General Interventions (Home Base)

Assignment Due: Weekly Reaction Paper; Discussion posts

Week #8:

Alternative and Adjunctive Treatment/Viewpoints of Etiology

Discussion Forum Topic: History of and Cautions for Alternative or Adjunctive Treatment Strategies; Alternative Beliefs about Etiology; Overview of Alternative Treatment Strategies; Methods for Evaluating Treatments.

Readings: Chapter 6, Main Text. See Supplementary Reading List

Assignment Due: Case Study and Topical Paper; Weekly Reaction Paper; Discussion posts

Week #9:

ON CAMPUS MEETING--PRESENTATION DAY

Discussion Forum Topic: In-depth presentation of, discussion of and questions about case study presentations

Student Presentation of Case Studies

Assignment Due: Feedback letter/plan to parents and client team

Discussion posts

MEET: Tuesday, time/date

Week #10: ON CAMPUS MEETING—FINAL EXAM

Assignment Due: Weekly Reaction Paper; Discussion posts

MEET: Tuesday, time/date

Bring Student ID

Can be proctored off campus with prior arrangement

Supplementary Readings in Order of Assignment

Week 1:

- Smith, T. (1999). Outcome of early intervention for children with autism. *American Psychological Association, 6(1)*, 33-48.
- Ruble, L. A., & Dalrymple, N. (1996). An alternative view of outcome in autism. *Focus on Autism and Other Developmental Disabilities, 11*, 3-14.
- Howlin, P. (2000). Outcome in adult life for more able individuals with autism or Asperger syndrome. *Autism: SAGE Publications and the National Autistic Society, 4(1)*, 63-83.
- Bryson, S., Rogers, S. & Fombonne, E. (2003). Autism Spectrum Disorders: Early detection, intervention, education and psychopharmacological management. *Canadian Journal of Psychiatry, 48 (8)*, p506.
- Volkmar, F., Lord, C., Bailey, An., Schultz, R., & Klin, A. (2004). Autism and pervasive developmental disorders, *Journal of Child Psychology & Psychiatry 45(1)*, 135-170.
- Shea, V. (2005). Lumpers, splitters, & Asperger syndrome. *Journal of Autism & Developmental Disorders, 35 (6)*, 871-872.

Week 2:

- Rinehart, N., Bradshaw, J., Brereton, A., & Tonge, B. (2002). A clinical and neurobehavioral review of high-functioning autism and Asperger's disorder. *Australian and New Zealand Journal of Psychiatry, 36*, 762-770.
- Courchesne, E., Pierce, K., Schumann, C., Redcay, E., Buckwalter, J., Kennedy, D., & Morgan, J. (2007). Mapping early brain development in Autism, *Neuron, 56(2)*, 399-413.
- Fine, S. (2006). The neurobiology of Autism, *Canadian Journal of Psychiatry, 51(2)*, 122.
- Hooper, S., Poon, K., Marcus, L, & Fine, C. (2006). Neuropsychological characteristics of school-age children with high-functioning autism: Performance on the NEPSY, *Child Neuropsychology, 12 (4/5)*, 299-305.
- Minshew, N., Williams, D. (2007). The new neurobiology of autism: Cortex, connectivity, and neuronal organization, *Archives of neurology, 64(7)*, 945-950.

Week 3:

- Brockmeyer, R. & Bundy, M.B. (2001). The effects of the autism experience on life view and philosophy: A glimpse from one side of the looking glass. In R. Huebner, (Ed.), *Autism: A Sensorimotor Approach to Management* (p. 443-467). Aspen Publishing.

Schall, C. (2000). Family perspectives on raising a child with autism. *Journal of Child and Family Studies*, 9(4), 409-423.

Piven, J., Wzorek, M., & Landa, R., (1994). Personality characteristics of the parents of autistic individuals, *Psychological Medicine*, 24(3), 783-795.

Hurley, R., Losh, M., Parlier, M., Reznick, J., & Piven, J. (2007). The broad Autism phenotype questionnaire, *Journal of Autism and Developmental Disorders*, 37(9), 1679-1690.

“Family Guide”, “Resource Center”, and “Service Center”, Kentucky Autism Training Center. Available on www.louisville.edu/education/kyautismtraining.

Week 4:

Volkmar, F., State, M., & Klin, A. (2009). Autism spectrum disorders: Diagnostic issues for the coming decade. *The Journal of Child Psychology and Psychiatry*, 50 (1-2), 108-115.

Koegel, L., Koegel, R., & Smith, A. (1997). Variables related to differences in standardized test outcomes for children with autism. *Journal of Autism and Developmental Disorders*, 27(3), 233-243.

Kleinman, J., Ventola, P., Pandey, J., Verbalis, A., Barton, M., Hodgson, S., Green, J., Dumont-Mathieu, T., Robins, D. & Fein, D. (2008). Diagnostic stability in very young children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 38 (4), 606-615.

Akshoomoff, N., Corsello, C., & Schmidt, H., (2006). The role of the Autism Diagnostic Observation Schedule in the assessment of autism spectrum disorders in school and community settings, *California School Psychologist*, 11.

Dawson, M., Soulieres, Isabelle, Gernsbacher, M., & Mottron, L. (2007). The level and nature of autistic intelligence. *Psychological Science*, 18(8), 657-662.

Barnhill, G. (2001-2002). Behavioral, social, and emotional assessment of students with ASD. *Assessment for Effective Intervention*, 27(1-2).

AIM module for **graduate students only**: Assessment for Identification

Week 5:

Anderson, S., Taras, M., & Cannon, B. (1996). Teaching new skills to young children with autism. In C. Maurice, G. Green, & S. Luce, (Eds.), *Behavioral Intervention for Young Children with Autism: A Manual for Parents and Professionals* (pp. 258-270). Pro-Ed publishers.

Dawson, G., & Osterling, J. (1996). Early intervention in autism. In M. Guralnick (Ed), *The effectiveness of early intervention* (pp. 307-325). Brookes Publishing.

Rogers, S. (1998). Empirically supported comprehensive treatments for young children with autism. *Journal of Clinical Child Psychology*, 27(2), 168-179.

Rogers, S., Hayden, D., Hepburn, S., Charlifue-Smith, R., Hall, T., & Hayes, A. (2006). Teaching young nonverbal children with autism useful speech: A pilot study of the Denver model and PROMPT interventions. *Journal of Autism & Developmental Disorders*, 36(8), 1007-1024.

Machalicek, W., O'Reilly, M. & Beretvas, N. (2007). A review of interventions to reduce challenge behavior in school settings for students with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 1(3), 229-246.

Hume, K., & Odom, S. (2007) Effects of an individual work system on the independent functioning of students with autism. *Journal of Autism and Developmental Disorders*, 37(6), 1166-1180.

AIM module for **graduate students only**: Evidence-based Classroom Interventions (2 modules—Structured Work Systems and Activity Organization; Visual Supports)

Week 6:

Attwood, T. (1999). Modifications to cognitive behavior therapy to accommodate the unusual cognitive profiles of people with Asperger's syndrome. *Online conference Proceedings, Autism 99 online conference*. Available: M. Bundy, personal copy.

Bundy, M.B., & Harp, B., (in press). Promising practices for quality of life in adolescents and adults with autism spectrum disorders. *Autism Spectrum Disorders in Adults*, Eds., Mesibov, G., & Shea, V., Plenum Press. (available on Bb)

Ghaziuddin, M., Ghaziuddin, N., & Greden, J. (2002). Depression in persons with Autism: implications for research and clinical care. *Journal of Autism and Developmental Disorders*, 32(4), 299-305.

Kunce, L., & Mesibov, G. (1998). Educational approaches to high-functioning Autism and Asperger syndrome. In E. Schopler, G. B. Mesibov, and L. J. Kunce (Eds), *Asperger Syndrome or High-functioning Autism* (pp. 227-261). New York: Plenum Press.

Prince-Hughes, D. (2002). *Aquamarine Blue 5: Personal Stories of College Students with Autism*. Swallow Press.

Seltzer, M., Shattuck, P., Abbeduto, L., & Greenberg, J. (2004). Trajectory of development in adolescents and adults with autism. *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 234-247.

Ward, M.J., & Meyer, R.N. (2000). Self-determination for people with developmental disabilities and autism: Two self advocates' perspectives: *Focus on Autism and Other Developmental Disabilities*, 14(3), 133-139.

Ian Research Findings: Social Skills Groups. Retrieved 2/18/2009
http://www.iancommunity.org/cs/ian_research_reports/treatment_series_social_skills_groups

Please google youtube amanda baggs "In My Language" and watch the video.

AIM module for **graduate students only**: Evidence-based Social Skills Interventions (Peer-Mediated Instruction and Intervention for Children with ASD); Transition Services and Supports (Social Supports...)

Week 7:

Gray, C. (1994). *The Social Story Kit*. Jenison, Michigan, Jenison Public Schools.

Bundy, M.B. (2002). Integration of sensorimotor and psychoeducational/behavioral interventions. In R. Huebner, (Ed.), *Autism: A Sensorimotor Approach to Management* (p. 285-296). Aspen Publishing. (available on Bb)

Bundy, M.B., & McGee, J. (under review). Incorporating perseverative interests in treating dog phobia in an adolescent with autism. (available on Bb)

Keeling, K., Myles, B.S., Gagnon, E., & Simpson, R. (2003). Using the power card strategy to teach sportsmanship skills to a child with autism. *Focus on Autism & Other Developmental Disabilities*, 18(2), 103.

Carter, C., Meckes, L, Pritchard, L, Swensen, S., Wittman, P., & Velde, B. (2004). The friendship club. *Family & Community Health*, 27(2), 143-150.

Wittman, P., Bundy, M.B., Collett, S., Gierman, A., May, S., Voelker, Am., & Zapp, L. (in press). Incorporating the lifestyle performance model for intervention with children with ASD. *Advance for Occupational Therapists*.

Please see the following website for easy to read social story information and for sample social stories:

<http://www.polyxo.com/socialstories/introduction.html>

AIM module for **graduate students only**: General Interventions (Home Base)

Week 8:

Harrison Elder, J., Shankar, M., Shuster, J., Theriaque, D., Burns, S., & Sherrill, L. (2006). The gluten-free, casein-free diet in autism: Results of a preliminary double blind clinical trial. *Journal of Autism & Developmental Disorders*, 36(3), 413-442.

Unknown Author (2007). An unexpected effect of the autism-vaccine controversy. *Child Health Alert*, 25, 3-4.

Smith, A., Yarwood, J., & Salisbury, D. (2007). Tracking mothers' attitudes to MMR immunization 1996-2006. *Vaccine*, 25(20), 3996-4002.

Smith, T., Scahill, L., Dawson, G., Guthrie, D., Lord, C., Odom, S., Rogers, S. & Wagner, A. (2007). Designing research studies on psychosocial interventions in autism. *Journal of Autism & Developmental Disorders*, 37 (2), 354-366.

Stokstad, E. (2008). Stalled trial for autism highlights dilemma of alternative treatments. *Science*, 321(5887), 326.

TEACCH website http://www.teacch.com/info_evaluation.html

Wong, J. & Smith, R. (2006). Patterns of complementary and alternative medical therapy use in children diagnosed with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 36(7), 901-909.

Woods, J., Association of University Centers on Disabilities: How to Make an Informed Decision when Choosing an Intervention Treatment (available on Bb)

Week 9:

All students read all students' online ppt presentations of their case studies and intervention plans.

Case Study, Paper, Oral Report

Has **three parts** which are all based on a child, adolescent, or adult with autism.

Part I - Case Analysis Identify a child or adult with autism; Dr. Bundy will help you find one if needed. Write a 3-5 page case analysis on this person to include history, family structure, educational programs, medical interventions, related services, current concerns and current strengths. Identify the source of your information. Type this up and turn it in as the first part of your paper.

Part II - Topical Paper Based on the needs of this child or an interest (e.g., sensory problems, inclusion, family adjustment, social communication) which arose from your work with this individual, write an approximately 5-8 page paper which meets the given criteria (next page). Relate the literature to the case study to compare/contrast your individual with the literature. Identify implications of this literature for intervention. You should submit copies of the articles with the paper and include a reference list written in APA format.

Part III - Oral Report You will present your case analysis and a summary of the findings from your topical paper to the class. You will have a 15-20 minute time period to do this.

Eastern Kentucky University
Grading Criteria for Case Study and Literature Review Paper - Attach to Paper

Name:

Part I - Case Analysis – 50 points and 20% of grade Your total:

- _____ Demographic information - age, gender, grade etc.
- _____ History - medical and educational
- _____ Family structure and dynamics
- _____ Current school plan
- _____ Current medical interventions
- _____ Source of information identified
- _____ Related services or activities (PT, OT, Speech-Language) listed
- _____ Most significant problems identified
- _____ Strengths of the child/individual identified
- _____ Does not include any identifying information (e.g., real first name, last name, others)

Part II - Topical Paper - 50 points and 20% of grade Your total:

- _____ Approximately 5-8 page paper submitted on time (page total including case analysis)
- _____ At least 6 references which include journal articles and books or Internet references
- _____ Uses a maximum of 2 Internet references.
- _____ Reviews the literature pertinent to the individual in the case study.
- _____ Submit copies of the articles with the paper - these will be returned to you
- _____ APA style reference list and references in text
- _____ Mechanics of the paper - spelling, grammar, format
- _____ Content of the paper - comprehensive coverage of the topic
- _____ Writing quality - organization, concise, clarity
- _____ Relevance of the topical paper to the needs of the individual.
- _____ Compares and contrasts the case study to the literature review.
- _____ Suggests three (3) applications of intervention for the individual based on the literature or other course materials.
- _____ Quality and insights of these suggestions for intervention.
- _____ States one key idea learned from this project.
- _____ Overall quality of this paper.

For Graduate Students only

- _____ Presents intervention ideas in the form of a Ziggurat Global Intervention Plan.
- _____ Writes letter to family presenting the plan
- _____ If possible, meets with family and/or intervention team to present plan.

Grand total/grade:

Additional Resources

Early Childhood

To support early detection efforts for developmental disabilities, CDC-TV<<http://www.cdc.gov/CDCTv>> has just released a new video in its "Health Matters" series entitled "Baby Steps: Learn the Signs. Act Early<<http://www.cdc.gov/CDCTv/BabySteps/>>". The video provides up-to-date information and guidance on identifying developmental disabilities and builds upon resources such as NCBDDD's Learn the Signs. Act Early<<http://www.cdc.gov/ACTEARLY>> campaign.

This video, which is available for viewing through a number of channels including mobile phone or as a podcast, is also available for download (See "Download this Video" instructions on the CDC-TV page<<http://www.cdc.gov/CDCTv/>>) allowing organizations to utilize the video in a number of ways including present the video as an instructional tool for new parents, caregivers, healthcare providers or teachers. Featuring interviews with a developmental pediatrician as well as the parent of a special needs child, the video presents compelling and instructional information about developmental milestones

New "Health Matters" features are released each month, and each are produced in collaboration with subject matter experts within CDC's Centers, Institutes and Offices, in this case, the National Center for Birth Defects and Developmental Disabilities. Features will also provide links to other online resources for each topic where viewers can find more information. Providing short, high-quality videos is part of CDC's goal to increase people's access to the information necessary to help prevent illness and injury and to protect their health and that of their families. Collectively, these and other resources contribute to CDC's efforts supporting a larger effort by staff and partners to lead America toward being the Healthiest Nation<<http://www.healthiestnation.org/>>.

First Signs is dedicated to the early identification and intervention of children with developmental delays and disorders.

<http://www.firstsigns.org/>

The Center on the Social and Emotional Foundations for Early Learning
What Works Briefs: Summaries of Effective Practices for Supporting

Children's Social-Emotional Development and Preventing Challenging Behaviors. The Briefs describe practical strategies, provide references to more information about the practice, and include a one-page handout that highlights the major points of the Brief.

<http://www.vanderbilt.edu/csefel/>

The Center for Evidence-Based Practice: Young Children with Challenging Behavior

The Teaching Tools are intended to assist teachers in problem-solving a plan to support young children who are having challenging behavior. The User's Manual will explain how to use the tools and all of the technical information you will need to access the hyperlinked visual supports and materials. Also included within the Teaching Tools is the Routine Based Support Guide. The Guide is a document that accompanies all of the tools and is organized in routines and activities that typically occur in early childhood programs. It will assist teachers in support plan development.

<http://challengingbehavior.fmhi.usf.edu/conceptbehavior.pdf>

Visual Supports for Communication

Visual Supports: Helping Your Child Understand and Communicate

<http://card.ufl.edu/visual.htm>

Article with practical strategies for making visual supports for students on the Autism Spectrum - from The Center for Autism & Related Disabilities (CARD)

Visual Schedule Systems

<http://www.setbc.org/projects/vss/default.html>

Online information about how to develop and use visual schedules. A downloadable pdf file is also available at this site.

Increasing Communication Skills in Students with Autism Spectrum Disorders: The AAC Technology Solutions, Joanne Cafiero

<http://www.outersound.com/cafiero/articles/10-07-1.htm>

An introduction to the use of Augmentative and Alternative Communication (AAC) in enhancing existing communication modalities in individuals with disabilities.

Teaching Pivotal Behaviors

How to Teach Pivotal Behaviors to Children with Autism: A training Manual: Robert L Koegel, Laura Schreffirnan, Amy Good, Laurie Cerniglia, Clodagh Murphy, Lynn Kern Koegel

<http://www.users.qwest.net/~tbharris/prt.htm>

This is an excellent resource on the practical application of teaching Pivotal Behaviors in natural environments.

Information on Teaching Social Skills

Carol Gray - Social Stories

<http://www.thegraycenter.org/>

Carol Gray - Sample Social Stories and guidelines

http://www.thegraycenter.org/store/index.cfm?fuseaction=page.display&page_id=30

Understanding Behavior Through Social-Emotional Development, Written by Stephen M. Edelson, Ph.D. Center for the Study of Autism, Salem, Oregon

<http://www.autism.org/social-emotional.html>

Articles on Teaching Students on the Autism Spectrum and Other Learning Differences

Structured Teaching

<http://www.teacch.com/structureteach.html>

Chapel Hill TEACCH Center: This chapter discusses the features of structure that have proven useful in classrooms for students of all ages with autism. These features are physical organization, scheduling, and teaching methods.

<http://www.difflearn.com/>

The goal of this website is to provide information on books/manuals, flashcards, sequencing, PECS, scheduling products, software, videos, puzzles, handwriting, sorting and manipulating and step-by-step books. There is also a page of over 20 related links for educators and families.

DoToLearn

<http://www.do2learn.com/>

Free picture cards and print activities for autism and learning disorders; almost the same as the Mayer-Johnson pictures but a lot cheaper; great site for teachers to get some ideas on fun activities; also great for parents.

Enchanted Learning

<http://www.enchantedlearning.com/Home.html>

Good site for teachers for unit materials.

Shoe Box Tasks

<http://www.shoebotasks.com/>

Good site for ideas for shoebox tasks. Lots of links and monthly ideas.

Tinsnips

<http://www.tinsnips.org/index.html>

Great resource for educators including free worksheets and some available for purchase as well as links, ideas and seasonal theme activities.

Board Maker Files

On this website you will find books that have been adapted using the Picture Communication Symbols (PCS) and the Mayer-Johnson program BoardMaker (c). The Picture Communication Symbols (PCS) are typically used by individuals who have difficulty being understood verbally or have severe difficulty with reading and writing.

http://www.baltimorecityschools.org/boardmaker/adapted_library.asp

Polyxo.com

<http://www.polyxo.com/>

Great resource to download data collection sheets. Brief description of some strategies to teach children with autism.

Room5 Autism Page

<http://members.aol.com/room5/welcome.html>

Great site full of ideas and links for teachers of children with autism!

Work Jobs or Shoebox Task

<http://www.blaine.wednet.edu/bes/class/Klemmt/html%20file/workjobs.html>

Terrific visuals of shoebox type tasks. List of links under classroom activities!

Use Visual Strategies

<http://www.usevisualstrategies.com/>

Students with Autism Spectrum Disorders and many of other students with behavioral or communication challenges tend to be visual learners. They understand what they see better than what they hear. Therefore, they benefit significantly from the use of Visual Strategies.

Simplified Technology

<http://www.iidc.indiana.edu/irca/ftrainpapers.html>

Ideas from Linda Burkhart--includes lesson plans, guidelines, interactive projects, and resources.

General Web Sites on Autism with Numerous Links to Additional Information

Center for the Study of Autism

<http://www.autism.org/contents.html>

Collection of articles on many aspects of Autism

Autism Society of America

<http://www.autism-society.org/>

Autism Resources Links

<http://www.autism-resources.com/>

Autism and Autism Spectrum Disorders (ASDs)

National Institutes of Health

Health

<http://www.nichd.nih.gov/health/topics/asd.cfm>

Autism Spectrum Disorder Overview Centers for Disease Control

<http://www.cdc.gov/ncbddd/autism/overview.htm>

Indiana Resource Center for Autism

<http://www.iidc.indiana.edu/irca/ftrainpapers.html>

These articles provide thoughtful discussions and practical recommendations on a wide range of topics, including behavior, sensory programming, education, communication, and other issues.

Information for Educators

A Guide for Transition to Adulthood by the Organization for Autism Research

<http://www.researchautism.org/resources/reading/documents/TransitionGuide.pdf>

An Educator's Guide by the Organization for Autism Research

http://www.researchautism.org/resources/OAR_EducatorsGuide.pdf

An Educator's Guide to Asperger Syndrome by the Organization for Autism Research

http://www.researchautism.org/resources/OAR_Guide_Aasperger.pdf

Educating Children with Autism Committee on Educational Interventions for Children with Autism

National Research Council

Read for free at http://www.nap.edu/catalog.php?record_id=10017

The Puzzle of Autism National Education Association and the Autism Society of America

<http://www.nea.org/specialed/images/autismpuzzle.pdf>

Teachers Tool Box

<http://www.ttoolbox.com/>

On-line Training

Autism Internet Modules (AIM)

<http://www.ocali.org/aim/>

The Ohio Center for Autism and Low Incidence (OCALI) will develop Autism Internet Modules (AIM) in partnership with the Autism Society of America (ASA) and the Nebraska Autism Spectrum Disorders Network. The AIM project will develop a series of 60 online modules on ASD including

characteristics, diagnosis, interventions and supports, transition, and employment. Module authors will include experts in ASD from across the nation. These modules will be available at no cost, in an open-source format to any computer or digital telephone user. Thus, these modules will be available throughout Ohio and on a global basis.

Interactive Collaborative Autism Network (ICAN)

<http://www.autismnetwork.org/>

ICAN modules with lessons organized into categories. Lessons include topics such as Overview of Autism, Social and Language Interventions.

The PDA Center (Professional Development in Autism)

<http://depts.washington.edu/pdacent/courses.html>

Autism 101 and Special Education

Autism Speaks

<http://www.autismspeaks.org/>

Check out their video "Autism Every Day"

EASTERN KENTUCKY UNIVERSITY
FALL 2008
PSYCHOLOGY 843
PRACTICUM in PSYCHOLOGY
(3.0 Semester Credit Hours)

Instructor: Myra Beth Bundy
Office: Cammack 127
Phone: (859) 622-1105
E-mail: myrabeth.bundy@eku.edu

CATALOGUE DESCRIPTION:

PSY 843 Practicum. (104) A. Prerequisite: departmental approval. Supervised practice in applied settings. Selective participation with an assigned agency varies with the student's program with level of preparation in course work, and with previous supervised field experience. Class meetings as arranged. May be retaken to a maximum of eleven credit hours. Graded Satisfactory/Unsatisfactory.

TEXTS: No text required.

INTRODUCTION and COURSE OBJECTIVES: Practica are viewed as integral and essential components of professional training. This practicum provides students the opportunity to gather knowledge and skills most appropriately learned in the field and to refine skills and clarify knowledge learned as a part of the university training program.

Most students have completed course work in ethics (including training in confidentiality procedures), introductory psychotherapy, psychopathology, intellectual assessment, and behavioral assessment/intervention. Students are evaluated by the clinical faculty at EKU prior to being approved for practicum placement. Students must demonstrate an appropriate level of professional responsibility, maturity, and clinical competence. This information is provided to describe student qualifications for doing work involving the experiences described under **STUDENT LEARNING OUTCOMES.**

STUDENT LEARNING OUTCOMES (SLOs) for the course are as follows:

STUDENT LEARNING OUTCOMES RELATED TO GENERAL ORGANIZATIONAL CULTURE

Students will:

1. Comprehend the organizational structure of the mental health, school, etc. system (depending on the practicum placement).
2. Integrate understanding of the responsibilities and target populations of staff providing psychological services.

3. Integrate understanding of policies and practices of the practicum site/system through multiple experiences, e.g., receiving new staff training/orientation, reading records, observing programs or treatment as appropriate, talking to administrators and other staff, attending organizational events, case conferences, staff meetings, etc.
4. Analyze the sources of funding for mental health assessment and intervention.

STUDENT LEARNING OUTCOMES RELATED TO PSYCHOLOGY PRACTICE

Students will:

1. Demonstrate increased skills in behavioral assessment and related consultation and/or treatment design.
2. Demonstrate increased skills in integrating intellectual, achievement, and personality assessment data.
3. Design and implement direct psychological interventions. These interventions may include, but are not limited to:
 - * psychotherapy (Individual, group, adults, children, families, etc.)
 - * behavioral plans carried out by teacher or parent
 - * parent consultation
 - * self-change behavior plans carried out by the client
 - * crisis assessment and intervention
4. Manage paperwork related to practicum-site requirements in timely, responsible, and ethical manner.
5. Integrate experiences that are conducted in accordance with current state and federal laws and with APA ethical and professional standards.

UNDERSTANDINGS:

1. The student will meet **face-to-face, individually for at least one hour per week** with the on-site supervisor or with the university supervisor. Students are under the direct supervision of the licensed university supervisor and the practicum site clinical supervisor.
2. The on-site supervisor has primary responsibility to insure adherence to practicum site policies and procedures and to insure that necessary services are delivered. The university supervisor has primary responsibility to insure that students get appropriate training. These responsibilities are not conflicting, but if conflicting demands are made of the student, it is the student's responsibility to inform the supervisors. It is then the supervisors' responsibility to work out the conflicts.
3. By agreeing to supervise students, practicum sites and supervisors agree to provide a

broad range of experiences leading to the goals listed above.

4. The provision of assessment and intervention equipment is generally the **responsibility of the practicum site**. Equipment may be borrowed from the university on a temporary, short-term basis depending on availability. Consumable equipment (e.g., protocols) are the responsibility of the practicum site. The practicum site also agrees to provide the work space to the practicum student.

COURSE REQUIREMENTS:

1. Obtain liability insurance prior to working with clients.
2. Meet **face-to-face, individually for at least one hour per week** with the on-site supervisor or with the university supervisor(s).
3. Students will be on-site as scheduled (2 days per week, 16 hours per week) unless released by their on-site supervisor.
4. Provide/observe/or collaborate in direct interventions to a minimum of approximately 5 clients with weekly hour-long meetings totally to at least 75 hours for the semester.
5. Conduct a minimum of one complete psychological evaluation.
6. Provide at least one of the following: a presentation, assist with staff in-service, assist in running a group, or other alternative activities approved by the supervisor.
9. Keep a log of activities for days they are on their practicum sites.
10. Write a short (approximately three page) paper describing their experiences on the practicum. The main purpose of the paper is to relate students' experiences to the course goals and to evaluate the extent to which goals were obtained. This paper will become part of the student's portfolio

EVALUATION METHODS:

Students will meet weekly with onsite supervisors and with faculty supervisors to receive supervision and evaluation of their progress.

COURSE OUTLINE:

Not applicable.

STUDENT PROGRESS:

Students will be given written feedback from the onsite and faculty supervisors regarding their progress toward meeting course requirements prior to the mid-point of the semester.

ATTENDANCE POLICY:

Students are expected to attend each day of practicum. Unavoidable missed days should

be made up.

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.

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 Student Services Building Room 361 by e-mail at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

IMPORTANT DATES:

Please see the Colonel's Compass for dates for adding, dropping, or withdrawing from courses.

PSY 887: Independent Study in Psychology
Department of Psychology
Spring 2009
(3 Credit Hours)
CRN 25637
SYLLABUS

Instructor: Jaime Henning
217 Cammack Hall
622-8178
Jaime.henning@eku.edu

Catalogue Description:

Psy-887, Independent Study in Psychology. Independent Study allows the student to explore a topic of interest under the close supervision of a faculty member. This course includes directed readings, and psychological interventions with the elderly.

Texts:

No text required. Students will explore individually determined area of the research literature.

Course Prerequisites:

Students must have the Independent Study Proposal Form approved by the faculty supervisor and the department chair prior to enrollment.

Course Objectives:

The students will explore a topic in psychology. The purpose of the course is to review the empirical literature and gain experience in the development and implementation of empirical research.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- a. Prepare materials and procedures needed for empirical research
- b. Gather data from human subjects
- c. Locate relevant literature and conducting a review of that literature
- d. Prepare a final written report of the literature review

Course Requirements:

1. Conduct a literature review
2. Assist with data collection
3. Assist with data analyses
4. Assist with manuscript preparation

Evaluation Methods:

The students will meet weekly with the faculty supervisor to discuss the progress of the project and the knowledge the student is gaining. The supervisor will evaluate whether tasks have been completed in a thorough and timely manner, and whether requirements and objectives have been met.

Grading Scale:

Methods of student evaluation and grading criteria are described in the Independent Studies Proposal form. The grading scale for the course is:

A = 90%; B = 80%; C = 70%, D = 60%

Course Outline:

Not applicable—individually determined.

Student Progress:

Students will be given written feedback from the instructor regarding their progress towards meeting each of the course requirements prior to the mid-point of the semester.

Attendance Policy:

Weekly meeting times will be scheduled at a time convenient for both the instructor and student. If the student cannot attend the meeting, a make-up must be scheduled.

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.

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 Student Services Building Room 361 by e-mail at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Standards for Written Assignments:

Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

Important Dates:

January 19: Last day for add/dropping full-semester courses.

March 7: Mid-term grades for all undergraduate students viewable online.

March 20: Last Day to "withdraw" with a "W" from a full-term class or from the University.

PSY 890 Thesis Research

Instructor: Myra Beth Bundy
859-622-1105
Myrabeth.bundy@eku.edu

Catalog Description

Experimental investigation of a selected topic, including preparation of a formal report. May be retaken to a maximum of twelve hours. Graded Satisfactory/Unsatisfactory. A minimum of 1200 hours of work is required for the total twelve hours credit awarded.

Texts

No text. Students will be conducting searches for research literature to be included in the introductory section of their thesis.

Prerequisites:

Departmental Approval.

Student Learning Outcomes:

At the conclusion of this thesis research, students will show that they are able to:

1. Identify and explore a psychological topic of their choice
2. Review and evaluate the empirical literature in this area
3. Develop and implement an empirical research investigation
4. Successfully prepare a quality APA-style written report and an oral defense/presentation of the report

Evaluation Methods:

Student will meet weekly with the faculty supervisor to discuss the progress of the project and the knowledge the student is gaining. The supervisor will evaluate whether tasks have been completed in a thorough and timely manner, and whether objectives have been met. Students' written product and oral defense will be evaluated by the thesis committee.

Attendance Policy:

For successful completion of a thesis, students will be expected to attend every weekly meeting or to make arrangements to reschedule during the same week.

Student Progress:

Students will receive written feedback about their performance from their faculty supervisor before the midpoint of their project.

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.

Last Day to Drop the Course:

Please see the Colonel's Compass for the last day to drop the course.

Disability Accommodation Statement:

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

Course Requirements

Students must complete the following tasks:

1. Topic identification
2. Review of empirical literature
3. Committee identification
4. Research study development
5. Proposal Meeting
6. IRB application and approval
7. Data collection/study implementation
8. Data Analysis
9. APA style paper preparation
10. Oral Presentation of Research to Committee

Course Outline

To be individually determined and contracted depending on the student's unique research design.

INTERNSHIP IN SCHOOL PSYCHOLOGY
PSY 898 (12 Credit Hours)
Department of Psychology
Spring 2008

Instructor:

Andrea Hale, Ph.D.
104 Cammack Hall
622-1109
e-mail: andrea.hale@eku.edu

Dan Florell, Ph.D.
202 Cammack Hall
622-1291
e-mail: dan.florell@eku.edu

Catalog Description:

Prerequisite: advisor approval. Intensive supervised experience in approved educational setting. May be retaken to a maximum of twelve hours. Graded Satisfactory/Unsatisfactory. A minimum of 1200 hours of work is required for the total twelve hours credit awarded.

Introduction:

This syllabus is for students, university trainers, and field supervisors. It details the requirements of the student, university, and school district in completing the supervised experience in school psychology (internship). Training in school psychology is the joint responsibility of the student, university, and school. The supervised experience is the culminating experience in the training of a school psychologist. It follows the completion of the formal campus learning program and is more than a laboratory assignment, a job, or a field experience. Through the supervised experience, an individual develops professional skills, responsibility, and independence by engaging in a variety of structured experiences.

Texts:

Policy and Procedures manual at the internship site.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate familiarity with administrative policies and personnel practices.
2. Attend board of education meetings.
3. Attend administrative meetings.
4. Demonstrate familiarity with school operations.
5. Demonstrate familiarity with larger school context, including school/community programs, extra-curricular events, community resources, and mental health/educational resources.
6. Demonstrate familiarity with local policies and procedures for school psychological services.

7. Demonstrate familiarity with referral forms, report forms, bulletins, filing systems, due process forms, and procedures.
8. Prepare orders for psychological assessment material and/or professional literature according to local procedures.
9. Review School Records
10. Demonstrate Interview skills
11. Observe Students in school settings
12. Demonstrate knowledge of Community Resources
13. Demonstrate familiarity and skills in Special Education Program Intervention
14. Plan and Implement Interventions
15. Counsel students with disabilities
16. Consult with school personnel
17. Educate Staff and Parents
18. Demonstrate adequate written communication skills
19. Demonstrate skills to work with diverse populations.
20. Demonstrate professional school psychology behaviors and skills
21. Accurately keep case and activity logs

Course Requirements:

CHILD STUDY

1. Evaluate and summarize relevant educational, familial, medical, and psychological data of students.
2. Plan and conduct interviews with children, parents, teachers, and other school personnel.
3. Observe and record behavior of children using a variety of observation techniques, and summarize in writing pupil/parent/teacher/class interaction.
4. Become familiar with mental health and educational resources available within the community (e.g., visit local mental health center, create a list of possible referral sources, initiate contacts with providers in the area)
5. Follow appropriate local procedures to obtain information (e.g., parental permission.
6. Conduct Individual Testing-Complete appropriate evaluations of students using a variety of assessment techniques.
7. Group Assessment. Participate in district's group testing program. Indicate particular activities in log of internship activities.
8. Individual assessment of Non-Disabled Children. Participate in assessment, conferencing, and report writing, in accordance with local procedures for selected non-disabled children (e.g., kindergarten, early entrance, retention, gifted, disadvantaged, at risk, chapter, reading recovery, prevention).

SPECIAL EDUCATION PROGRAM INTERVENTION

9. Program Experiences –Observe each of the following populations: AU, EBD, HI, MMD,

FMD, MD, OHI, OI/PD, SLD, TBI, VI, DD, preschool, gifted, plus appropriate Regional Center. Circle populations served, cross out those to which there is no access.—Participate in team meetings for at least one of each of the following types of children with disabilities: AU, EBD, HI, MMD, FMD, MD, OHI, OI/PD, SLD, TBI, VI, DD. Circle populations served, cross out those to which there is no access.

10. Due Process Experiences—Demonstrate familiarity with due process policies and procedures. Follow 3 children from time of referral to time of placement—Participate in writing functional IEPs for children undergoing placement conferencing.

11. Use Curriculum-based or other non-traditional assessment procedures to assist in special education eligibility determination.

PLANNING and IMPLEMENTING INTERVENTIONS

12. Problem Solving

Identify initial hypotheses during brainstorming sessions with field supervisor and provides relevant support prior to assessment.

Identify data from assessment that confirms or contradicts initial hypotheses, in brainstorming sessions with field supervisor and provide revised hypotheses, as indicated

In team meetings, present latest hypotheses, as well as supportive data.

13. Participate in intervention assistance meetings to assist in the development of interventions.

14. Instructional Interventions—Formulate in writing, practical recommendations for modifying students' instructional program.

15. Behavior Management Strategies for the School Setting

Formulate and itemize plans for effective behavior interventions (i.e., objectives, implementation procedures, and means of evaluation).

Assist teachers in implementing interventions for both individual and group, including evaluation.

16. Use both traditional and non-traditional or curriculum-based assessment to design, implement, and evaluate interventions.

COUNSELING

17. Minimum of 5 individual sessions with students with disabilities, including provision of written documentation (intake interview, structure of counseling, and criteria for selection and evaluation procedures).

18. Minimum of 6 group sessions (counseling or co-counseling), including written documentation.

CONSULTATION

19. Regular and Special Education Teachers and Other School Personnel

Engage in collaborative problem solving or other forms of consultation with immediate input of field supervisor at various educational levels. Such activities are to be formal systematic

and performance-based.

Independently engage in collaborative problem solving or other forms of consultation. Such activities are to be formal, systematic and performance-based.

Evaluates effectiveness of consultation process, including monitoring effectiveness of interventions selected and revising plan as necessary.

20. Parents.

Conduct parent conferences in presence of field supervisor regarding children at various educational levels, to engage in collaborative problem solving, especially with parents and children with disabilities.

Independently conduct parent conferences regarding children at various educational levels, to engage in collaborative problem solving, especially with parents and children with disabilities.

Monitor effectiveness of interventions and revise plans as needed.

21. Case Study Report

Provide consultation using a minimum of 4 consultation sessions (Problem Identification Interview, Problem Analysis Interview, Plan Implementation, and Plan Evaluation Interview) with the same teacher and related to the same student (or problem). It may be necessary to meet with the teacher more than the 4 minimum sessions that are required. It is important to assess each case individually to determine the contact needed to help ensure the success of the consultation. You will audio-tape the initial problem identification interview with a practicing teacher about a problem with a child in his or her current class. You will write a critique of your audio taped consultation session. The Case Study Report should include the following items:

Cover Page

Name

Semester and Year

Total hours logged

Site Supervisor Information

Name

Credentials

Site Information

Grades served within the school

Demographic Information

List of Procedures (e.g., Problem Identification Interview, direct observation, ABC Analysis, Permanent Product Evaluation)

Consultation Summary

Description of Participant and Setting

Definition of Presenting Problem

Data Collection Procedures

Objective

Materials Provided

Procedure (General information relative to type of intervention chosen; include reference to 2 research articles that support the type of intervention you chose; Implementation of intervention procedures)

Treatment Integrity

Data Interpretation (Visual graph of data needs to be included)

Discussion

Consultation Process Discussion

References (minimum of 2 research article citations)

Appendices

- Consultation Protocol
- Data Collection Sheets
- Consultation Logs
- Process Evaluation Form
- Copies of articles used for the case
- Consultation Tape and Critique

STAFF AND PARENT EDUCATION

22. Conduct needs assessment, plan and deliver in-service, conduct evaluation, and prepare written report of these activities.

WRITTEN COMMUNICATION SKILLS

22. Submit drafts of written reports, using concise language, to field supervisor until they have been judged satisfactory, including assessment results, explanations of results to teacher and parent, conclusions, and specific academic and behavioral recommendations.

DIVERSITY

23. Work with a diverse student population. More than 25% of internship service must be with diverse populations. The definition of diversity includes age, race, gender, socio-economic status, rural/urban, and ESL.
24. Track diverse experiences using the demographics log.

THE PROFESSIONAL SCHOOL PSYCHOLOGIST

25. Professional Records
 - Develop during the first semester an outline of a record keeping procedure (e.g., field notes, files, etc.) for field supervisor's review
 - Complete by the end of the second semester a written outline of record keeping procedures for both the field and university supervisors
 - Record dates and significant content of in-person and phone contacts in writing and maintains such documentation in appropriate case records (including parents, staff, children, and agencies) where applicable.
26. Keep secretary continually aware of location, announce arrival at and departure from each school to the school office, keep appropriate persons aware of changes in schedule, and generally make self easy to locate.
27. Attend university, state, regional, and/or national seminars for professional development. Please indicate conferences/trainings attended in your daily logs—be specific about the nature of the training received.
28. Conduct activities in accordance with KAPS, NASP, and APA codes of ethics.
30. Develop appropriate personal and professional characteristics which enhance performance as a school psychologist.
 - Objectivity in attacking problems.

Weighing of evidence before making judgments
Willingness to accept responsibility for actions.
Respect for opinions and beliefs of others.
Willingness to assume appropriate responsibilities.
Efficiency in completing responsibilities assumed.
Openness to constructive criticism
Observation of professional ethics in work.
Appropriate personal grooming.
Planning and management of time.
Regard for role of others in working relationship.
Flexibility in approach to meeting special needs.
Tact and discretion in relationships with others.
Conduct befitting member of psychology profession.

INTERN LOGS

31. Two types of logs are required: Log of internship activity and diversity/case logs. Keep log of internship activities, including daily log of activities, case log of evaluations, consultations, and counseling activities (by student), and log of instruments, materials, and/or techniques used. All logs must be kept in electronic format and can be found at <http://www.psychology.edu.edu/school/grad/third.php>. Please respect the students' confidentiality by omitting or removing their names from all documents turned into the university.

Course Outline

Not applicable

Attendance policy: This is a professional training program designed to prepare you to assume the roles and the responsibilities of a mental health professional in an educational settings. You are expected to take on the roles and responsibilities as would an individual who is preparing to enter the profession. As part of this process, you are expected to be present at all internship work days. Missing a day of internship should be unusual. In the event that some unforeseen circumstance arises, you are expected to confer with your on site supervisor in advance if possible..

Evaluation Methods:

The student's grade will be determined by the student's faculty supervisor, in conjunction with detailed written evaluations by the onsite supervisor. The student's performance will be assessed across the areas of (1) academic preparation for the Internship; (2) The student's work performance; (3) the student's Ethical Awareness and Conduct; (4) the student's use of Supervision; (5) the student's Interactions with students, parents, and school personnel; (6) the student's Interactions with Coworkers; and (7) the student's Work Products.

Student Progress:

Students are responsible for monitoring their progress throughout the internship through scheduled meeting with their site supervisor. The site supervisor will provide students with information regarding their progress on a regular basis. Mid-term and final evaluation

information will be provided in written form by the site supervisor and discussed with the student.

Disabilities/Special Circumstances:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with me 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 disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

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.

Last Day to Drop the Course:

Please see the Colonel's Compass for the last day to drop the course.

INTERNSHIP IN CLINICAL PSYCHOLOGY
PSY 899 (6 Credit Hours)
Department of Psychology
Spring 2008

Instructor:

Don Beal, Ph.D.
112 Cammack Hall
622-1108
e-mail: don.beal@eku.edu

Catalog Description:

Prerequisite: Departmental approval. Intensive supervised experience in approved clinical setting. May be retaken to a maximum of twelve hours. Graded Satisfactory/Unsatisfactory. A minimum of 480 hours of work is required.

General Outcomes:

The main purpose of the course Internship in Clinical Psychology is to provide you with clinical experience in applied settings in the areas of assessment, diagnosis and treatment of individuals suffering from the various psychological and behavioral disorders. During the term, you will become more experienced with the application of various assessment techniques and psychological interventions commonly used by Masters Level Psychologists in treatment settings. Finally, you will increase your ability to administer, interpret, and write up your treatment recommendations while working in a full time setting with clients with psychological and behavioral problems.

Texts:

Policy and Procedures manual at the internship site.

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders, revised. (DSM-IV-TR). Washington, D.C.: American Psychiatric Association.

Student Learning Outcomes related to General Organizational Culture:

Upon completion of this course, students will be able to:

1. Understand the organizational structure of the mental health, school, etc. system (depending on the practicum placement).
2. Demonstrate familiarity with the responsibilities and target populations of staff providing psychological services.
3. Learn and demonstrate understanding of policies and practices of the practicum site/system through multiple experiences, e.g., receiving new staff training/orientation, reading records, observing programs or treatment as appropriate, talking to administrators

and other staff, attending organizational events, case conferences, staff meetings, etc.

4. Understand and discuss the sources of funding for mental health assessment and intervention.

Student Learning Outcomes related to Clinical Psychology Practice:

Upon completion of this course, students will be able to:

1. Demonstrate beginning professional level skills in behavioral assessment and related consultation and/or treatment design.
2. Demonstrate beginning professional level skills in integrating intellectual, achievement, and personality assessment data.
3. Design and implement direct psychological interventions. These interventions may include, but are not limited to:
 - * psychotherapy (Individual, group, adults, children, families, etc.)
 - * behavioral plans carried out by clinician, teacher or parent
 - * parent consultation
 - * self-change behavior plans carried out by the client
 - * crisis assessment and intervention
4. Manage paperwork related to practicum-site requirements in timely, responsible, and ethical manner.
4. Satisfy current state and federal laws and APA ethical and professional standards for clinical internship training requirements.

Course Outline

Not applicable

Course Requirements:

1. The student will meet **face-to-face, individually for at least one hour per week** with an on-site Doctoral Level supervisor along with regular meetings with the university supervisor. Students are under the direct supervision of the licensed university supervisor and the practicum site clinical supervisor.
2. The on-site supervisor has primary responsibility to insure adherence to practicum site policies and procedures and to insure that necessary services are delivered. The university supervisor has primary responsibility to insure that student's get appropriate training. These responsibilities are not conflicting, but if conflicting demands are made of the student, it is the student's responsibility to inform the supervisors. It is then the supervisors' responsibility to work out the conflicts.
3. By agreeing to supervise students, practicum sites and supervisors agree to provide a broad range of experiences leading to the goals listed above.
5. The provision of assessment and intervention equipment is generally the **responsibility**

of the practicum site. Equipment may be borrowed from the university on a temporary, short-term basis depending on availability. Consumable equipment (e.g., protocols) are the responsibility of the practicum site. The practicum site also agrees to provide the work space to the practicum student.

6. Students must obtain liability insurance prior to working with clients.
7. Students will meet **face-to-face, individually for at least one hour per week** with the on-site doctoral level supervisor, along with regular meetings with the university supervisor(s).
8. Students will be on-site as scheduled (5 days per week, 40 hours per week) unless released by their on-site supervisor.
9. Students will provide/observe/or collaborate in direct interventions to a minimum of approximately 5 clients with weekly hour-long meetings totally to at least 75 hours for the semester.
10. Students will conduct a minimum of two complete psychological evaluations.
11. Students will provide at least one of the following: a presentation, assist with staff in-service, assist in running a group, or other alternative activities approved by the supervisor.
12. Students will keep a log of activities for days they are on their practicum sites. This log should be kept up to date on a weekly basis, and will be reviewed by the University Internship Supervisor periodically during the Semester.
13. Toward the end of the Semester, each student is required to write a short (approximately three page) paper describing their experiences on the practicum. The main purpose of the paper is to relate students' experiences to the course goals and to evaluate the extent to which goals were obtained. This paper will become part of the student's portfolio, along with his/her self evaluation.

Attendance policy: This is a professional training program designed to prepare you to assume the roles and the responsibilities of a mental health professional in the community. You are expected to take on the roles and responsibilities as would an individual who is preparing to enter the profession. As part of this process, you are expected to be present at all internship and supervision sessions. Missing a day of internship should be unusual. In the event that some unforeseen circumstance arises, you are expected to confer with your on site supervisor in advance if possible..

Evaluation Methods:

The student's grade will be determined by the student's faculty supervisor, in conjunction with detailed written evaluations by the onsite Doctoral level supervisor. The student's performance will be assessed across the areas of (1) academic preparation for the Internship; (2) The student's work performance; (3) the student's Ethical Awareness and Conduct; (4) the student's use of Supervision; (5) the student's Interactions with Clients; (6) the student's

Interactions with Coworkers; and (7) the student's Work Products. These criteria are spelled out in detail in the Clinical Graduate Student Handbook.

Student Progress:

Students are responsible for monitoring their progress throughout the internship through scheduled meeting with their site supervisor. The site supervisor will provide students with information regarding their progress on a regular basis. Mid-term and final evaluation information will be provided in written form by the site supervisor and discussed with the student.

Office Hours:

My scheduled office hours are Monday through Thursday, 10:00 -11:00. In general, I will be in and available for appointments at other times. I encourage you to come and see me about anything, no matter how trivial it may seem. Also I can be reached by telephone (622-1108). In the event that I am not in, you can leave a message and I will get back to you as soon as possible. Usually that same day.

Disabilities/Special Circumstances:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with me 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 disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

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.

Last Day to Drop the Course:

Please see the Colonel's Compass for the last day to drop the course.

EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY

OTS 831 Practice Seminar II
Syllabus

Course Instructor:

Shirley P. O'Brien, Ph. D., OTR/L, FAOTA
Office: Dizney 237 622-6329
shirley.o'brien@eku.edu

Academic Fieldwork Coordinator:

Elaine Fehringer, MA, OTR/L
Academic Fieldwork Coordinator
Office: Dizney 106 (859) 622-2281
Elaine.fehringer@eku.edu

Credits: 2

Catalog Description:

Co-requisites: OTS 830; OTS 832. Integration of occupation-based practice through reflection on curriculum themes, participation in community-based learning in educational and social settings, preparation for Level II Fieldwork and completion of a learning portfolio.

Student Learning Outcomes:

Upon completion of the course, the learner will:

1. Reflectively analyze the themes of occupation, diversity, communication, reasoning and professional identify as experienced in the occupational therapy process and domain
2. Apply knowledge and skills of occupation-based practice by engaging in the occupational therapy process in an educational system and social system setting
3. Prepare for Level II Fieldwork by researching and practicing knowledge and skills relevant to the student's selected setting
4. Complete learning portfolio demonstrating cycle 1 outcomes in preparation for Level II fieldwork.

Required Texts:

American Occupational Therapy Association. (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 609-639.

Student Plus Membership to the American Occupational Therapy Association at <http://www.aota.org>. (Cost is \$75 per year).

Kentucky Department of Education (2006). *Resource manual for educationally related occupational therapy and physical therapy in Kentucky Public Schools*. Retrieved January 10, 2008 from <http://education.ky.gov/KDE/Instructional+Resources/Exceptional+Children/Forms+and+Documents/Occupational+and+Physical+Therapy+Guidance.htm>

Recommended Text:

Sames, K. M. (2005). *Documenting occupational therapy practice*. Upper Saddle River, NJ: Prentice Hall.

Course Requirements:

Seminar Attendance and Participation.....	25%
<i>Educational Practice Fieldwork</i>	
• Intervention Plan and Implementation (2)	30%
• Notes (Narrative and SOR).....	30%
• Level I Fieldwork Evaluation & SEFWE.....	S/U
• Educational System Time Log.....	S/U
• Assignments for OTS 830 to be carried out in fieldwork. (Note: These will only be graded by your OTS 830 instructors)	
○ Review student’s IEP goals.....	Not graded
○ Administration of the Student Function Assessment.....	Not graded
• Occupational Profile.....	15%
• Level I Fieldwork Evaluation & SEFWE	S/U
Cycle I Portfolio.....	S/U

Assignment Descriptions:

- *Seminar Attendance and Participation (25%)*. It is important that you prepare for, attend and participate in all in-class seminar sessions.
- *Intervention Plans and Implementation ** (two at 15% each = 30%). You will design and implement an activity in your fieldwork sites (one for Educational Practice and one for Community Practice). You will develop a plan, including goals and write a documentation note and reflection on each experience.
- *Narrative Notes/SOR ** (30%). You will write two narrative progress notes using the provided assignment criteria documenting an observed intervention session while in the Educational Practice placement and 4 SOR notes using the Medicaid format.
- *Occupational Profile ** (15%). During your Community Practice fieldwork placement, you will conduct and write up an Occupational Profile of a chosen client. You will then use this Occupational Profile in your OTS 830 course for an assignment.
- *Level I Fieldwork Evaluation ** (S/U). For each of the two fieldwork placements, your on-site supervisor will fill out the provided Level I fieldwork evaluation. You must receive a passing grade from both the clinical instructor and the academic instructor for each of the fieldwork placements in order to receive a passing grade in the course.
- *SEFWE ** (S/U). Each student will fill out a Student Evaluation of Fieldwork Experience (SEFWE) for each of the fieldwork placements, which will be submitted via Safe Assignments on Blackboard.
- *Fieldwork Time Log ** (S/U). Each student will need to be present at the fieldwork site for a total of ten days and forty hours throughout the semester.
- *Cycle 1 Portfolio ** (S/U). Each student will develop a formative professional portfolio on Blackboard. Within this portfolio, the student will include a professional development plan and a self-assessment narrative reflecting on the ECU Department of Occupational Therapy curriculum outcomes.

NOTE: A separate assignment description will be distributed in class for asterisked (*) items.

Grading Practices:

Assignments will be graded as follows:

A=	90-100
B=	80-89
C=	70-79

D= 60-69
F= 59 and below

Student must receive a Satisfactory (S) grade on both Level I Fieldwork Student Evaluations, both Level I Fieldwork SEFWEs and the Cycle I Portfolio in order to receive a passing grade in the course. All course, fieldwork attendance, and fieldwork prerequisite requirements must be completed to successfully complete the course.

Attendance:

Participation is essential to learning in a course combining seminar and fieldwork experiences. Seminar attendance is 25% of the course grade. Two or more absences from seminar sessions will lower your course grade by a full letter grade. In order to complete the course, students are required to complete all ten days. If you are unable to attend one of your scheduled fieldwork sessions, you must call both your course instructor and the setting supervisor prior to your scheduled time at the setting. A student must be at each fieldwork site for a minimum of 20 hours, for a total ten days and 40 hours on site. Students are responsible for arranging any make-up days with the fieldwork supervisor and for notifying the course instructor via email of the arranged makeup schedule prior to the makeup day.

Student Progress:

Students can monitor their academic progress by checking grades in Blackboard. Appointments may be arranged via an email request to the course instructor. Individual instructors may set scheduled office hours. The last day to withdraw from the course is March 21, 2009.

Revised Standardized Disabilities Statement For Course Syllabi

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

Academic 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.

OTS 831: Practice Seminar II Spring, 2009
Outline
Course Instructor: ___O'Brien

Date	Topics	Assignments
1/15	Class Meeting: On Campus (Room 100)	

Date	Topics	Assignments
	<ul style="list-style-type: none"> • Introduction to the course 	
1/22	Class Meeting: On Campus <ul style="list-style-type: none"> • Go over fieldwork site placements • Madison County Public Schools confidentiality training • Professional Development Plan 	Standard precautions quiz on Bb completed by 10 pm 1/28
1/29	Class Meeting: On Campus <ul style="list-style-type: none"> • Course Assignments and due dates • Contact Information 	Draft Professional Development Plan worksheets due 2/4 in D 102 4pm
2/5	Educational Practice session 1 Narrative Note Observation	Narrative Note #1 due in Bb Assignments by 10pm 2/6
2/12	Educational Practice session 2 SOR Note Review student's IEP for OTS 830 Occupational Profile	Narrative Note #2 due in Bb Assignments by 10pm 2/13
2/18	Educational Practice session 3 Administer the Student Function Assessment (SFA) for OTS 830 SOR note	
2/25	Educational Practice session 4 Complete Occupational Profile	Intervention Plan due to Bb Assignments by 10pm 3/2
3/4	Educational Practice On campus synthesis Portfolio check	Reflective reasoning about intervention plan Portfolio status check
3/11-13	Spring Break - Tentative Dates after Spring Break	
3/18 or 20?	Fieldwork Seminar/Speaker (On campus) Location TBA	
3/25	Education Practice session Intervention implementation SOR note	
4/1 or 4/3?	Class meeting for Portfolio work (On campus)	
4/8	Education Practice session 6 SOR Note	Occupational Profile due to Bb Safe Assignments 10pm 4/13
4/15	Education Practice session 7 SOR NOTE	

Date	Topics	Assignments
4/22	Education Practice session 8 Implement Intervention SOR NOTE	Intervention Plan and Analysis due in Bb Safe Assignments 10pm 4/27
4/29	Education Practice session make up if needed Web based meeting on Blackboard	Level I Fieldwork Evaluation, SEFWE, and Community Time Log due in course instructor's mailbox by 4pm 5/1 Online IDEA Evaluation by 5/1
Final Exam Week	Class meeting/course wrap-up	

Eastern Kentucky University
Department of Occupational Therapy
OTS 846: Community Practice Fieldwork

Instructor: Elaine Fehringer, MA, OTR/L
106 Dizney Building
(859) 622-2281
elaine.fehringer@eku.edu

Office Hours: Telephone and onsite visits
as arranged on an individual basis

Credits: 3-5

Catalog Description: Prerequisite: Successful completion of all didactic coursework or instructor approval. Six to ten week fieldwork in a community/education setting to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes online reflective seminar.

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

1. Demonstrate the fundamentals of practice as evidenced by adherence to ethics, safety regulations and the use of judgment in safety.
2. Articulate the values and beliefs of the occupational therapy profession when collaborating and communicating with clients, families and other service providers in a community/education setting.
3. Analyze the occupational performance of clients through the skilled use of a variety of assessment tools appropriate for the community/education setting.
4. Interpret evaluation results and analyze evidence from published resources to develop intervention plans appropriate for clients in community/education settings.
5. Implement occupation-based and client-centered interventions appropriate for community/education practice.
6. Develop skill in documenting occupational therapy services in community/education settings.
7. Apply management knowledge to meet facility goals for occupational therapy services in community/education settings.
8. Demonstrate through practice or discussion the ability to actively collaborate with the occupational therapy assistant.
9. Synthesize the themes of occupation, reasoning, diversity, communication and professional identity as experienced in community/education practice.

Required Texts/ Resources: EKU Department of Occupational Therapy Graduate Student Handbook.

Recommended Texts/Resources:

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author.

AOTA Student-Plus Membership: Enhanced membership for the American Occupational Therapy Society at <http://www.aota.org/JoinAOTA.aspx> . Cost is \$75 for one year of membership.

Selected texts from occupation-based practice courses relevant to community/education practice.

Course Requirements:

Fieldwork Performance Evaluation (FWPE) score of 122 or higher	75%
Participation in online seminar	25%
Total	100%

Assignments:

As assigned by the affiliating facility.

Student Progress:

The student participates in informal meetings and receives feedback on performance on a regular basis. Student participates in one formal midterm evaluation and final review of performance toward entry-level competency as defined by the American Occupational Therapy Association's Fieldwork Performance Evaluation (FWPE), site specific objectives and ECU course objectives.

Attendance:

The student completes six to 10 weeks of supervised Level II fieldwork, as defined by the Accreditation Council for Occupational Therapy Education Programs (ACOTE) Standards and Interpretive Guidelines (effective April 2007), in a community-based practice or education community. The student's schedule is set by the affiliating facility. Reporting absences and sick leave procedures are determined by the setting in accordance with the student program requirements. Absence from fieldwork in excess of three days must be reported to the ECU Academic Fieldwork Coordinator. Major schedule changes should be coordinated with the ECU Academic Fieldwork Coordinator. The student may be required to work weekends.

Americans with Disabilities Statement (ADA)

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/RDD. Upon individual request, this syllabus can be made available in an alternate format.

Academic Integrity

The Department of Occupational Therapy honors and abides by Eastern Kentucky University's Academic Integrity policy. By honoring and enforcing this policy, the university affirms that it will not tolerate academic dishonesty. Students on Level II Fieldwork are held to these standards and policy. For complete details and policy statement, fieldwork educators and students should refer to <http://www.academicintegrity.eku.edu/>

Topical Outline/Weekly Schedule

Varies by affiliating agency.

**Eastern Kentucky University
Department of Occupational Therapy**

OTS 863 - Occupation and Sensory Processing in Children

SYLLABUS AND TENTATIVE SCHEDULE

Credit Hours: 3

Instructors:

**Shirley P. O'Brien, PhD, OTR/L, FAOTA
Office: Dizney 237**

Phone:

622-3300 (OT office)/622-6329

E-mail:

shirley.o'brien@eku.edu

Peggy Wittman, EdD, OT/L, FAOTA

Office: Dizney 137

Phone:

622-3300 (OT office)/622-6323

E-mail:

peggy.wittman@eku.edu

Office Hours: Make appointments with secretary in D-103.

COURSE DESCRIPTION:

Understanding the impact of sensory processing disorders on childrens' occupational natures will enable students to provide appropriate intervention giving consideration to a variety of environmental contexts and the needs of children and their families. Occupational adaptation and sensory integrative theories will be applied as conceptual frameworks for intervention.

REQUIRED TEXTS:

AOTA. (2004) Autism: A comprehensive occupational therapy approach (2nd ed.).
Miller-Kuhaneck, ed. Bethesda: MD

Bundy, A., Lane, S. and Murray,A. (2002). *Sensory Integration: Theory and Practice*
Philadelphia: F.A. Davis Co.

Velde, B. & Fidler, G. (2002). Lifestyle performance: A model for engaging the power
of occupation. Thorofare, NJ: Slack.

Oetter, P., Richter, E. W., and Frick, S. M. (1988). *M.O.R.E. Integrating the mouth with
sensory and postural functions.* (2nd edition). Hugo, MN: PDP Press.

Williams, M. S. and Shellenberger, S. (1994). *How does your engine run? A leader's guide to the alert program for self-regulation*. Albuquerque, NM: TherapyWorks, Inc.

Resource Texts:

Murray-Slutsky, C. & Paris, B.A. (2000). *Exploring the spectrum of autism and pervasive developmental disorders*. Therapy Skill Builders.

Krantz, J. (1998). *Out of sync child: Recognizing & coping with SI dysfunction*. New York: Skylight Press Book.

Florey, L. J. (1999, September). Transformations in a summer camp: The role of occupations. *Mental Health Special Interest Quarterly*, 22, 2-4.

Henry, D. (1998). *Tool Chest: For teachers, parents and students*. Youngstown, AZ: Henry Occupational Therapy Services, Inc.

Kinnealey, M., Koenig, K.P. and Huecker, G.E. (1999). Changes in special needs children following intensive short-term intervention. *Journal of Developmental and Learning Disorders*, 3,(1), 85-103.

Pierce, D.E. (2001). Untangling occupation and activity. *American Journal of Occupational Therapy*, 55, 138-146.

Roley, S. S., Blanche, E.I. and Schaaf, R.C. (2001). *Understanding the nature of sensory integration with diverse populations*. San Antonio: Therapy Skill Builders.

Schkade, J. and Schultz, S. (1992). Occupational adaptation: Toward a holistic approach for contemporary practice. Part I. *American Journal of Occupational Therapy*, 46, 917-925.

Scaletti, R. (1999). A community development role for occupational therapists working with children, adolescents and their families: A mental health perspective. *Australian Occupational Therapy Journal*, 46, 43-51.

World Health Organization (2003). Website [http://: www.who.org](http://www.who.org)

Yack, E., Sutton, S. and Aquilla, P. (1999) *Building bridges through sensory integration*. Ontario: Print 3.

STUDENT LEARNING OUTCOMES:

Through participation in this course, students will demonstrate:

1. Application of sensory integrative principles within an occupational adaptation framework.
2. Understanding of sensory processing and regulation issues as they affect occupational roles and mastery in a variety of contexts.
3. Application of an occupation-centered intervention approach for children with sensory processing difficulties within a family centered environment.
4. Analyze current techniques used based on sensory integration as they apply to children and contexts.

EVALUATION METHODS:

Activity/Weight

20% Client Interview and clinical interpretation: Each student will complete an Occupational Profile using an occupation-based model on a selected individual with ASD (or his/her caregiver(s), summarize the results, and turn in a written synopsis.

25% Intervention Plan: Given the results of the occupational profile on a given individual with ASD, each student will design an intervention plan for that person. The plan will incorporate other frames of reference such as family systems, sensory processing, and behavioral strategies as appropriate.

15% Immersion Project: Each student will be assigned a family with a member with an ASD and will spend a minimum of 24 hours living in the family's home with them. Students will be required to respond to selected questions/prompts in journal form and to turn in the journal for feedback.

10% Participation: Each student will lead group discussion of evidence-based practice articles by assigned weeks. Students are expected to demonstrate analytical thinking in leading and facilitating discussions of selected articles.

30% Final Project: Each student will select a project designed to enhance his/her learning in an area of special interest and in conjunction with faculty, design a special project. Examples of contracts and criteria for grading will be given to students.

Course will be conducted using a discussion format; prerequisite reading will be necessary for successful participation. Some classes will be face-to-face and some will be online and done using Blackboard technology

Grading System:

90 - 100 = A

80 - 89 = B

70 - 79 = C
60 - 69 = D
59 and below = F

Midterm Grade Determination

Midterm grades will be determined by the assignments completed and the weight assigned to each prior to midterm. Please refer to the list of assignments and the percentage of the total class grade to determine your standing at midterm. If you are unclear in calculating your grade, please discuss this individually with the course instructor.

Attendance Policy:

Regular class attendance is expected as a part of this course. Students are expected to be prepared with questions, issues, and demonstrate familiarity with the readings for the course. Participation in class by **ALL** students is essential for a successful course. Reading of **ALL** preparatory materials is necessary for a successful discussion in class. If students are unable to attend, it is customary and professional courtesy to notify the instructor prior to the class period.

Institutional Expectations for Class Preparation

Minimum of four hours of outside preparation for every hour of lecture, as stated in the University Handbook for Students.

Academic Dishonesty

Academic dishonesty will be defined and handled according to the policies on academic dishonesty in the EKU Handbook for Students. **Students are reminded that they are to abide by the Academic Honesty Policy of the College of Health Sciences. This policy is available in the Department Student Handbook or from the instructor.**

Faculty Syllabus 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.

Proposed Topical Outline

Date	Topic	Reading and Assignment
Week 1	<p>Review course syllabus, and assignments</p> <p>Basic principles and Theory Lifestyle Performance Model and Occupation: Occupational Adaptation as a framework World Health Organization</p> <p>Top-down....Bottom up??? Where does this fit?</p> <p>STEP: SI A model for clinical reasoning</p> <p>Review of developmental aspects of sensory integration, processing and occupation.</p> <p>.</p>	<p>Weinstock-Zlotnick & Hinojosa (2004) Lawlor (2003)</p> <p>Lifestyle Performance Model Text: Chapters 1-8</p> <p>SI: Theory and Practice Text: Chapter 1-6</p> <p>Sign up for Evidence-Based Practice discussion articles.</p>
Week 2	<p>Assessment in Sensory Integration, sensory processing and Participation with Children: Standardized options and other related issues</p> <p>(Students to lead)</p> <p>Assessments: SASI, Miller FUNScales</p>	<p>Students to choose from: Sensory Profile, TSFI DeGangi-Berk TSI, CAPE/PAC, Pediatric Learning Profiles, Ayres Clinical Observations, Infant Toddler Symptom Checklist</p> <p>SI Articles – To Be Determined (TBD)</p> <p>SI: Theory and Practice Text: Chapters 7-end</p>
Week 2	<p>Review of CNS and Sensory Systems and Clinical Applications of CNS Involvement</p> <p>Regulatory issues and occupational challenges in childhood</p> <p>Mastery in children: Considerations for coping skills Occupational Adaptation analysis Occupational environments</p>	<p>Articles TBD</p>
Week 3	<p>Meet at Cardinal Hill: Intervention M.O.R.E. Program</p>	<p>MORE Text</p>

	D.I.R.: Floor program (Greenspan) Clinical Observations/Lab Cardinal Hill OTR's to collaborate	
Week 4	Intervention ALERT: Meet at Cardinal Hill Clinical Observations/Lab Cardinal Hill OTR's to collaborate	How Does Your Engine Run? Text Articles TBD
Week 5	Intervention and Outcomes Lifestyle Performance Model Inventory and Profile: Practice Interviewing and Synthesizing Results	
Week 6	Theory and Practice Discussion: Students to lead, depending on theories chosen	DUE: Written interview and interpretation of results
Week 7	Blackboard discussion: Concerns about Theories and Practice	
Week 8	Blackboard : Thoughts/Reflections on Clinical Experiences	
Week 9	Immersion Project	
Week 10	Blackboard discussion Evidence in OT: Blending the head, heart and soul...	Articles TBD
Week 11	Blackboard: Thoughts/Reflections on Immersion Project	DUE: Intervention Plan Project
Week 12	Synthesis of Learning	
Week 13	Discussion of Final Project	DUE: Immersion Project Paper
Week 14	Summary of Class Learning	DUE: Final Project Paper

A. DEPARTMENT OF SPECIAL EDUCATION

CDS 867 Advanced Language Disorders
3 credit hours

6:00 - 8:45 M
234 Wallace
Spring 2009

Charlotte A. Hubbard, Ph.D.
Wallace 206
Phone: 622-3155

Email: Charlotte.Hubbard@eku.edu

B. COURSE DESCRIPTION

Advanced study of formal and informal assessment and treatment approaches in child language without consideration of etiology. Emphasis on language and narrative sampling analysis techniques and use of language within the natural context.

C. TEXTS

Larson, V. & McKinley, N. (2003). Communication solutions for older students. Eau Claire, WI: Thinking Publications.

Hughes, D., McGillivray, L., Schmidke, M. (1997). Guide to narrative language. Eau Claire, WI: Thinking Publications.

Coleman, T. (2000). Clinical management of communication disorders in culturally diverse children. Boston: Allyn & Bacon.

Recommended:

Retherford, K. (2000). Guide to analysis of language transcripts (3rd ed.). Eau Claire, WI: Thinking Publications.

D. COURSE OBJECTIVES

1. The student will describe the collaborative role of the SLP in the diagnosis and treatment of language impairment.
2. The student will develop an understanding of multicultural language differences and materials/resources for improvement of standard English skills for ESL speakers.
3. The student will describe the relationship between reading, writing, and language assessment and treatment and the role of the SLP in this relationship.
4. The student will demonstrate familiarity with dynamic language assessment appropriate for individuals from school-age to adulthood (excluding aphasia).
5. The student will analyze oral/written language/narrative samples and compare the results with other assessment data in order to plan and implement a treatment program.
6. The student will demonstrate intervention strategies in discourse training and phonological awareness training.
7. The student will demonstrate knowledge of and assessment and treatment techniques and programs for people with various etiologies including autism spectrum disorder.

E. COURSE OUTLINE

1. Characteristics of Language Impairment: Adolescence to Adulthood
2. Written Language Analysis and Intervention
3. Collaboration in Language Assessment and Intervention
4. Dynamic Language Assessment
5. Comprehension of Narratives
6. Narrative Assessment & Intervention
7. Language Programs/Approaches for Disorders & Differences
8. Etiologies Associated with Language Disorders including Autism Spectrum Disorder
9. Relationship between Language and Literacy
10. Phonological Awareness Training
11. SLPs Role in Cultural Language Differences

F. COURSE REQUIREMENTS

1. Assignments and papers are to be completed on time. No late assignments will be accepted and a grade of zero will be recorded.
2. Assignments and papers are to be typed.
3. Class Discussion: In order to facilitate meaningful class discussions, assigned material must be read prior to the class period. Class participation and discussion are mandatory.
4. Reading Quizzes: You will take six 10-point quizzes on certain chapters from the Larson & McKinley text designated on the class schedule. You will find these quizzes on Blackboard. They will be made available during the first week of class and must be completed by 4:00 p.m. the day the topic is to be discussed in class. You will have 15 minutes to complete each quiz and you can only take it once. You are not allowed to take any quiz with a classmate or consult with any classmate about the quiz. You cannot refer to the reading or any other materials to obtain your answers during the quiz. You may not copy, print out, or save the quiz or share the questions and/or answers with anyone.
5. Clinical Project: In order to understand collaboration and oral and written language analysis and treatment of a client birth through 21 years of age, you will individually complete a clinical project which includes reviewing your client's case history information, educational and/or vocational information (if applicable), and previous/current professional services, as well as obtaining a narrative sample. This project is divided into the following 4 parts:
 - Part 1: Analysis: You will be required to analyze and interpret the case history & educational information along with the communication skills of your client. You will obtain a personal or fictional narrative sample to analyze using the appropriate analysis approach described by Hughes, et al. (1997). The narrative analysis will be turned in for grading. In addition you will need to submit a summary of your client's current communication skills and developmental (0-5 years of age), educational (6-21 years of age), or vocational (14-21 years of age) skills.
 - Part 2: IEP/IFSP: Following the analyses of your client in Part 1, your task is to interpret the communication data as they relate to the case history and developmental/educational/vocational information to determine if the client should receive services, and if so, determine the treatment goals appropriate for your client (giving your rationale for selecting those goals). Once you have established the goals for your client, you will then develop either an IFSP or an IEP depending on the age of your case study. Your goals must be written behaviorally and be measurable. You are to tie your goals to the appropriate Program of Study as outlined on the Kentucky Dept. of Education website. See "External Links" section of Blackboard.
 - Part 3: Presentation of a Collaborative Plan: You must design a single lesson to be presented in the client's classroom or at home. Your plan must include the goal to be taught, who will complete which tasks, specific intervention techniques or approaches, and the materials to be used. You must also type in your error strategy hierarchy for each goal.
 - Part 4: PowerPoint Presentation: During the final class period and final exam period, you will be scheduled to make an oral presentation of your client using PowerPoint. You will provide the class a handout to accompany your presentation. The handout will include a description of your client (case history), the developmental/educational/vocational information, your findings and interpretation of results, a diagnosis, goals for your client, your collaborative plan, and rationale for the goals and treatment program/techniques chosen. During the oral presentation (no more than 20 minutes) you will state the goals for your client

with the rationale for selecting them, the treatment program/technique chosen with rationale, and a demonstration of your collaborative lesson plan for your client. You may need assistance from your colleagues in order to present the lesson plan. You must use APA style on all your written work.

Autism Certificate Students: Your clinical project will focus on a client with autism.

6. ESL Resource File/Notebook: Refer to chapter 5 in the Larson & McKinley text and then find resources for understanding the cultural and language differences and assessing and improving the Standard American English skills of the following speakers: Latino English, Asian English, African American English, and Native American English. Each group will pick one type of speaker (e.g., Asian English). You must have a minimum of 5 resources for your selected speaker type in either assessment or treatment information/activities or information about cultural differences. Resources could include assessment/ treatment materials and software with a description (and a sample when possible) and lists of cultural differences (e.g., values) and language differences (e.g., syntax) for the specific speaker group. All of the resources should be practical, such as an assignment to complete, a checklist for identifying behaviors, etc. Do NOT include articles. Your resources should address all aspects of communication: form, content, use, and nonverbal. Your resources should be organized and easy to find in a table of contents and/or index. Neatness and ease of use will also be considered. Specific details for this assignment will be posted on Blackboard.
7. Written Responses to Case Studies: You will be given several case studies throughout the semester for you to respond to either on demand or to turn in later. These case studies will facilitate integration of course material presented throughout the semester.

G. ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS IN 700-LEVEL

Not applicable

H. EVALUATION METHODS AND RELATIVE WEIGHT OF EACH COURSE REQUIREMENT

<u>Graded Item</u>	<u>Points</u>
Chapter Quizzes (6 @ 10 pts.)	60
ESL Resource File/Notebook	50
Written Responses	50-75
Clinical Study Narrative/Language Sample Analysis	50
Written IEP/IFSP	50
PowerPoint Presentation	35
Handout to Accompany Presentation	15
Collaborative Lesson Plan	15
Total Points	<u>325-350</u>

Grading Scale

- 90 - 100 percent = A
- 80 - 89 percent = B
- 70 - 79 percent = C
- 60 - 69 percent = D
- 0 - 59 percent = F

I. STUDENT PROGRESS

Grades received on all assignments will be posted on Blackboard and will serve as notice to students of their progress. Your current letter grade can be computed by dividing the points which you earned by the total possible points. The resulting percentage can be compared to the grading scale. If you need any assistance in determining your letter grade, let me know.

J. ATTENDANCE POLICY

All policies/requirements listed below must be followed by the student:

College of Education Attendance Policy: Absences equating to 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absences in order to be given opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity.

Communication Disorders Program Attendance Policy: The following is a uniform attendance policy for the Communication Disorders (CD) Program and will be enforced by all CD faculty. To determine if the reason for an absence is adequate, as specified in the College of Education policy, the student may be required to provide documentation (e.g., medical excuse) before the absence is approved.

1. Regular attendance is expected throughout the semester and will be recorded each class period.
2. The student should send an email or leave a voice mail message to the instructor or call the Department Secretary (859 622-4442) and leave a message for the instructor prior to the class absence. Include in this message your name and the course number and reason for the absence. It is not necessary to call the instructor directly.
3. A maximum of 3 approved absences will be allowed for DAY CLASSES. Subsequent absences may result in the lowering of the final grade (e.g., 4=one grade lower, 5=two grades lower, 6=three grades lower, 7=course failure).
4. For EVENING CLASSES, 1 approved absence will be allowed: 2 absences may result in 2 letter grades lower; 3 absences may result in course failure.
5. Any absence prior to an examination requires 24 hours notice. If less than a 24-hour notice is given, the instructor may require documentation to determine if the absence will be approved and if a make-up will be permitted.
6. Students will be responsible for obtaining class notes and handouts from other students in the class in the event of any absence.
7. Students should turn off cell phones and pagers during class time. Emergency situations should be discussed with the instructor prior to class.

K. NOTIFICATION OF THE LAST DAY TO DROP THE COURSE

March 21, 2009

L. DISABILITIES STATEMENT

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

M. 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.

**A. Department of Special Education
CDS 874 Graduate Practicum: Speech-Language Pathology**

3 credit hour

12:00-12:50 MW Donna M. Soper, M. A., Clinic Director
Wallace 234 Office - Wallace 242
Summer 2007 Phone - 622-8241 email: Donna.Soper@eku.edu

B. COURSE DESCRIPTION

Prerequisite: Admission to communication Disorders Program, or by departmental permission. Supervised clinical practice in speech-language pathology. Must be taken for a total of nine hours for the MA degree.

C. TEXTS

Clinical Practicum Handbook (13th ed.) (2005).

Hegde, M.N. (2001). *Pocket guide to assessment in speech-language pathology*. San Diego, CA: Singular Publishing Group.

Hegde, M.N. (2001). *Pocket guide to treatment in speech-language pathology*. San Diego, CA: Singular Publishing Group.

D. COURSE OBJECTIVES

1. To broaden the professional issues basic to the clinical practice of speech-language pathology. **Content**
2. To appropriately plan and implement supervised evaluation and intervention procedures with a wide variety of communication disorders taking into consideration the client's native language. **Pedagogy**
3. To develop independence in these evaluation and treatment procedures taking into consideration the client's native language and specific needs. **Pedagogy, Dispositions**
4. To refine the ability to write professionally acceptable reports (e.g., progress) on each client seen. **Pedagogy**
5. To enhance individual clinical competency skills and self-evaluation of clinical performance. **Pedagogy**
6. To gain experience in clinical settings other than the public school and university clinic (if desired by the student). **Pedagogy**
7. To satisfy clinical requirements for certification by the American Speech-Language-Hearing Association (if desired by the student). If this objective is to be met, the student may need to repeat the course more than the required three times in order to obtain the clock hours required for certification. **Pedagogy, Content**
8. To continue to develop scientific, therapeutic, and professional attitudes that will evolve and grow stronger throughout a student's professional career. **Dispositions**

E. COLLEGE OF EDUCATION PROFESSIONAL EDUCATION FRAMEWORK:

Visit the following web address to read about the conceptual framework for the College of Education:

http://www.education.eku.edu/coe_ncate/conceptual_framework.htm

F. COURSE OUTLINE

The student will attend one weekly group meeting. These meetings will include discussions of new material or techniques, professional issues, or clinic case reviews. Guest lecturers may make presentations, students may present case staffings, or research papers may be presented. See Clinic Schedule.

G. COURSE REQUIREMENTS

1. The student will take part in diagnostic and/or treatment activities. Cases that are assigned for a diagnostic are seen in conjunction with the supervisor and any other student assigned to the case. The student is responsible for suggesting and conducting the diagnostic procedures to be used. A report is written by the student(s) after each diagnostic session according to the guidelines found in the Clinic Practicum Handbook. **Students completing the Autism Certificate will be assigned evaluations for people with autism.**
2. A variety of tests and therapy materials are available in the Clinic for the student to use. In addition, the student is encouraged to use the materials available from the Learning Resource Center in Crabbe Library, as well as develop a personal collection of materials and other resources.
3. The student is assigned at least one client with various, often complicated, communication disorders. The student is responsible for the evaluation, planning, and implementation of therapy under supervision. While supervised at least 25% of the treatment sessions, independence in planning and intervention is stressed. **Students completing the Autism Certificate will be assigned client(s) with autism.**
4. Based on the clinical setting, the student will write a plan of remediation and/or a progress report on each client during the treatment period, as well as maintain all clinical records on a continual basis. At the beginning of the practicum period, the student will receive instruction as to the requirements which are specific for the clinical setting. For the EKU Speech-Language-Hearing Clinic, the student is expected to read and follow the policies and guidelines outlined in the Clinic Practicum Handbook. **Students completing the Autism Certificate will be assigned client(s) with autism.**
5. Regularly attend practicum meetings and complete clinic obligations.
6. Write acceptable reports, lesson plans, and progress notes by specified dates.
7. Request meetings with supervisor as needed, and make and keep appointments with supervisor as requested.
8. Maintain each client folder with all required documentation while adhering to the client confidentiality policy.
9. Develop a personal resume and professional portfolio.

H. ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS IN 700-LEVEL

Not applicable

I. EVALUATION METHODS AND RELATIVE WEIGHT OF EACH COURSE REQUIREMENT

Evaluation methods in determining a final grade will be based on the student's performance in:

1. weekly class meetings which includes attendance, quizzes on selected reading material, and professionalism;
2. clinical activities which includes implementation of therapy, clinical writing ability, and professionalism.

Evaluation of clinic performance for daily therapy sessions, clinical report writing, diagnostic sessions, mid-term and final evaluations are discussed in detail in the [Clinical Practicum Handbook](#).

J. STUDENT PROGRESS

Students will receive written and verbal feedback along with a point value for all written work

and for therapy sessions observed. At midterm and the end of the semester, each student will be told his/her midterm grade and will be given feedback as to clinical strengths and weaknesses in a conference with the supervisor. In addition, grades will be recorded on Banner.

K. ATTENDANCE POLICY

College of Education Attendance Policy: Absences equating to 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absences in order to be given opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity.

Communication Disorders Program Attendance Policy: The following is a uniform attendance policy for the Communication Disorders (CD) program and will be enforced by all CD faculty. To determine if the reason for an absence is adequate, as specified in the College of Education policy, the student may be required to provide documentation (e.g., medical excuse) before the absence is approved.

1. Regular attendance is expected throughout the semester and will be recorded each class period.
2. The student should call the Department Secretary (606-622-4442) and leave a message for the instructor prior to the class absence. Include in this message your name and the course number and reason for the absence. It is not necessary to call the instructor directly.
3. A maximum of 3 approved absences will be allowed for DAY CLASSES. Subsequent absences may result in the lowering of the final grade (e.g., 4 = one grade lower, 5 = two grades lower, 6 = three grades lower, 7 = course failure).
4. For EVENING CLASSES and CLINICAL PRACTICUM CLASSES, 1 approved absence will be allowed; 2 absences may result in 2 letter grades lower; 3 absences may result in course failure.
5. Any absence prior to an examination requires 24 hour notice. If less than a 24-hour notice is given, the instructor may require documentation to determine if the absence will be approved and if a make-up will be permitted.
6. Students will be responsible for obtaining class notes and handouts from other students in the class in the event of any absence.

Cell phones must be turned off during class. If an emergency call is expected, the student should talk with the instructor prior to class.

Late entry into class constitutes as an absence.

L. NOTIFICATION OF THE LAST DAY TO DROP THE COURSE

July 6, 2007

M. UNIVERSITY WRITING REQUIREMENT

Not applicable

N. BIBLIOGRAPHY

- Clinical Practicum Handbook (13th ed.)
Cornett, B., & Chabon, S. (1988). The clinical practice of speech-language pathology. New York: Macmillan Publishing Company.
- Hegde, M., & Davis, D. (1999). Clinical methods and practicum in speech-language pathology. (3rd ed.). San Diego: Singular Publishing.
- Resnick, D. (1993). Professional ethics for audiologists and speech-language pathologists. San Diego: Singular Publishing Group, Inc.

O. PROFESSIONAL EDUCATION STRANDS

Field Experiences

Each student will be assigned one or more clients scheduled for speech and/or language treatment in the Clinic or off campus. The student will plan and implement a treatment program individually designed for each client.

Metacognitive Skills

Students will exercise metacognitive skills in their planning and implementation of treatment programs.

Communication Skills

Students are required to utilize verbal and written communication skills in the planning and treatment of clients and when conferring with supervisors and clients/client families.

Research Skills/Independent Learning

In the planning phase of treatment students will be required to utilize research skills in determining treatment goals and techniques. Students will be exposed to sources for materials and knowledge of disorders and methods.

Planning Skills

Students will learn to plan for themselves and for their clients by carefully sequencing their programs.

Technology

Computers and adaptive-assistive technology will be utilized for the writing of reports and for treatment activities.

Professional/Social Skills

Professional and social skills will be refined during interactions with supervisors, fellow clinicians, and clients and their families.

Teaming/Collaboration

Collaboration will be an integral part of the weekly meetings with the supervisor as students discuss case studies and treatment techniques.

Continuous Authentic Assessment

Students will be obtaining baseline data on their clients' goals, as well as their own personal goals. They will also be monitoring progress on both sets of goals throughout the semester.

Diversity

Students will be exposed to diversity in various speakers and will learn methods for improving skills in English as a second language.

Inclusion/Exceptionalities

Students will develop an understanding of inclusion through discussion of case studies.

Professional Development Plan

Students will develop a professional plan which focuses on continued learning in all aspects of the field of speech-language pathology including diversity and exceptionalities.

Professional Portfolio

Students will be completing lesson plans, progress notes, a plan of remediation, and a progress report for each client. These written products will be evaluated and could be included in a professional portfolio.

P. ADAPTING INSTRUCTION

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 disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

INTERNSHIP IN SCHOOL PSYCHOLOGY
PSY 898 (12 Credit Hours)
Department of Psychology
Spring 2008

Instructor:

Andrea Hale, Ph.D.
104 Cammack Hall
622-1109
e-mail: andrea.hale@eku.edu

Dan Florell, Ph.D.
202 Cammack Hall
622-1291
e-mail: dan.florell@eku.edu

Catalog Description:

Prerequisite: advisor approval. Intensive supervised experience in approved educational setting. May be retaken to a maximum of twelve hours. Graded Satisfactory/Unsatisfactory. A minimum of 1200 hours of work is required for the total twelve hours credit awarded.

Introduction:

This syllabus is for students, university trainers, and field supervisors. It details the requirements of the student, university, and school district in completing the supervised experience in school psychology (internship). Training in school psychology is the joint responsibility of the student, university, and school. The supervised experience is the culminating experience in the training of a school psychologist. It follows the completion of the formal campus learning program and is more than a laboratory assignment, a job, or a field experience. Through the supervised experience, an individual develops professional skills, responsibility, and independence by engaging in a variety of structured experiences.

Texts:

Policy and Procedures manual at the internship site.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate familiarity with administrative policies and personnel practices.
2. Attend board of education meetings.
3. Attend administrative meetings.
4. Demonstrate familiarity with school operations.
5. Demonstrate familiarity with larger school context, including school/community programs, extra-curricular events, community resources, and mental health/educational resources.
6. Demonstrate familiarity with local policies and procedures for school psychological services.

7. Demonstrate familiarity with referral forms, report forms, bulletins, filing systems, due process forms, and procedures.
8. Prepare orders for psychological assessment material and/or professional literature according to local procedures.
9. Review School Records
10. Demonstrate Interview skills
11. Observe Students in school settings
12. Demonstrate knowledge of Community Resources
13. Demonstrate familiarity and skills in Special Education Program Intervention
14. Plan and Implement Interventions
15. Counsel students with disabilities
16. Consult with school personnel
17. Educate Staff and Parents
18. Demonstrate adequate written communication skills
19. Demonstrate skills to work with diverse populations.
20. Demonstrate professional school psychology behaviors and skills
21. Accurately keep case and activity logs

Course Requirements:

CHILD STUDY

1. Evaluate and summarize relevant educational, familial, medical, and psychological data of students.
2. Plan and conduct interviews with children, parents, teachers, and other school personnel.
3. Observe and record behavior of children using a variety of observation techniques, and summarize in writing pupil/parent/teacher/class interaction.
4. Become familiar with mental health and educational resources available within the community (e.g., visit local mental health center, create a list of possible referral sources, initiate contacts with providers in the area)
5. Follow appropriate local procedures to obtain information (e.g., parental permission.
6. Conduct Individual Testing-Complete appropriate evaluations of students using a variety of assessment techniques.
7. Group Assessment. Participate in district's group testing program. Indicate particular activities in log of internship activities.
8. Individual assessment of Non-Disabled Children. Participate in assessment, conferencing, and report writing, in accordance with local procedures for selected non-disabled children (e.g., kindergarten, early entrance, retention, gifted, disadvantaged, at risk, chapter, reading recovery, prevention).

SPECIAL EDUCATION PROGRAM INTERVENTION

9. Program Experiences –Observe each of the following populations: AU, EBD, HI, MMD,

FMD, MD, OHI, OI/PD, SLD, TBI, VI, DD, preschool, gifted, plus appropriate Regional Center. Circle populations served, cross out those to which there is no access.—Participate in team meetings for at least one of each of the following types of children with disabilities: AU, EBD, HI, MMD, FMD, MD, OHI, OI/PD, SLD, TBI, VI, DD. Circle populations served, cross out those to which there is no access.

10. Due Process Experiences—Demonstrate familiarity with due process policies and procedures. Follow 3 children from time of referral to time of placement—Participate in writing functional IEPs for children undergoing placement conferencing.

11. Use Curriculum-based or other non-traditional assessment procedures to assist in special education eligibility determination.

PLANNING and IMPLEMENTING INTERVENTIONS

12. Problem Solving

Identify initial hypotheses during brainstorming sessions with field supervisor and provides relevant support prior to assessment.

Identify data from assessment that confirms or contradicts initial hypotheses, in brainstorming sessions with field supervisor and provide revised hypotheses, as indicated

In team meetings, present latest hypotheses, as well as supportive data.

13. Participate in intervention assistance meetings to assist in the development of interventions.

14. Instructional Interventions—Formulate in writing, practical recommendations for modifying students' instructional program.

15. Behavior Management Strategies for the School Setting

Formulate and itemize plans for effective behavior interventions (i.e., objectives, implementation procedures, and means of evaluation).

Assist teachers in implementing interventions for both individual and group, including evaluation.

16. Use both traditional and non-traditional or curriculum-based assessment to design, implement, and evaluate interventions.

COUNSELING

17. Minimum of 5 individual sessions with students with disabilities, including provision of written documentation (intake interview, structure of counseling, and criteria for selection and evaluation procedures).

18. Minimum of 6 group sessions (counseling or co-counseling), including written documentation.

CONSULTATION

19. Regular and Special Education Teachers and Other School Personnel

Engage in collaborative problem solving or other forms of consultation with immediate input of field supervisor at various educational levels. Such activities are to be formal systematic

and performance-based.

Independently engage in collaborative problem solving or other forms of consultation. Such activities are to be formal, systematic and performance-based.

Evaluates effectiveness of consultation process, including monitoring effectiveness of interventions selected and revising plan as necessary.

20. Parents.

Conduct parent conferences in presence of field supervisor regarding children at various educational levels, to engage in collaborative problem solving, especially with parents and children with disabilities.

Independently conduct parent conferences regarding children at various educational levels, to engage in collaborative problem solving, especially with parents and children with disabilities.

Monitor effectiveness of interventions and revise plans as needed.

21. Case Study Report

Provide consultation using a minimum of 4 consultation sessions (Problem Identification Interview, Problem Analysis Interview, Plan Implementation, and Plan Evaluation Interview) with the same teacher and related to the same student (or problem). It may be necessary to meet with the teacher more than the 4 minimum sessions that are required. It is important to assess each case individually to determine the contact needed to help ensure the success of the consultation. You will audio-tape the initial problem identification interview with a practicing teacher about a problem with a child in his or her current class. You will write a critique of your audio taped consultation session. The Case Study Report should include the following items:

Cover Page

Name

Semester and Year

Total hours logged

Site Supervisor Information

Name

Credentials

Site Information

Grades served within the school

Demographic Information

List of Procedures (e.g., Problem Identification Interview, direct observation, ABC Analysis, Permanent Product Evaluation)

Consultation Summary

Description of Participant and Setting

Definition of Presenting Problem

Data Collection Procedures

Objective

Materials Provided

Procedure (General information relative to type of intervention chosen; include reference to 2 research articles that support the type of intervention you chose; Implementation of intervention procedures)

Treatment Integrity

Data Interpretation (Visual graph of data needs to be included)

Discussion

Consultation Process Discussion

References (minimum of 2 research article citations)

Appendices

- Consultation Protocol
- Data Collection Sheets
- Consultation Logs
- Process Evaluation Form
- Copies of articles used for the case
- Consultation Tape and Critique

STAFF AND PARENT EDUCATION

22. Conduct needs assessment, plan and deliver in-service, conduct evaluation, and prepare written report of these activities.

WRITTEN COMMUNICATION SKILLS

22. Submit drafts of written reports, using concise language, to field supervisor until they have been judged satisfactory, including assessment results, explanations of results to teacher and parent, conclusions, and specific academic and behavioral recommendations.

DIVERSITY

23. Work with a diverse student population. More than 25% of internship service must be with diverse populations. The definition of diversity includes age, race, gender, socio-economic status, rural/urban, and ESL.
24. Track diverse experiences using the demographics log.

THE PROFESSIONAL SCHOOL PSYCHOLOGIST

25. Professional Records
 - Develop during the first semester an outline of a record keeping procedure (e.g., field notes, files, etc.) for field supervisor's review
 - Complete by the end of the second semester a written outline of record keeping procedures for both the field and university supervisors
 - Record dates and significant content of in-person and phone contacts in writing and maintains such documentation in appropriate case records (including parents, staff, children, and agencies) where applicable.
26. Keep secretary continually aware of location, announce arrival at and departure from each school to the school office, keep appropriate persons aware of changes in schedule, and generally make self easy to locate.
27. Attend university, state, regional, and/or national seminars for professional development. Please indicate conferences/trainings attended in your daily logs—be specific about the nature of the training received.
28. Conduct activities in accordance with KAPS, NASP, and APA codes of ethics.
30. Develop appropriate personal and professional characteristics which enhance performance as a school psychologist.
 - Objectivity in attacking problems.

Weighing of evidence before making judgments
Willingness to accept responsibility for actions.
Respect for opinions and beliefs of others.
Willingness to assume appropriate responsibilities.
Efficiency in completing responsibilities assumed.
Openness to constructive criticism
Observation of professional ethics in work.
Appropriate personal grooming.
Planning and management of time.
Regard for role of others in working relationship.
Flexibility in approach to meeting special needs.
Tact and discretion in relationships with others.
Conduct befitting member of psychology profession.

INTERN LOGS

31. Two types of logs are required: Log of internship activity and diversity/case logs. Keep log of internship activities, including daily log of activities, case log of evaluations, consultations, and counseling activities (by student), and log of instruments, materials, and/or techniques used. All logs must be kept in electronic format and can be found at <http://www.psychology.edu.edu/school/grad/third.php>. Please respect the students' confidentiality by omitting or removing their names from all documents turned into the university.

Course Outline

Not applicable

Attendance policy: This is a professional training program designed to prepare you to assume the roles and the responsibilities of a mental health professional in an educational settings. You are expected to take on the roles and responsibilities as would an individual who is preparing to enter the profession. As part of this process, you are expected to be present at all internship work days. Missing a day of internship should be unusual. In the event that some unforeseen circumstance arises, you are expected to confer with your on site supervisor in advance if possible..

Evaluation Methods:

The student's grade will be determined by the student's faculty supervisor, in conjunction with detailed written evaluations by the onsite supervisor. The student's performance will be assessed across the areas of (1) academic preparation for the Internship; (2) The student's work performance; (3) the student's Ethical Awareness and Conduct; (4) the student's use of Supervision; (5) the student's Interactions with students, parents, and school personnel; (6) the student's Interactions with Coworkers; and (7) the student's Work Products.

Student Progress:

Students are responsible for monitoring their progress throughout the internship through scheduled meeting with their site supervisor. The site supervisor will provide students with information regarding their progress on a regular basis. Mid-term and final evaluation

information will be provided in written form by the site supervisor and discussed with the student.

Disabilities/Special Circumstances:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with me 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 disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

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.

Last Day to Drop the Course:

Please see the Colonel's Compass for the last day to drop the course.

INTERNSHIP IN CLINICAL PSYCHOLOGY
PSY 899 (6 Credit Hours)
Department of Psychology
Spring 2008

Instructor:

Don Beal, Ph.D.
112 Cammack Hall
622-1108
e-mail: don.beal@eku.edu

Catalog Description:

Prerequisite: Departmental approval. Intensive supervised experience in approved clinical setting. May be retaken to a maximum of twelve hours. Graded Satisfactory/Unsatisfactory. A minimum of 480 hours of work is required.

General Outcomes:

The main purpose of the course Internship in Clinical Psychology is to provide you with clinical experience in applied settings in the areas of assessment, diagnosis and treatment of individuals suffering from the various psychological and behavioral disorders. During the term, you will become more experienced with the application of various assessment techniques and psychological interventions commonly used by Masters Level Psychologists in treatment settings. Finally, you will increase your ability to administer, interpret, and write up your treatment recommendations while working in a full time setting with clients with psychological and behavioral problems.

Texts:

Policy and Procedures manual at the internship site.

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders, revised. (DSM-IV-TR). Washington, D.C.: American Psychiatric Association.

Student Learning Outcomes related to General Organizational Culture:

Upon completion of this course, students will be able to:

1. Understand the organizational structure of the mental health, school, etc. system (depending on the practicum placement).
2. Demonstrate familiarity with the responsibilities and target populations of staff providing psychological services.
3. Learn and demonstrate understanding of policies and practices of the practicum site/system through multiple experiences, e.g., receiving new staff training/orientation, reading records, observing programs or treatment as appropriate, talking to administrators

and other staff, attending organizational events, case conferences, staff meetings, etc.

4. Understand and discuss the sources of funding for mental health assessment and intervention.

Student Learning Outcomes related to Clinical Psychology Practice:

Upon completion of this course, students will be able to:

1. Demonstrate beginning professional level skills in behavioral assessment and related consultation and/or treatment design.
2. Demonstrate beginning professional level skills in integrating intellectual, achievement, and personality assessment data.
3. Design and implement direct psychological interventions. These interventions may include, but are not limited to:
 - * psychotherapy (Individual, group, adults, children, families, etc.)
 - * behavioral plans carried out by clinician, teacher or parent
 - * parent consultation
 - * self-change behavior plans carried out by the client
 - * crisis assessment and intervention
4. Manage paperwork related to practicum-site requirements in timely, responsible, and ethical manner.
4. Satisfy current state and federal laws and APA ethical and professional standards for clinical internship training requirements.

Course Outline

Not applicable

Course Requirements:

1. The student will meet **face-to-face, individually for at least one hour per week** with an on-site Doctoral Level supervisor along with regular meetings with the university supervisor. Students are under the direct supervision of the licensed university supervisor and the practicum site clinical supervisor.
2. The on-site supervisor has primary responsibility to insure adherence to practicum site policies and procedures and to insure that necessary services are delivered. The university supervisor has primary responsibility to insure that student's get appropriate training. These responsibilities are not conflicting, but if conflicting demands are made of the student, it is the student's responsibility to inform the supervisors. It is then the supervisors' responsibility to work out the conflicts.
3. By agreeing to supervise students, practicum sites and supervisors agree to provide a broad range of experiences leading to the goals listed above.
5. The provision of assessment and intervention equipment is generally the **responsibility**

of the practicum site. Equipment may be borrowed from the university on a temporary, short-term basis depending on availability. Consumable equipment (e.g., protocols) are the responsibility of the practicum site. The practicum site also agrees to provide the work space to the practicum student.

6. Students must obtain liability insurance prior to working with clients.
7. Students will meet **face-to-face, individually for at least one hour per week** with the on-site doctoral level supervisor, along with regular meetings with the university supervisor(s).
8. Students will be on-site as scheduled (5 days per week, 40 hours per week) unless released by their on-site supervisor.
9. Students will provide/observe/or collaborate in direct interventions to a minimum of approximately 5 clients with weekly hour-long meetings totally to at least 75 hours for the semester.
10. Students will conduct a minimum of two complete psychological evaluations.
11. Students will provide at least one of the following: a presentation, assist with staff in-service, assist in running a group, or other alternative activities approved by the supervisor.
12. Students will keep a log of activities for days they are on their practicum sites. This log should be kept up to date on a weekly basis, and will be reviewed by the University Internship Supervisor periodically during the Semester.
13. Toward the end of the Semester, each student is required to write a short (approximately three page) paper describing their experiences on the practicum. The main purpose of the paper is to relate students' experiences to the course goals and to evaluate the extent to which goals were obtained. This paper will become part of the student's portfolio, along with his/her self evaluation.

Attendance policy: This is a professional training program designed to prepare you to assume the roles and the responsibilities of a mental health professional in the community. You are expected to take on the roles and responsibilities as would an individual who is preparing to enter the profession. As part of this process, you are expected to be present at all internship and supervision sessions. Missing a day of internship should be unusual. In the event that some unforeseen circumstance arises, you are expected to confer with your on site supervisor in advance if possible..

Evaluation Methods:

The student's grade will be determined by the student's faculty supervisor, in conjunction with detailed written evaluations by the onsite Doctoral level supervisor. The student's performance will be assessed across the areas of (1) academic preparation for the Internship; (2) The student's work performance; (3) the student's Ethical Awareness and Conduct; (4) the student's use of Supervision; (5) the student's Interactions with Clients; (6) the student's

Interactions with Coworkers; and (7) the student's Work Products. These criteria are spelled out in detail in the Clinical Graduate Student Handbook.

Student Progress:

Students are responsible for monitoring their progress throughout the internship through scheduled meeting with their site supervisor. The site supervisor will provide students with information regarding their progress on a regular basis. Mid-term and final evaluation information will be provided in written form by the site supervisor and discussed with the student.

Office Hours:

My scheduled office hours are Monday through Thursday, 10:00 -11:00. In general, I will be in and available for appointments at other times. I encourage you to come and see me about anything, no matter how trivial it may seem. Also I can be reached by telephone (622-1108). In the event that I am not in, you can leave a message and I will get back to you as soon as possible. Usually that same day.

Disabilities/Special Circumstances:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with me 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 disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

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.

Last Day to Drop the Course:

Please see the Colonel's Compass for the last day to drop the course.

A. Department of Special Education
SED 590/790
Course Title: Applied Behavior Analysis
Credit Hours: 3

B. Course Description: Behavior analysis applied to classroom and instructional management. Development of skills in data collection, intervention procedures, and evaluation of behavior change.

C. Text: Alberto, P.A. and Troutman, A.C. (2009). Applied behavior analysis for teachers. (9th ed.). Columbus, Ohio: Charles E. Merrill.

D. Student Learning Outcomes:

Upon completion of this course, participants will:

- a. Analyze behavior in order to select a target behavior with consideration of student/client's cultural background.
- b. Apply various methods of data collection.
- c. Differentiate and critique single subject research designs.
- d. Identify and apply methods of increasing a deficit behavior.
- e. Identify and apply schedules of reinforcement.
- f. Collect data and conduct an ABA single subject research design project.
- g. Identify and apply methods of reducing excess behaviors.
- h. Develop plans for maintaining and generalizing behaviors.
- i. Describe ways to utilize resource persons in school, work, home, and community settings.
- j. State what safeguards should be used to ensure the ethical use of applied behavior analysis and apply those safeguards in their ABA projects.

E. Course Outline (Weeks 1 thru 16):

1. Introduction to Course, Defining Behavior, Explanations of Human Behavior
2. Behaviorism, Ethics, Overview of ABA Project
3. Selecting Behaviors to Change with Respect for Cultural Differences and Linguistic Differences, Writing Behavioral Objectives
4. Collecting & Recording Data, Reliability, Graphing
5. Reversal-Replication Design, Multiple Baseline Design, Changing Criterion Design
6. Interpreting Results, Functional Relationship
7. Reinforcement, Behavioral Contracting, Reinforcement Schedules
8. Escape and Avoidance, Project Progress
9. DRL, DRO, DRI, DRA, Extinction
10. Punishment: Response Costs & Aversives, Ethical Issues & Punishment
11. Discrimination, Fading, Shaping, Chaining
12. Functional Assessment & Analysis
13. Generalization, Maintenance, Cognitive Behavior Management
14. Relationship of ABA to Other Approaches
15. Review
16. Final Examination

F. Course requirements

Undergraduate (590):

1. Read all assigned material & participate in class discussions.
2. Pass three tests.
3. *Conduct and write report of ABA project according to assigned format.
4. Review two (2) journal articles from relevant professional literature.
5. Pass 4 quizzes
6. Categorize antecedents, behaviors, & consequences and analyze the patterns from an anecdotal observation

G. Additional requirements for graduate students in 700-level classes taught concurrently with 500-level classes.

Graduate (790) Only Requirements:

- a. Read all assigned material, including articles handed out in class or put on reserve.
- b. Pass three tests with additional questions requiring applications of principles to case study situations or questions from additional readings.
- c. *Conduct and write report of ABA project according to assigned format and with a review of literature in the introduction of the ABA project. Graduate students will be expected to demonstrate more extensive critical analysis of the strengths and weaknesses of their research project with specific statements of how the study could be improved. In addition a students must synthesize current literature applicable to the targeted behavior change project.
- d. Participate in class discussions and contribute relevant information from the professional literature.
- e. Pass four quizzes
- f. Critically evaluate two (2) journal articles from relevant professional literature.
- g. *Record observations and write a report of an anecdotal record with recommendations.

H. **Evaluation method(s)** and relative weight of each course requirement.

	No.	Points	Total
Tests	3	100	300
ABA Project	1	80	80
ABC Analysis	1	20	20
Article Critique	2	10	20

Quizzes	4	5	20
Participation		20	20
Total Points:			460

I. Student Progress – Student progress will be posted in Blackboard. Assignments will be returned to students in a timely manner.

J. Attendance policy.

Attendance Policy: All assignments must be turned in by 6:00 p.m. on the date it is due. Make-up examinations will be given only if the absence meets university requirements for an excused absence. **Assignments will not be accepted late!** Students are expected to attend all class meetings. If the student is absent when a quiz is given, **the quiz cannot be made-up.** It is the student's responsibility to obtain class notes from classmates, then see the instructor for clarification if needed. **More than three absences will result in an automatic Failure of the course. Notification of the last day to drop the course if the course starts or stops on nonstandard dates.**

K. Last day to drop course or to withdraw from the university are included in the class schedule

L. Disabilities Statement.

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office 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. See note 2 below

M. 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.

Revised Fall 2008

A. Department of Special Education
SED 897, Graduate Practicum
4 or 6 credit hours

B. Catalogue Course Description:
Practicum for graduate students in special education.

C. Text(s): Documents as assigned by professor and/or cooperating teacher.

D. Specific Learning Outcomes:

1. Students will demonstrate the professional roles and responsibilities of a special education teacher according to CEC standards.
2. Students will demonstrate a variety of teaching approaches and techniques appropriate for students with various disabilities.
3. Students will incorporate research-based principles of instructional, behavioral, and environmental management techniques appropriate for students with special needs.
4. Students will develop and monitor students' IEPs in compliance with Kentucky Administrative Regulations.
5. Students will demonstrate their ability to implement individual student IEPs through lesson plans and appropriate accommodations and adaptations of the Program of Studies and Kentucky Core Content.
6. Students will demonstrate their ability to systematically assess and record individual student progress on IEPs/IFSPs objectives through submission of data collection sheets.
7. Students will demonstrate effective collaboration skills with a variety of professional colleagues, para-professionals, and parents through submission of lesson plans, personal contact sheets and reflections.
8. Students will demonstrate their ability to address the needs of students with disabilities from different cultural and or linguistic backgrounds and the needs of their parents through submission of lesson plans, personal contact sheets and reflections.
9. Students will demonstrate their ability to actively advocate on behalf of students with disabilities as demonstrated through their discussions of the text, participation in seminars, and personal reflections.
10. Students will demonstrate active involvement and participation in special education professional organizations/groups/task forces/committees, etc. through submission of professional meeting minutes or certificates of participation.

11. Students will conduct a self-assessment according to New Teacher Standards and develop a professional development plan/growth plan for the following semester.
12. Students will demonstrate effective time management skills through the completion and submission of required assignments according to scheduled due dates.
13. Students will demonstrate use of standard English in both written and verbal modes of communication.
14. Students will demonstrate the utilization of appropriate technology to address the needs of individual students and/or to enhance instruction and to communicate with class members and faculty using e-mail, and Black Board.

E. Course Outline

Weeks 1-16: Practical / Field Experiences as approved / assigned by University supervisor

F. Course Requirements

1. Lesson plans: The student will submit lesson plans at least 24 hours prior to University supervisor observation. The format will be KTIP or as approved by the supervisor.
2. Attend regularly scheduled seminars (if applicable)
3. Complete self evaluation of professional practices
4. Additional observations / assignments as assigned

G. Additional requirements for graduate student in 700 level courses: Not Applicable

H. Evaluation Methods:

The student will be evaluated based on:

1. Written report from the University supervisor visits,
2. Mid-placement and end-of-placement evaluations and conferences with the cooperating teacher (if appropriate) and the University supervisor,
3. Completed professional teacher certification portfolio (if required by instructor), and
4. Own daily log of time, standards met, and reflections of your experience.

I. Student Progress: Following each assignment and/or observation, grades/scoring will be discussed and/or posted on Blackboard so students can check progress at any time.

J. Attendance Policy: For those in a traditional student teaching placement: you are required to complete a minimum of 480 clock hours at your placements and attend all student teaching seminars – See *Course Outline* above for specific dates. The student teacher has an obligation to report each day for student teaching. Each has an obligation to remain at school throughout the

entire day and after school, if needed. If the student teacher becomes ill, it is their responsibility to notify the cooperating teacher and the University supervisor. Each student teacher has a responsibility to be on time. Tardiness will not be tolerated as part of the teaching assignment. Absences will not be permitted except those arising from the individual's illness or a death in the immediate family. Chronic absences will be made up as days extended to the student's teaching experience. (Supervisor's Handbook).

Days observed in the public school as non-teaching days during the fall and spring semesters are also observed by the student teacher. Holidays identified on the University's fall/spring schedule are not to be observed by the student teacher unless the specific dates are observed as non-teaching days in the school where the teacher is assigned. (a) The university recognizes the need for student teachers to spend as many teaching days as possible in their teaching assignments. It is hoped that student teachers, cooperating teachers and University supervisors might mutually resolve various situations evolving from this area. (b) All professional days, in-service days, and snow days should be observed as a school day by the student teacher (Supervisor's Handbook).

K. Last Date to Drop the Course: can be found in the Colonel's Compass
<http://www.eku.edu/compass/>.

L.

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.

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

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>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Bachelor of Science in Psychology</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>3/4/09</u> Graduate Council* <u>NA</u> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> Council on Academic Affairs _____ College Curriculum Committee _____ Approved <u>x</u> Disapproved _____ 4/16/09 General Education Committee* <u>NA</u> Faculty Senate** <u>5/4/09</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>6/8/09</u> Council on Postsecondary Edu.*** _____ *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: Add PSY 319 Industrial/Organizational Psychology to the group of courses that satisfy the Skills category requirement for the B.S. degree</p> <p>A. 2. Effective date: Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
	<p>B. The justification for this action: The nature of the material covered in PSY 319 is very similar to that covered in the other courses that can be used to satisfy the Skills requirement. Adding PSY 319 will increase students' options.</p>
	<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. PSY 319 is already offered on a regular basis.</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Baccalaureate Degree

PSYCHOLOGY (B.S.)

CIP Code: 42.0101

Major Requirements40 hours

PSY 200 (prerequisite for all other psychology courses), PSY 250 (prerequisite for PSY 291), PSY 291 (prerequisite for PSY 301), PSY 301, and at least 3 hours from each of the following groups:

- (1) Biological Bases of Behavior: PSY 311, 315, 315L
- (2) Cognition/Learning: PSY 313, 317, 317L
- (3) Developmental: PSY 312, 314, 316
- (4) Social/Personality: PSY 300, 305, 308
- (5) Skills: PSY 319, 405, 406, 490, 590
- (6) Capstone: 400 or 401 or 579

In addition, the student must take nine hours of upper division psychology electives. At least three of these must be numbered 400 or above. (PSY 407 may not be used as an elective.) A minimum grade of “C” is required in all courses counted toward the major.

General Education Requirements48 hours

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

University Requirement1 hour

GSO 100.

Free Electives39 hours

Total Curriculum Requirements128 hours



EASTERN KENTUCKY UNIVERSITY

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MEMORANDUM

TO: Rick McGee, Council on Academic Affairs Committee
FROM: Dr. Sherwood Thompson
Assistant Dean
DATE:
SUBJECT: College of Education Agenda Items

Please consider the following agenda items for the College of Education at the next Council on Academic Affairs Committee meeting on April 16, 2009:

Dept: Counseling and Educational Psychology Chair: Dr. Connie Callahan

COU 900	New Course	Page 1
COU 901	New Course	Page 5
COU 902	New Course	Page 9
COU 903	New Course	Page 13
COU 904	New Course	Page 17
COU 905	New Course	Page 21
COU 906	New Course	Page 25
COU 907	New Course	Page 29
COU 908	New Course	Page 33
COU 909	New Course	Page 37
COU 910	New Course	Page 41
Counseling EDd	New Program	Page 45
Faculty Needs Statement & Matrix	Informational Items for New Program	Page 51

Dept: Curriculum and Instruction Chair: Dr. Dorie Combs

EDF 203	Course Revision	Page 77
EDF 319 & 319W	Course Revision, Hybrid Course, Program Revision	Page 80-81, 91, 106
ELE 445 & ELE 445W	Course Revision, Hybrid Course, Program Revision	Page 109-110, 118, 128
EMG 445 & EMG 445W	Course Revision, Hybrid Course, Program Revision	Page 130, 133, 143

Dept: Educational Leadership and Policy Studies

Chair: Dr. Jim Rinehart

EAD 840	New Course	Page 145
School Safety Endorsement	New Program	Page 151



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

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 900 <hr/> *Course Title (30 characters) Advanced Counseling Theories <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		
College Curriculum Committee	1/13/09	Approved _____ Disapproved _____
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced instruction in the major and/or contemporary counseling theories.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000).</p> <p>Operating Expenses Impact: : \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.</p>

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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.)

COU 900 Advanced Counseling Theories. (3) A. This course provides advanced instruction in the major and/or contemporary counseling theories. Students will apply the original works of major theorists and will assess and construct a personal counseling orientation as backed by research.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	900	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input 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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 901 <hr/> *Course Title (30 characters) Advanced Group Counseling <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved Disapproved
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced instruction in group counseling.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: : \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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 ~~striethrough~~ for deletions and underlines for additions.
6. 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.)

COU 901 Advanced Group Counseling. (3) A Enhance students' understanding of group dynamics and refine group facilitation skills. Students will organize, manage, facilitate and evaluate an experiential counseling group in order to develop counselor leadership skills.

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 ~~striethrough~~ 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 ~~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)*
COU	901	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input 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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 902 <hr/> *Course Title (30 characters) College Teaching <hr/> *Program Title <hr/> (Major __, Option __; Minor __; or Certificate __)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/23/08	Graduate Council*	3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	1/13/09	Approved _____ Disapproved _____	
General Education Committee*	n/a	Faculty Senate**	NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced clinical and administrative supervision experiences.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000)	
Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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

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

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

New or Revised* Catalog Text

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

COU 902 College Teaching. (3) A. Provides an overview of principles and practices associated with effective college teaching. Topics examined include learning and diversity; teaching models and strategies; student behaviors and learning outcomes and the interaction of theory and practice

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

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

New or Revised* Program Text

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

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)*
COU	906	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input 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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 903 <hr/> *Course Title (30 characters) Advanced Multicultural Counseling <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/23/09	Approved Disapproved
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced instruction in multicultural counseling.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000).</p> <p>Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.</p>

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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.)

COU 903 Advanced Multicultural Counseling (3) A. Current social and cultural issues, social change theory, oppression models, and advocacy planning for professional counselors are addressed. Students examine their own cultural heritage and state of multidimensional identity development in relation to therapeutic relationships.

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)*
COU	903	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input 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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 904 <hr/> *Course Title (30 characters) Advanced Interventions <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved Disapproved
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced counseling interventions skills.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: : \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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 ~~striethrough~~ for deletions and underlines for additions.
15. 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.)

COU 904 Advanced Counseling Interventions. (3) A The study of advanced interventions used by professional counselors in providing services to clients will be addressed. Models and methods of assessment in evaluating client outcomes and application of theory to practice will be examined.

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 ~~striethrough~~ 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 ~~striethrough~~ for deletions and underlines for additions.)

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 905 <hr/> *Course Title (30 characters) Advanced Family Counseling <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved Disapproved
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced instruction in the family counseling theory and practice.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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.)

COU 905 Advanced Family Counseling. (3) A. This course is an advanced application course of the field of marriage and family counseling/therapy. Students will apply family counseling techniques to case studies and real families.

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)*
COU	905	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input 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>Counseling & Educational Psychology</u> College <u>Education</u> *Course Prefix & Number <u>COU 906</u> *Course Title (30 characters) <u>Counseling: Advanced Supervision</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __)	
*Provide only the information relevant to the proposal.		
Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs _____
College Curriculum Committee	1/13/09	Approved _____ Disapproved _____
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced clinical and administrative supervision experiences.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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.)

COU 906 Advanced Supervision in Counseling. (3) A. Students will have the opportunity to refine their skills and enhance their understanding of clinical and administrative supervision in terms of various theoretical orientations and approaches to the art of supervision in counseling.

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)*
COU	906	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		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.

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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 907 <hr/> *Course Title (30 characters) Counseling: Advanced Practicum <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved Disapproved
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to provide practicum experience in counseling and counselor education.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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.)

COU 907 Advanced Practicum in Counseling (3) This course entails observation and counseling supervision in school, higher education, community, and controlled laboratory settings. One hundred hours of supervised fieldwork is required. Lectures, seminars, and research projects may also be included.

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)*
COU	907	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	P	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 X		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
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.

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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 908 <hr/> *Course Title (30 characters) Counseling: Advanced Internship <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved Disapproved
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced internship experience in counseling and counselor education.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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.)

COU 908 Advanced Internship in Counseling (3)A. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, and teaching).

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)*
COU	908	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3	Laboratory _____	Other _____	
Cip Code (first two digits only) 13		Class Restriction, if any: (undergraduate only)		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	FR _____ JR _____ SO _____ SR _____	
1	3	P		
		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 X _____		
		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

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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 909 <hr/> *Course Title (30 characters) Dissertation Research <hr/> *Program Title (Major __, Option __; Minor __; or Certificate __) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved Disapproved
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: New course developed as part of new doctoral program in Counselor Education & Supervision to complete a research dissertation in educational counseling. May be retaken up to 9 hours.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000). Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.	

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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 ~~striethrough~~ for deletions and underlines for additions.
- 30. 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.)

COU 909 Dissertation Research. (3) A. Students will write and defend original dissertation research. May be repeated as needed.

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 ~~striethrough~~ 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 ~~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)*
COU	909	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 15	
3	Lecture _____ Laboratory _____ Other 9 _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	P	FR _____ JR _____ SO _____ SR _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Dissertation _____ X _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input 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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 910 <hr/> *Course Title (30 characters) Program Evaluation <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council* 3/31/09
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	1/13/09	Approved Disapproved
General Education Committee*	n/a	Faculty Senate** NA
Teacher Education Committee*	2/24/09	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.) Creating a new course for the Ed.D. program</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced instruction in program evaluation in counseling.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Two new professors will be needed to help cover 11 new proposed courses as budgeted in total on a new program curriculum change form. This is one of those courses. 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000).</p> <p>Operating Expenses Impact: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000. Again, this is a total amount for all eleven new proposed courses –it does not apply to just this one course.</p>

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty. This is a total amount for two new faculty members and does not apply to just this one course but is part of an overall budget.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new program curriculum change forms.

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

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

31. For a new course, provide the catalog text.
32. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
33. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

COU 910 Program Evaluation. (3) A. This course examines advanced topics and controversies in counseling research. Students will be prepared to engage in counseling-related program evaluations. Key concepts, concerns, tools, and practices of program evaluation will be discussed.

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

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

New or Revised* Program Text

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

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)*
COU	910	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	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.	
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.

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 Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Counselor Education & Supervision (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.	
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Proposal Approved by: Departmental Committee <i>Is this a SACS Substantive Change? Yes****</i> <input checked="" type="checkbox"/> <i>No</i> <input type="checkbox"/> College Curriculum Committee General Education Committee* Teacher Education Committee*	<u>Date</u> 11/23/08 <hr/> 1/13/09 <hr/> n/a <hr/> 2/24/09 <hr/> /	Graduate Council* Council on Academic Affairs Approved _____ Disapproved _____ Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
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*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create an Ed. D. program in counselor education.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> <p>This Ed.D. would be the only doctoral program in counselor education in the Commonwealth. This program will meet numerous school and community needs for more advanced practitioners, will address EKU's stakeholder needs, will help meet the need for competent student/counselor ratios in the schools, will help provide appropriate licensed supervisors to meet Kentucky state law and will help reduce incidence rates in psychopathology, substance abuse and domestic violence. A more complete explanation of the program's ability to meet school and community needs can be found in the attached documentation.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Two new professors will be needed, 1 full professor (Salary + Benefits = up to \$100,000) and 1 associate professor (Salary + Benefits = up to \$65,000). Fringe : 28% (\$46,200). Three graduate assistants (\$10,000 each for a total of \$30,000).</p>	

Operating Expenses Impact: Travel: \$3,000 x 2 = \$6,000. Scholarships: \$6,000 x 3 = \$18,000. Student Presentations: \$3,000.

Equipment/Physical Facility Needs: \$10,000 will be needed for computers and office space for new faculty.

Library Resources: \$10,000 will be needed to provide adequate library resources as indicated on new course curriculum change forms.

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 ~~striketrough~~ for deletions and underlines for additions.
- 36. 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.)

1.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

SEE BELOW – ENTIRE TEXT IS NEW

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

DOCTOR OF EDUCATION (Ed.D.)

Counselor Education and Supervision

Cip code: 13.0401

I. GENERAL INFORMATION

The Doctor of Education (Ed.D.) program in counselor education and supervision works to improve school and mental health counseling services in Kentucky. We shall accomplish this through two complementary emphases: (1) counselor education and supervision training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will

include doctoral students and faculty conducting research that informs counselor education and supervision to improve school and mental health counseling services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national school counseling, mental health counseling and counselor education groups, we will develop, maintain, and continually update a research agenda.

Participation in this doctoral program will lead to enhanced understanding and practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental entities and processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work will be built on a knowledge base that reflects current research, theory, and practice; and doctoral faculty will serve as ongoing mentor resources – answering questions, helping to resolve administrative problems, collaborating on research projects, and referring individuals to job openings.

II. ADMISSION REQUIREMENTS

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master's degree in counseling or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below. Applicants must have completed three years of professional experience (preference will be given to those with leadership experience).

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Graduate degree must include 48 hours from a CACREP program or other nationally accredited program.
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant's professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed.

- A demonstration of the candidate's technology skills, to be evaluated using a rubric established by the Doctoral Program Committee

- A demonstration of the candidate’s written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol
- An interview with Doctoral Program Committee members

The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Students who do not meet the above requirements may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses.

III. PROGRAM REQUIREMENTS

Program of Study - Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. In consultation with the student’s adviser, revisions can be made to the program of study. All revisions must have the approval of the student’s program advisory committee.

Academic Core21 hours

COU 900, 901, 902, 903, 904, 905, 906

Rural Studies Core.....9 hours

EDL 930, 931, and COU 910

Field Experience6 hours

COU 907, 908

Completion of a structured set of field experiences relevant to the student’s planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. The field experience should result in a product with the potential to make a substantive contribution to improving counseling services in Kentucky.

Research Core9 hours

EDL 810, 811, 812

Note: additional coursework in these areas may be required if the student has not completed coursework in statistics and research methodology or successfully completed and defended an appropriate thesis or specialist project.

Dissertation 9-15 hours

COU 909

Minimum Program Total 54-57 hours

Program Advisory Committee - The student's Program Advisory Committee will consist of no fewer than five members: three will possess expertise in the student's major area of concentration and will be selected by the student in consultation with his/her adviser and the Doctoral Program Director.

Membership of the Program Advisory Committee may be changed if either the candidate or a member of the advisory committee feels that such a change is appropriate and if the requested change is subsequently approved by Doctoral Program Director.

Admission to Doctoral Candidacy - Students are admitted to doctoral candidacy for the Ed.D. after they have accomplished the following:

- Completed approved course work satisfactorily
- Passed a comprehensive examination
- Formed a Dissertation Committee
- Secured the Committee's approval of a dissertation topic
- Made formal and successful application for doctoral candidacy

IV. EXIT REQUIREMENTS

Comprehensive Examination - The purpose of the comprehensive examination is to assess the candidate's knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:

- Content for the examinations will be *program*-oriented rather than course driven.
- The student will be responsible for the content in the total program of study.
- The student's Program Advisory Committee will be responsible for designing, preparing, and scoring the examination.

Dissertation Process

Students are required to enroll in a minimum of nine semester hours of dissertation credit. There is no fixed length for the dissertation manuscript. Rather than concentrating on the size of the document, students are well advised to consider the following purposes of a dissertation:

- To demonstrate technical mastery of the student's field
- To originate new knowledge or to advance or modify the present knowledge base in educational leadership and policy studies
- To demonstrate the ability to conceptualize and complete a project of focused inquiry

The dissertation typically follows a five-chapter format. The most recent edition of the *Publication Manual of the American Psychological Association* will serve as the official style guide. The Dissertation Committee may approve another style should that format better suit the needs of organizing and presenting the research. In either case, the dissertation is evidence that the student is an expert in the chosen topic area. Students

must work closely with their advisor in determining the topic and in formulating the research design.

Dissertation Committee: The doctoral student selects the dissertation chairperson from the Graduate Faculty according to faculty expertise and research interest and submits a request to the departmental chairperson.

The Dissertation Proposal Defense: Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Counseling and Educational Psychology will schedule the required defense. After the candidate has successfully defended the dissertation proposal, he/she may develop, with the supervision of the Committee, a completed dissertation.

Continuous Enrollment: Once doctoral candidates have passed the comprehensive examination and enrolled for dissertation credit, they must maintain continuous enrollment with a minimum of three semester hours of dissertation credit during each regular semester until the dissertation has been accepted by the Graduate Dean.

Faculty Qualifications Summary
(In support of Ed.D. in Counselor Education and Supervision)

The Department of Counseling and Educational Psychology has proposed a new Ed.D. in Counselor Education and Supervision and this is a summary of existing and proposed new faculty credentials to support this Doctorate. Vitas are attached to this Summary to verify this summary. The department currently has a total of nine full time faculty members including the department chair and the associate dean of the college who hold faculty status in the department. All full time faculty have doctorates in appropriate disciplines. The existing nine Faculty have generated the scholarship summarized in the table below in the last two years (2007 to March 2009). Previous scholarship can be reviewed by viewing the full attached vitas.

Published Articles	Articles in Press	Chpts. In Books	Books	National Presentations	State or Regional Presentations
19	6	5	1	104 (90 of these are 6 hour workshops resented by faculty to diverse groups)	29

*this does not count invited presentation and publications

In addition to these examples of scholarship, the existing faculty include one member who is on the National Accreditation Board for the Profession (CACREP), another who holds national office in one of the counseling professions associations, and several who hold state office in the state association. At least three are currently on editorial boards for journals in the profession and one is the editor of the state Journal that has one best state journal for counseling from the American Counseling Association for 6 years in a row.

This program will use research classes (EDL 810, 811 and EDL 812) and rural studies (EDL 930 and 931) courses that are in common with the new Ed. D. in Educational Leadership and Policy Studies. This means we will be sharing faculty from that program such as Jim Rinehart and Aaron Thompson. There VITAs are also attached as examples of some of the out of the department faculty that will augment this program.

Finally, as a part of staffing for this Ed.D. program, the department will be requesting two additional positions. These positions will require applicants to have demonstrated experience in doctoral level programs supervising dissertations. The goal of these hires is to add the expertise needed in working with students program and dissertation committees and to add their expertise to the initial implantation of this degree.

Statement of Need and Demand for the Program

As part of the initial planning process, ECU faculty sought input from stakeholders within the service region to assess student demand for the proposed program. A total of 90 stakeholders were surveyed in Fall 2008 concerning the perceived need for this doctoral program. Survey data of currently-enrolled Master's students was extracted from that of currently employed school counselors.

QUESTIONS	Current Master's Students	Currently Employed Counselors
1. There is a need for a terminal degree in Counselor Education in the eastern region of Kentucky	96.3%	81.8%
2. I personally would be interested in such a program.	85.2%	57.1%

Numerous survey respondents indicated that their co-workers and colleagues enroll in doctoral programs in nearby states due to lack of an accessible program in Kentucky that meets their needs. Individuals wishing to complete doctoral studies in Counselor Education in ECU's service region are faced with commutes of 2-3 hours in order to attend institutions granting this degree. The data compiled for this report also noted the disparity between the American School Counseling Association's suggested 1: 250 ratio of counselors to students in P-12 settings and the numbers reported in Kentucky, as summarized below:

Ratio	Percentage Response Rate
1: 250 or fewer students	3.5%
1: 251-299	10.7%
1: 300-399 students	28.5%
1: 400-499 students	39.3%
1 : 500-599 students	7.1%
1: 600-699 students	10.7%

Furthermore, students who have achieved the Master's degree in Mental Health Counseling in the ECU service region face documented (Engebretson, Schmuldt & Hall, 2008) difficulties in finding an appropriate individuals to provide the supervision required for licensure as an LPCC in Kentucky. The need for doctoral-level counselor educators is further exacerbated by changes to the Council for Accreditation in Counseling and Related Education Programs (CACREP) standards for 2009, whereby all faculty teaching in Counselor Education programs must have an earned doctorate degree in Counselor Education. This coincides with the projected need for Counselor Education faculty, based on both growth and expansion of programs as well as an estimated 50% of current faculty members planning to retire within a ten-year period (Leinbaugh, Hazler, Bradley & Hill, 2003). Given the Department of Labor's (Bureau of Labor Statistics, 2008-09) anticipated job growth for counselors as "much faster than average"

in comparison to all other occupations, (34% growth by 2016) the need to train new faculty for such positions is readily apparent.

The shortage of mental health workers in the region is well-documented. A review indicates that the 22-county service region of Eastern Kentucky University falls well below the national average in terms of licensed clinical professional counselor (LPCC) to resident ratio. Data indicates 91 LPCCs work in the EKU service region (total population 592,848), which roughly equals one licensed counselor for every 6,514 residents. A breakdown of each county by population and number of counselors is listed below:

County	Population	Number of LPCCs
Bell	30600	7
Boyle	27687	4
Casey	15447	0
Clay	24456	3
Estill	15307	2
Garrard	14792	3
Harlan	33202	2
Jackson	13495	0
Knox	31795	2
Laurel	52715	13
Lee	17916	0
Leslie	12401	0
Lincoln	23361	0
Madison	81103	18
McCreary	17080	1
Owsley	4858	0
Perry	29390	9
Powell	13237	2
Pulaski	59202	7
Rockcastle	16852	6
Wayne	19923	6
Whitley	38029	5

Specific Mental Health Issues

The shortage of trained mental health clinicians in the EKU service region should be considered in concert with the depth and breadth of mental health issues. Among these, domestic violence, substance abuse and severe psychological distress are particularly prominent in the region.

Domestic Violence

Statistics for 2002 (the most recent year for which data was collected) reflect a state-wide total of 41,583 domestic violence-related phone calls to authorities. The average number of women sheltered in residences specifically designated for protection from domestic violence was 2,125. Additionally, 2,002 children resided in domestic violence shelters during that year. An additional 22,155 individuals were non-sheltered victims of domestic violence (meaning these individuals received legal, advocacy and/or counseling services relevant to domestic violence). Finally, the Kentucky State Police report that during 2001 (the most recent year for which data was available), 29, 779 Emergency Protective Orders and 15,444 Domestic Violence Orders were issued. The issue of domestic violence is severe and pervasive in the EKU service region, with a pronounced shortage of professionals available to assist those in need.

Substance Abuse

Statistics from the United States Department of Health and Human Service paint a fairly bleak picture of substance abuse services in Kentucky. During 2005, an estimated 334,000 Kentuckians met the diagnostic criteria for a substance abuse, dependence or addiction. Based on Kentucky's estimated population (4,206,074 residents), approximately 1 in 13 Kentuckians is afflicted with abuse, addiction or dependency. Yet, the number of residents who received substance abuse treatment during the same year was estimated only at 10,000.

Psychopathology

Mental Health Indicator	Percentage of Kentuckians	Ranking
<u>Serious Psychological Distress</u>	11.65%	4th of 51
<u>Adult physical disabilities</u>	7.9%	3rd of 54
<u>Disability prevalence</u>	24.8%	2nd of 54
<u>Low-Income Subsidy Eligible Medicare PDPs</u>	24	19th of 51
<u>Needing Treatment for Drug Use</u>	2.89%	13th of 51
<u>Prevalence of Poor Mental Health</u>	27.1 %	46th of 50
<u>Resident population with serious mental illness</u>	170,710	25th of 52
<u>Resident population with serious mental illness (per capita)</u>	0.409 per 10 people	9th of 52

In comparison to the 50 states, Kentucky ranks 4th for adults experiencing “serious psychological distress” (11.65%), according to the Center for Disease Control. Kentucky also ranks 2nd and 3rd in the nation in terms of “adult physical disability” and “disability prevalence”, respectively. Mental health issues in Kentucky are also severe, according to the study. The prevalence of “poor mental health” among Kentuckians is estimated at 27.1%. Those individuals whose mental illness is described as “severe” in terms of debilitation is approximately 170,710, which ranks Kentucky as 25th overall. In comparison to the rest of the country, Kentucky ranks 9th in terms of “serious mental health needs” per capita, with 0.409 per 10 people meeting this qualification.

Considered together, the data describe a sharp contrast between the availability of mental health professionals relevant to the mental health needs of the region. ECU is in the unique position of serving a vast, diverse rural population with specific and severe mental health needs. The proposed doctorate degree in Counselor Education at Eastern Kentucky University will focus on the needs specific to the Appalachian region, thereby seeking to improve the quality of life for Eastern Kentuckians.

Counselor Education and Supervision at ECU: A Relevant and Informed Approach

The primary purpose of ECU’s proposed doctoral program in counselor education and supervision is to improve school and mental health counseling services in Kentucky. We shall accomplish this through two complementary emphases: (1) counselor education and supervision training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs counselor education and supervision to improve school and mental health counseling services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national school counseling, mental health counseling and counselor education groups, we will develop, maintain, and continually update a research agenda.

We will collaborate with other Kentucky universities to leverage the resources of the broader commonwealth to provide students with the richest possible learning opportunities. Examples of possible collaboration include co-hosting of doctoral student symposia, dissertation “boot camps,” etc. We will work with other universities to provide technology and policy support to make it possible for their students to access specialized course offerings from our curriculum, and for our students to access specialized curricular offerings from others. However, because of the special needs in our region for expertise in issues of rural and Appalachian schools, we must have specialized courses and experts in this area. This need for special courses and expertise as well as our desire to serve the needs of our students in the most effective manner and with the highest level of quality dictates that this program be specific to this university and under its sole management.

Discuss following at meeting:

1. The Ed.D. program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. Sustaining and improving these communities and schools requires unique knowledge bases and specific technical and practitioner skills. With that focus in mind, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbue educational, cultural, and sociological content within the coursework as appropriate. Our Ed.D. program will fulfill this purpose primarily through two distinct but complementary emphases: (1) developing counseling, counselor supervision and research capacity, and (2) research development and dissemination. We will build leadership and research capacity in participants through a rigorous sequence of coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students, in collaboration with and under the direction of faculty advisors, producing research that is (1) high quality, and (2) intended to inform counselor education and

supervision relevant to the needs of the region. Students will be encouraged to develop research projects and dissertation topics from among agenda items, thus ensuring that their work will have an immediate audience and potential for impact.

2. EKU is committed to regional stewardship, and the Ed.D. program should reflect that commitment. Our doctoral program will be implemented with a conscious and deliberate recognition that rural schools and communities—the schools and communities in which most program participants will likely serve—face unique challenges and possess unique strengths with which to face those challenges. We believe that sustaining and improving rural mental health and school counseling services thus requires unique knowledge bases and specific technical and practitioner skills. With that in mind, the ECU doctoral program will include a Rural Studies Core Component (with a particular emphasis on Appalachian Kentucky), and will imbed rural educational, cultural, and organizational content within other coursework as appropriate. In developing curricula, delivering instruction, and conducting and fostering research, the program will cultivate relationships with regional and national organizations such as The Center for Rural Development, The Rural School and Community Trust (www.ruraledu.org), and The Appalachian Regional Commission (www.arc.gov).

Program Title:

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

Federal CIP Code: 13.0401

Proposing Institution:

Eastern Kentucky University

Primary Institutional Contact:

William Phillips
Dean of the College of Education
Eastern Kentucky University

Inside/Outside Institutional Band of Authority: Inside

Degree Designation: Doctoral

Doctor of Education – Counselor Education & Supervision

Purpose and Overview

The primary purpose of EKU's proposed doctoral program in counselor education and supervision is to improve school and mental health counseling services in Kentucky. We shall accomplish this through two complementary emphases: (1) counselor education and supervision training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs counselor education and supervision to improve school and mental health counseling services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national school counseling, mental health counseling and counselor education groups, we will develop, maintain, and continually update a research agenda.

Participation in this doctoral program will lead to enhanced understanding and practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental entities and processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work will be built on a knowledge base that reflects current research, theory, and practice; and doctoral faculty will serve as ongoing mentor resources – answering questions, helping to resolve administrative problems, collaborating on research projects, referring individuals to job openings, etc.

Program Admission

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master's degree in education or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below. Applicants must have completed three years of professional experience and must demonstrate competency in educational research and statistics. (See section below regarding *graduate coursework in education research and statistics*.)

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant's professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member

After a holistic review of the application packets, the Doctoral Program Committee¹ will select those applicants to be interviewed. The one-day interview will include:

- A review of the candidate's professional portfolio, using a rubric to be established by the Doctoral Program Committee
- A problem-solving exercise to be completed by the candidate and evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's technology skills, to be evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol
- An interview with Doctoral Program Committee members
- An interview with the Dean or Associate Dean

The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Additional requirements regarding graduate coursework in educational research:

To be approved for full admission into the doctoral program, students must meet the following requirement:

The student must have successfully completed (with a grade of B or higher) a graduate level course in educational research and statistics and/or successfully completed and defended a thesis or specialist project demonstrating research proficiency within the last four years, counting from the semester of admission.

Students who do not meet the above requirement may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses.

Admission to Candidacy

Students are admitted to candidacy for the Ed.D. after they have accomplished the following:

- Completed approved course work satisfactorily
- Passed a comprehensive examination
- Formed a Dissertation Committee that includes the dean's representative
- Secured the Committee's approval of a dissertation topic
- Made formal and successful application for candidacy

CURRICULUM REQUIREMENTS

Delivery Model

The ECU doctoral program in counselor education and supervision studies will employ a modified cohort model. Students will enter, continue, and finish the program with a group of colleagues. Some advantages of this model are these:

- Cohorts allow students to know the design and program of from the outset.

- Cohorts enable students to support each other as a group while accomplishing the major milestones of the program including the comprehensive examination and the dissertation.
- Cohorts allow high levels of ongoing support for individual student work and research development.
- Cohorts serve as a basis for continued collegial support after graduation.

The cohort model is modified in that it allows some coursework to be individually chosen, thus permitting students to individualize their programs of study to a degree, and allowing flexibility for students who wish to pursue the degree on a full-time basis.

To accommodate students' professional responsibilities, cohort classes will be scheduled for evenings and weekends during the summer, fall, and spring semesters. In the first two years, students will generally complete twelve courses: two each in the summer, fall, and spring sessions. Two additional field-based experiences will generally be completed concurrently with the coursework. The third year will typically consist of three courses – two in the summer and one in the fall, along with the comprehensive examination and the dissertation. Note: doctoral students must maintain continuous enrollment subsequent to passing the comprehensive examination. (See section on continuous enrollment.)

Program of Study

Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. In consultation with the student's adviser, revisions can be made to the program of study. All revisions must have the approval of the student's program advisory committee, the Dean of the College of Education, and the Dean of the Graduate School.

Program Advisory Committee

The student's Program Advisory Committee will consist of no fewer than five members: three will possess expertise in the student's major area of concentration and will be selected by the student in consultation with his/her adviser and the Doctoral Program Director. The remaining two committee members will be appointed, one each by the Dean of Graduate School and the Dean of the College of Education. The Education Dean's appointee will possess expertise in professional education and represent the interests of the graduate faculty in the College of Education. The Graduate Dean's appointee will be chosen from graduate faculty outside of the field of professional education but from a field related to the student's research interest and will represent the interests of the university graduate faculty at large. No committee is considered constituted without the final written approval of the Dean of the Graduate School.

Membership of the Program Advisory Committee may be changed if either the candidate or a member of the advisory committee feels that such a change is appropriate and if the requested change is subsequently approved by Doctoral Program Director, the Dean of the College of Education, and the Dean of the Graduate School.

Comprehensive Examination

The purpose of the comprehensive examination is to assess the candidate's knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:

- Content for the examinations will be *program-oriented* rather than course driven.
- The student will be responsible for the content in the total program of study.
- The student's Program Advisory Committee will be responsible for designing, preparing, and scoring the examination. Faculty members from cognate fields related to the program of study may be consulted as needed.

The Program Advisory Committee will develop four questions, one from each of the following program areas: research, academic core, and rural education.

The written component of the comprehensive examination will be conducted in four sessions of three hours each (one session for each of the four questions), and will take place over two consecutive days (two sessions each day). The Department of Counseling and Educational Psychology will provide students with an appropriate workspace and a computer for each session.

Written responses will be evaluated¹ by the Advisory Committee members, who will submit their evaluations to the student's

¹ Using the following rubric: 5 - Extremely strong response, considerably above average, likely to be attained by only a small minority of examinees; 4 - Above average, somewhat above what one would expect of an examinee; 3 - Adequate and reflects an

advisor within ten working days following the examination. An oral defense will be scheduled for a date no later than twenty working days following the examination.

Any failed portion must be rewritten as an independent research project under the direction of the Program Advisory Committee. The Program Advisory Committee will then evaluate the quality of the independent research project and determine whether additional coursework is needed before the student can proceed in the program.

average level of performance commensurate with the expectations of the Committee (minimum pass); 2 - Below the quality expected but with some positive indicators; 1 - Substandard and totally fails to reflect the quality one expects of an applicant for the doctoral degree.

Dissertation

Students are required to enroll in a minimum of twelve semester hours of dissertation credit. There is no fixed length for the dissertation manuscript. Rather than concentrating on the size of the document, students are well advised to consider the following purposes of a dissertation:

- To demonstrate technical mastery of the student's field
- To originate new knowledge or to advance or modify the present knowledge base in counseling, counselor education and counselor supervision
- To demonstrate the ability to conceptualize and complete a project of focused inquiry

The dissertation typically follows a five-chapter format. The most recent edition of the *Publication Manual of the American Psychological Association* will serve as the official style guide. The Dissertation Committee may approve another style should that format better suit the needs of organizing and presenting the research. In either case, the dissertation is evidence that the student is an expert in the chosen topic area. Students must work closely with their adviser in determining the topic and in formulating the research design.

In order to insure a high-quality product, a proposal consisting of the first three chapters of the dissertation is developed and presented to the Dissertation Committee for approval. Once accepted, the student will begin the actual research. Students are encouraged to work closely with the advisers while writing the dissertation.

Dissertation Committee: The Dissertation Committee and the Program Advisory Committee are not necessarily comprised of the same people. The doctoral student selects the dissertation chairperson from the Graduate Faculty according to faculty expertise and research interest and submits a request to the departmental chairperson. Once approved by the departmental chairperson, the dissertation chairperson consults with the student in recommending committee appointments to be approved by the Program Director, the Dean of the College of Education, and the Dean of Graduate School. The Dissertation Committee consists of five members:

- Dissertation chairperson
- Counselor Education & Supervision Faculty Member
- Counselor Education & Supervision Faculty Member
- College of Education Dean's Representative
- Graduate School Dean's Representative

Dissertation Proposal: Specifically, the proposal is a detailed plan for conducting the investigation and should communicate to the Dissertation Committee precisely what the student plans to do, as well as why, how, when, and where the student plans to do it.

The proposal is significant. It becomes a contract between the student and committee. Any significant changes or deviation in the proposal will require committee approval.

The more accurate, complete, and detailed the proposal, the more efficient the process of completion. The format typically followed for an empirical research problem includes five parts:

Chapter I contains a clear and concise statement of the problem (*what* is to be studied), justification for the study (*why* it is important to investigate this particular problem), the conceptual or theoretical perspective from which the problem will be investigated, the objectives and hypotheses to be tested or the questions to be pursued, and a definition of terms.

Chapter II focuses on a complete critical review of the literature related to the problem statement and conceptual framework.

Chapter III describes *how* the study is to be produced (i.e., procedures). Included in this section are a detailed description of *how* the hypotheses will be tested or questions answered, a description of the population and sample, the instrument(s) used to gather data, and the treatment or analysis of the data. If the study involves human subjects, requirements for human subjects review must be satisfied.

The Appendix contains questionnaires or other instruments used to gather data for the purpose of carrying out the research.

The section entitled References (or Bibliography) includes all sources cited in the proposal.

The use of non-quantitative methodologies (e.g., historical, philosophical, theoretical, ethnographic) typically leads to a proposal somewhat different in structure from the example provided above. In such a situation, the student is expected to confer with the adviser and the Dissertation Committee to establish understandings about format.

Human Subjects Research - Review Guidelines: In accordance with federal and institutional regulations, any undertaking in which a member of the University faculty, staff, or student body investigates and/or collects data on human subjects for research purposes must be reviewed by the Institutional Review Board (IRB). Each investigator has the responsibility to seek review of any study involving human subjects before initiation of the project. See http://www.sponsoredprograms.eku.edu/IRB_SITE/

The Dissertation Proposal Defense: Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Counseling and Educational Psychology will schedule the required defense. The Dissertation Committee must receive the proposal at least two weeks in advance of the defense. Two copies of the proposal and a signed signature page of approval must be on file in the Center office; in addition one copy should be submitted to the Graduate School prior to beginning the dissertation. One copy and the signature page will be placed in the student's file. A second copy is for a library of sample proposals. Data collection may proceed only with unanimous approval of the five-member dissertation committee.

The candidate will be notified in writing of the Committee's decision regarding the proposal. The Committee may accept the proposal in its current form, require changes to be incorporated into the dissertation itself, or require that the proposal be revised and resubmitted for approval. After the candidate has successfully defended the dissertation proposal, he/she may develop, with the supervision of the Committee, a completed dissertation.

The Dissertation: Once approved by the committee, the proposal becomes the framework for the first three chapters of the dissertation. The student proceeds to gather data and reports the results in Chapter IV, with the summary, discussion, and recommendations composing Chapter V.

Continuous Enrollment: Once doctoral students have passed the comprehensive examination and enrolled for dissertation credit, they must maintain continuous enrollment with a minimum of one semester hour of dissertation credit during each regular semester, including at least one summer term each year, until the dissertation has been accepted by the Graduate Dean.

Time to Degree: All requirements for the doctoral degree must be completed within a period of four years from the semester in which the student passes the comprehensive examination. Students exceeding the time limit may be required to repeat the comprehensive examination, replace out-of-date credits with up-to-date work, and/or show other evidence of being current with regard to their program of study.

Students who have not completed the dissertation within four years from the semester in which they passed the comprehensive examination have two options to extend the time:

- Those who have completed a dissertation proposal that has been accepted by the Committee before the expiration date will be granted a one-year extension upon Committee approval.
- For those who have not had a proposal approved by their Committee, a two-year extension may be granted contingent upon Committee approval with the completion of additional prescribed course work and a retake of the written comprehensive examination.

Name	Representative Courses	Relevant Academic Degrees
Connie Callahan (F/T)	TBD	Ph.D. (Counseling Psychology), University of New Mexico
Aaron Thompson (F/T)	Introduction to Qualitative Research Methods; Advanced Research Methodology	Ph.D. (Sociology), University of Kentucky
Kim Naugle (F/T)	TBD	Ph.D. (Counseling Psychology), Indiana University
Stephanie Hall (F/T)	TBD	Ph.D. (Counselor Education & Supervision), University of New Orleans
Deneia Thomas (F/T)	TBD	Ph.D. (Educational Psychology), University of Kentucky
Laura Schmuldt (F/T)	TBD	Ph.D. (Counselor Education & Supervision), University of Central Florida
Bianca Puglia (F/T)	TBD	Ph.D. (Counselor Education & Supervision), Old Dominion University
Sue Strong (F/T)	TBD	Ph.D. (Counselor Education), Southern Illinois University
Ann Chapman (F/T)	TBD	Ph.D. (Educational Psychology), University of Kentucky
Muriel Stockburger (F/T)	TBD	
James Wells (P/T)	Introduction to Quantitative Research Methods; Seminar in Advanced Research Methodology	Ph.D. (Research, Measurement, and Statistics) Georgia State University
New Faculty	TBD	
New Faculty	TBD	

Draft Questions
Counselor Education Program (EdD) Applications

1. Have you indicated a strong need for the program—not just that people want the degree, but how it will impact the success of the K-12 population in your area?

Need. Currently, Kentucky is at the bottom of states in our region in terms of the number of doctoral degree-granting public universities – Ohio (13), Illinois (11), Florida (9), Alabama (6), Indiana (6), Missouri, (6), North Carolina (6), Tennessee (6), Virginia (6), Georgia (5), Louisiana (5), Mississippi (4), South Carolina (3), Arkansas (2), Kentucky (2 with the new addition of Ed.D. Higher Ed programs at ECU, NKU, WKU there are now five doctoral degree institutes with 3 institutes in KY only granting 1 degree at this time), West Virginia (2).

As part of the initial planning process, ECU faculty sought input from stakeholders within the service region to assess student demand for the proposed program. A total of 90 stakeholders were surveyed in Fall, 2008 concerning the perceived need for this doctoral program. Survey data of currently-enrolled Master’s students was extracted from that of currently employed school counselors.

QUESTIONS	Current Master’s Students	Currently Employed Counselors
3. There is a need for a terminal degree in Counselor Education in the eastern region of Kentucky	96.3%	81.8%
4. I personally would be interested in such a program.	85.2%	57.1%

Numerous survey respondents indicated that their co-workers and colleagues enroll in doctoral programs in nearby states due to lack of an accessible program in Kentucky that meets their needs. Individuals wishing to complete doctoral studies in Counselor Education in ECU’s service region are faced with commutes of 2-3 hours in order to attend institutions granting this degree. The

data compiled for this report also noted the disparity between the American School Counseling Association’s suggested 1: 250 ratio of counselors to students in P-K-12 settings and the numbers reported in Kentucky, as summarized below:

Ratio	Percentage Response Rate
1: 250 or fewer students	3.5%
1: 251-299	10.7%
1: 300-399 students	28.5%
1: 400-499 students	39.3%
1 : 500-599 students	7.1%
1: 600-699 students	10.7%

Furthermore, students who have achieved the Master’s degree in Mental Health Counseling in the ECU service region face documented (Engebretson, Schmuldt & Hall, 2008) difficulties in finding an appropriate individuals to provide the supervision required for licensure as an LPCC in Kentucky. The need for doctoral-level counselor educators is further exacerbated by changes to the Council for Accreditation in Counseling and Related Education Programs (CACREP) standards for 2009, whereby all faculty teaching in Counselor Education programs must have an earned doctorate degree in Counselor Education. This coincides with the projected need for Counselor Education faculty, based on both growth and expansion of programs as well as an estimated 50% of current faculty members planning to retire within a ten-year period (Leinbaugh, Hazler, Bradley & Hill, 2003). Given the Department of Labor’s (Bureau of Labor Statistics, 2008-09) anticipated job growth for counselors as “much faster than average” in comparison to all other occupations, (34% growth by 2016) the need to train new faculty for such positions is readily apparent.

The proposed Doctor of Education (Ed.D.) program at ECU will engage participants in high-quality, reflective research, and will develop competencies and strategies critical to inspiring counselor education excellence and equity in the commonwealth.

2. Is your proposed program aligned with the guidelines for the master’s degree program in counseling? Does it go beyond these in rigor and relevance since this is a higher degree?

Program Alignment

In terms of content and pedagogy, several key foci are common to both the master’s and newly designed doctoral program:

- A focus on linking theory with practice;
- A focus on understanding public schooling and mental health agencies as *open systems* that influence and are influenced by the external environment
- A focus on providing students with structured field experiences that are job-imbedded, explicitly linked to program curricula, and result in measurable outcomes;
- A focus on developing leaders who are efficient and critical interpreters of data;
- A focus on developing leaders who are well-versed in and skilled at applying leadership “best practices,” but are also responsive to the particularities of place and cognizant of specific needs associated with diversity, organizational culture, etc.

In terms of program design, the doctoral program will feature a counseling core common to all program participants, followed by specialized work in one of two tracks (e.g., school counseling or mental health counseling). The specialized leadership tracks will allow students to begin focusing their learning activities at an earlier stage, thus allowing for more intensive levels of engagement with relevant knowledge bases and skill sets. In addition, students will complete and defend a dissertation relevant to his/her track as part of the planned program. The dissertation is intended to provide students with an opportunity to enhance knowledge bases and build research capacity. It is expected that students completing and defending a doctoral dissertation will gain preparation for clinical work, administrative roles in school and mental health settings, and preparation for academe.

Going Beyond for Rigor and Relevance

In designing our doctoral program in Counselor Education, numerous nationally accredited models were examined and synthesized into our model. In addition, this model was designed to surpass the minimum counseling standards set by the National Council for Accreditation for Counseling and related Educational Programs (CACREP). To meet the researched needs of the Commonwealth and the ECU service region, this program provides an emphasis in rural education and service delivery.

3. How would you describe your university-district partnerships, and how have the districts been involved in this planning for a new doctoral program? Whom have you partnered with? Do you have formal memoranda of agreement with these districts? Have you discussed joint ownership of the candidates and how they will be supported?

We have partnered with the Kentucky Board for Licensed Professional Counselors, the Kentucky Counseling Association and the Southeast/South Central Co-Op at Eastern Kentucky University to obtain their input and support for a doctoral program in counselor education. We have formal memoranda of agreement with these organizations/programs. The Center for Education Research in Appalachia's (CERA) mission is to provide leadership and counseling for our 70 school districts in Kentucky. With an Ed.D. in Counseling, we could provide additional rich resources for each of the communities in our service region. During the research and dissertation phases of the doctorate in counseling, rich research questions will be addressed to enhance the counseling culture in Appalachia. With this in mind, CERA totally supports the rapid expansion of the programs at ECU. We also have the support of the Advisory Board for the Department of Counseling and Educational Psychology at Eastern Kentucky University. This advisory board is comprised of mental health associates, school associates, and community persons outside the university.

4. How have you added "rigor and relevance" to the candidate selection process? How does it go beyond the traditional methods? What kind of candidate are you looking for? Are the practitioners planning this process with you? Have you asked for their perspective?

**Rigor occurs through our interview process in which
ADMISSION REQUIREMENTS**

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master's degree in counseling or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below. Applicants must have completed three years of professional experience (preference will be given to those with leadership experience).

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Graduate degree must include 48 hours from a CACREP program or other nationally accredited program.
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant's professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed.

- A demonstration of the candidate's technology skills, to be evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol
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The committee will review all available data to assess the overall potential of the candidate for success in the program before

making a final decision about acceptance.

Students who do not meet the above requirements may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses.

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission to the Ed.D. program at Eastern Kentucky University, the applicant must meet the minimal criteria identified below. The final decision to admit students to the doctoral program is a collective judgment of the faculty, however, and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments will take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

Kind of candidate. We will work to assemble a diverse group of students whose current positions and professional objectives represent various points of entry for impacting the teaching and learning/ counseling process—i.e., school counseling experience, mental health counseling experience from a variety of backgrounds, classroom teaching, school, district, regional, and state leadership, policy development and analysis, research, etc.

5. What is the vision for your doctoral program? Are you preparing the next generation of school leaders/ mental health counselors or university professors for Kentucky? This can best be determined by analyzing the courses you plan to offer.

The primary purpose of EKU's proposed doctoral program in counselor education is to improve school counseling and mental health counseling services in Kentucky. We shall accomplish this through two complementary processes: (1) leadership training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs policy and practice to improve the administration of school practitioners in counseling and mental health services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national education groups, we will develop, maintain, and continually update a research agenda.

The Ed.D. program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. Sustaining and improving these schools requires a unique knowledge base as well as specific technical and practitioner skills. With that focus in mind, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbed educational, cultural, and sociological content within the coursework as appropriate. In developing curricula, delivering instruction, and fostering research, we shall cultivate relationships with regional and national organizations such as The Center for Rural Development, The Rural School and Community Trust (www.ruraledu.org), and The Appalachian Regional Commission (www.arc.gov).

The Program

Students will complete a minimum of 54 hours of course work beyond the master's degree, distributed across the following areas:

- An academic core includes coursework in assessment, organizational theory, and advanced counseling skills.
- A research core will enhance competencies as critical interpreters of data, as well as developing the research skills necessary for conducting original research.
- In the rural education core, a rural sociology course establishes a knowledge base related to rural schools and communities, and a seminar on rural leadership will position that knowledge within the context of leadership theory and practice.
- Completion of a structured set of field experiences relevant to the student's planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. The field experience will result in a product with the potential to make a substantive contribution to improving counseling services in Kentucky.

- Following successful completion of the coursework, students will demonstrate mastery in the program areas through a comprehensive examination with written and oral components. They will then complete an original research project that culminates in a doctoral dissertation relevant to the improvement of school or mental health counseling services in rural Kentucky.

In analyzing the courses this program has to offer, we have a multidisciplinary approach in the sharing of five courses with the ECU Educational Leadership Ed.D. program and with the rest of the courses derived from national accreditation standards in counseling. These courses teach advanced clinical, research, and leadership skills to prepare the next generation of counseling leaders in the Commonwealth. The field experiences and rural focus will enhance the abilities of doctoral level practitioners in the schools and communities.

6. Will your program look at learning competencies and performance-based assessment as opposed to with whom the doctoral student is studying?

Student performance in meeting course objectives will be evaluated as part of a continuous authentic assessment processes.

In the initial stages of the program, assessments will be primarily based on the activities/projects that demonstrate mastery of content, research skills, writing skills, and presentations skills, as appropriate for individual courses.

Following successful completion of coursework, students will apply to take the comprehensive examination. The purpose of the comprehensive examination is to assess the candidate's knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:

- Content for the examinations will be program-oriented rather than course driven.
- The student will be responsible for the content in the total program of study.
- The student's Advisory Committee will be responsible for designing, preparing, and scoring the examination.

The Advisory Committee will develop four questions, one from each of the following program areas: research, academic core, leadership, and rural education.

The written component of the comprehensive examination will be conducted in four sessions of three hours each (one session for each of the four questions), and will take place over two consecutive days (two sessions each day). The Department of Counseling and Educational Psychology will provide students with an appropriate workspace and a computer for each session.

Written responses will be evaluated by the Advisory Committee members, who will submit their evaluations to the student's advisor. An oral exam will be scheduled for a date no later than twenty working days following the examination.

Any failed portion must be rewritten as an independent research project under the direction of the Program Advisory Committee. The Program Advisory Committee will then evaluate the quality of the independent research project and determine whether additional coursework is needed before the student can proceed in the program.

Following successful completion of the comprehensive examination, students will initiate work on the dissertation. The purposes of a doctoral dissertation are to demonstrate technical mastery in the student's field of study; to originate new knowledge or to advance or modify the present knowledge base in relevant subjects/disciplines; and to demonstrate the ability to conceptualize and complete a project of focused inquiry. Additionally, we expect that students completing dissertations in this program will generate research findings with the potential to inform policy and practice to improve educational or mental health outcomes.

Presentation and defense of the dissertation proposal serves as an interim assessment en route to finishing the dissertation. Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Counseling and Educational Psychology will schedule the required defense. Data collection may proceed only with unanimous approval of the dissertation committee.

Presentation and defense of the completed dissertation follows a similar format to the proposal defense. Unanimous approval of the dissertation committee is required before a recommendation can be made to the graduate school for the awarding of the degree.

As the culminating experience of the program, students will complete and successfully defend a doctoral dissertation. The purposes of the doctoral dissertation are to demonstrate technical mastery in the student's field of study; to originate new knowledge or to advance or modify the present knowledge base in relevant subjects/disciplines; and to demonstrate the ability to conceptualize and complete a project of focused inquiry.

Doctoral students will be encouraged to identify and develop research projects and dissertation topics from among agenda items, thus ensuring that their work will have an immediate audience and potential for impact.

7. How will you provide real-world experiences for these newly selected candidates? Who will be the next generation of counseling leaders? Is there any way these programs will meet the needs of the Kentucky practitioner? Are there options for meaningful action research based on real school or mental health problems? Do you have adequate faculty, with the appropriate background and experience, to direct research into these practical school problems? If not, what do you plan to do about it?

Real world experiences. Field-based experiences (individualized to meet students professional objectives and aligned with school or community needs) are a required element in the program of study.

Meeting practitioner needs. Yes, doctoral students will be able to use doctoral level experience to obtain administrative positions in school and mental health settings.

Action research. Ongoing collaboration with local school districts and interaction with EKU's Southeast/ South central Cooperative and regional and national organizations will insure that students are encouraged to conduct meaningful research. Indeed, it is an expectation of the program that students will generate research findings with the potential to inform policy and practice to improve educational and mental health outcomes.

Yes. This can be demonstrated with a faculty roster and CV's.

8. Are you open to considering joint programs with accessibility, opportunity, and full transferability? Is it feasible to ask all five institutions who might eventually be offering doctoral programs in counseling to sign agreements with one another to allow access to courses at any of the universities and to share resources to make this happen?

We will collaborate with other Kentucky universities to leverage the resources of the broader commonwealth to provide students with the richest possible learning opportunities. Examples of possible collaboration include co-hosting of doctoral student symposia, dissertation "boot camps," etc. We will work with other universities to provide technology and policy support to make it possible for their students to access specialized course offerings from our curriculum, and for our students to access specialized curricular offerings from others. However, because of the special needs in our region for expertise in issues of rural and Appalachian schools, we must have specialized courses and experts in this area. This need for special courses and expertise as well as our desire to serve the needs of our students in the most effective manner and with the highest level of quality dictates that this program be specific to this university and under its sole management.

9. Are all of the institutions accredited at Level V by SACS-COC?

Yes, EKU is a Level V Institution.

10. How will the curriculum be different from the present master's degree courses? Do you have sample syllabi and an overall detailed plan for this? How will you assess competency in all of the standards areas?

Students must have a master's degree which includes the following courses.

Entry Level Core.....48 hours (to be transferred in from master's degree)

Professional Orientation and Ethics in Counseling (COU 813)

Counseling Theory and Practice (COU 840)

Process and Basic Techniques of Counseling (COU 846)

Lifestyle and Career Counseling (COU 822)

Mental Health Counseling OR Developmental Guidance (COU 803 or COU 825)

Group Counseling (COU 820)

Counseling Diverse Populations (COU 804)

Child and Adolescent Counseling (COU 848)

Crisis and Abuse Counseling (COU 847)
 Diagnosis and Treatment in Counseling (COU 855)
 Practicum in Counseling (COU 880)
 Internship in Counseling (COU 881)
 Research in Education (EPY 869)
 Tests and Measurements (EPY 816)
 Human Development and Learning (EPY 839)

****Entering doctoral students who have not completed these courses prior to enrollment will be required to complete them as a part of the doctoral planned program.**

Doctoral Program

Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. Each student's individualized program of studies will be planned within the following curriculum framework:

Academic Core 24 hours
 COU 900: Advanced Counseling Theories
 COU 901: Supervised Experience in Group Work
 COU 902: College Teaching
 COU 903: Advanced Multicultural Counseling
 COU 904: Advanced Counseling Interventions
 COU 905: Advanced Marriage and Family Counseling
 COU 906: Advanced Supervision in Counseling

Courses in the academic core are designed to accomplish several goals: 1. These courses will enhance existing master's level counseling skills so that the practitioner will be able to go into Kentucky communities and provide a higher standard of care in both educational and clinical settings. 2. New supervision skills will allow these practitioners to share their new knowledge and skill bases with others to enhance existing state programs and to promote licensure among practitioners. 3. Kentucky state law requires specialized training for those who will provide supervision to new counselors seeking licensure. This doctoral program in Counselor Education will provide that needed training to graduates, which addresses the deficit in qualified licensure supervisors in Kentucky. There is no other educational program in Kentucky that is providing this sort of training.

Research Core 9 hours
 EDL 810: Introduction to Quantitative Research Methods
 EDL 811: Introduction to Qualitative Research Methods
 EDL 812: Seminar in Advanced Quantitative Methods

Note: additional coursework in these areas may be required if the student has not completed coursework in statistics and research methodology or successfully completed and defended an appropriate thesis or specialist project.

These doctoral level research courses are advanced research courses that build on basic research knowledge to teach students ways to develop, utilize and apply research. Themes for research will be developed based on the needs identified by CERA, Southeast/South Central Educational Cooperative, the Kentucky Counseling Association and ECU's Advisory Board for Counseling and Educational Psychology.

Rural Studies Core..... 6 hours
 COU 910: Program Evaluation
 EDL 930: Seminar on Rural Schools and Communities
 EDL 931: Leadership in Rural Settings

There is a documented need for services in rural Appalachia. These particular courses will enhance the knowledge and awareness of issues specific to rural communities and will help develop practitioners who can meet those needs.

Field Experience6 hours
 COU 907: Advanced Practicum
 COU 908: Advanced Internship

Completion of a structured set of field experiences relevant to the student's planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. The field experience will result in a product with the potential to make a substantive contribution to improving counseling services in Kentucky.

Dissertation 9 hours

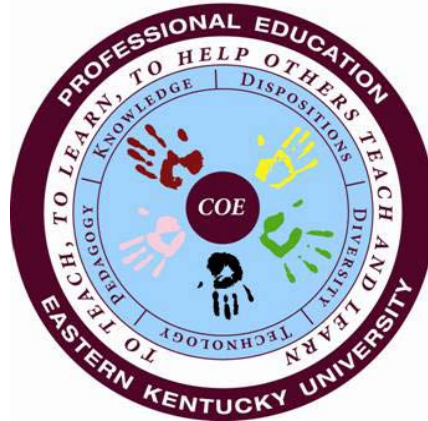
The dissertation will be an individual endeavor approved by the student’s dissertation committee to add to the existing knowledge base of the field of counseling and it will include a rural studies component to address a specific need.

Minimum Program Total.....54-57 hours

Syllabi. Draft syllabi for all courses are complete and available for review (see degree proposal).

Assessing competency. See #6 above ... see also below

Course design and delivery will be built around the conceptual framework of the College of Education:



The complete text for the conceptual framework can be found at:
http://www.coe.eku.edu/coefactbook/DataManagement/Unit_Gov_Res/conceptualframework/

11. Do you have a sense for serving a variety of communities—urban, suburban, and rural?

Ours will be a rural focus. The Ed.D. program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. Sustaining and improving these schools and mental health issues in rural Kentucky requires unique knowledge bases and specific technical and practitioner skills. With that focus in mind, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbed educational, cultural, and sociological content within the coursework as appropriate.

**12. Are you leveraging all of the resources the university has to offer this new type of program?
Have you considered using resources from outside of the college of education, such as faculty from business, law, urban planning, etc.?**

A guiding principle in the development of this program was the belief that an advanced graduate program should not rely solely on a single academic department to deliver instruction, but should draw on the strengths of the college, the university, P-K-12 education, and relevant regional, state and national agencies. This Ed.D. program allows for individualized programs of study with regard to field placement and research agenda. In addition, the Department of Counseling and Educational Psychology is partnering with the Department of Educational Leadership and Policy Studies in delivering the research core and part of the rural studies core for the doctoral program.

Faculty from outside the Department of Counseling and Educational Psychology with expertise in disciplines supporting the content objectives of the doctoral program will also serve on planned program, comprehensive exam, and dissertation committees for the program as affiliate doctoral faculty.

13. Who will mentor these candidates? How will they be chosen, trained, rewarded etc?

Students will be mentored through the program by designated doctoral faculty.

This department will follow the CACREP standards set forth regarding student instructor ratios. We will build the program gradually

with one new cohort each year.

Doctoral Faculty Appointment Guidelines

Current faculty holding full graduate faculty status will be eligible to be considered for appointment as *doctoral faculty*. Procedures and requirements related to graduate faculty status are described in the [Faculty Handbook](#).

Faculty members assigned to provide instruction in the doctoral program will have received approval from the Dean of the Graduate School based on a recommendation from the Doctoral Program Coordinator and the Dean of the College of Education. Doctoral faculty members will be selected based upon their expertise and relevant qualifications within their specific discipline. Faculty who wish to apply for consideration as doctoral faculty will submit to the Dean of the College of Education evidence of (1) effective graduate-level teaching, (2) high quality scholarship, and (3) relevant service to the university, community, and profession.

14. A detailed program of study is required. Please be specific about what you will have in this program of study, who will teach it, how competency will be assessed, what real-world components will be included, and what culminating experiences are required.

The program and the syllabi answer all this.

15. Please be very specific about program content and be prepared to respond to the categories listed on the evaluation form.

The proposal that will be submitted to CPE is aligned with the categories on the evaluation form.

16. Look carefully at your capacity to have not only library resources but also people resources to get the job done.

In order to offer a quality doctoral program, Eastern Kentucky University Libraries is committed not only to maintaining a strong collection of resources to support research, but also to providing excellent instructional services to faculty and students. The library recognizes the importance of information literacy for all students. The library currently employs two full-time reference and instruction librarians dedicated to the college of education who collaborate with faculty to design assignments and instruction sessions that meet the research needs of students and faculty.

We currently have strong collections to support master's level programs in education and other academic disciplines relevant to the new program. These collections include journals and books in print and online formats. Listed below are a few examples of the libraries' databases that support relevant instructional and research activities:

- *Academic Search Premier*: "8,224 Abstracted and Indexed Journals; 4,486 Full Text Journals; 7,132 Peer-Reviewed, Abstracted and Indexed Journals; 3,718 Peer-Reviewed, Full Text Journals." A subset of this database is the Professional Development Collection, which includes full text for nearly 520 high-quality education journals.
- *ERIC*: "World's largest digital library of educational literature." We provide access via EBSCO host and CSA to allow for more flexibility to meet our clients' research needs.
- *Web of Science Social Science Citation Index*: "Provides access to current and retrospective bibliographic information, author abstracts, and cited references found in over 1,700 of the world's leading scholarly social sciences journals"
- *Sociological Abstracts*: "abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences; provides abstracts of journal articles and citations to book reviews drawn from over 1,800+ serials publications, and also provides abstracts of books, book chapters, dissertations, and conference papers."
- *JSTOR Arts and Sciences Collections (I, III, IV)*: This large collection "represent(s) the building blocks of an interdisciplinary archive of over six hundred journals in the arts, humanities, and social sciences." Titles focused on in the collections we subscribe to include history, sociology, law, psychology, public policy and administration, business, education titles.

With our ongoing commitment to electronic books, our print collection of education and social titles, and our archival holdings in databases like JSTOR and Project Muse, students have a strong base for their research needs. Students also may make use of automated interlibrary loan services, which allow them to easily request materials not available in our library. This invaluable loan service is especially useful to graduate students seeking more in-depth information for their research.

To meet future needs for the Ed.D. program, the library will use allocated funds to purchase additional materials that will support faculty and student research. The librarians assigned to collection development responsibilities for education and the social sciences will work closely with the Ed.D. faculty to assess needs based on curriculum changes and the research interests of

students and faculty. Online resources will be selected as necessary in order to facilitate access by students who do not live in close proximity to EKU's main campus. The funds allocated for library resources in support of this program will be ongoing since the costs associated with subscriptions to high-quality online journals and databases are recurring costs. Librarians will also provide excellent services to Ed.D. students and faculty, such as course- and assignment-specific instruction sessions and individual research appointments. All services will be available in person as well as by telephone and online communication methods (e.g. chat sessions, instant messaging, and email)

Sufficient resources have been allocated to support the library/learning resource objectives outlined above.



**Eastern Kentucky University
Graduate School**

Doctoral Program of Study

Required at the end of the first year of study for programs without a Qualifying Examination
Submit original and one copy

Name			
Student ID		Program	
Date		Sem/Yr Plan of Study Began	

Nomination of Special Advisory Committee			
Committee requires three or more members (depending on program requirements)			
Major Professor		Committee Member	
Committee Member		Committee Member	
Committee Member		Committee Member	

Curriculum:

1. Attach a list of degrees held with institutions and dates.
2. Attach a list of graduate credits completed at EKU, a list of credits in progress at EKU, and a list of credits completed at other institutions which are pertinent to the doctoral program.
3. Attach a list of credits to be taken.

Summary in Semester Hours	
Credits earned and in progress at EKU	
Credits earned elsewhere	
Credits to be taken	
Total	

Program of Study approval: _____

Student's Signature

Date

Major Professor Date

Department Chair Date

Dean of the Graduate School Date

COUNSELING DOCTORAL PROGRAM OF STUDY

Name			Student ID	
Degrees Earned				
Degree	Major	Dates of Enrollment	Institution	

Faculty Advisor: Transfer all credits student earned in his or her master's degree plus up to 15 more, if available. If credits do not fit into one of the other categories, place them in electives at the end of the worksheet. *Please note: Students may not transfer more credits than they plan to take here at EKU in their doctoral studies.*

Doctoral students may transfer all graduate courses from their master's degree program, no matter how long ago the courses were taken. A doctoral student may transfer no more than 15 semester hours of graduate credits taken after the master's degree. The greater number of credits must be earned at EKU. Only courses passed with a grade of "B" or better may transfer. All transfer credits must appear on an official transcript. The faculty advisor must complete and submit a transfer of credit form for credits taken after the completion of the master's degree. A transfer of credit form is not required for transfer courses from the master's degree program.

Mark "T" if course content requirement has been met with a transfer course from another university. In the Date Completed/ Grade column indicate the number and name of the course, the transfer university, and the grade in the course.

Mark "✓" if the course has already been completed at EKU. In the Date Completed/ Grade column indicate the term taken and the grade in the course.

Mark "CE" for currently enrolled if the student is currently taking the course at EKU. In the Date Completed/ Grade column indicate the current term.

Mark "N" if the course is needed and will be taken at EKU. In the Date Completed/ Grade column indicate the term the student plans to complete the course.

Entry Level Core Courses (48 credits)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 813	3	Professional Orientation and Ethics in Counseling	
	COU 840	3	Counseling Theory and Practice	
	COU 846	3	Process and Basic Techniques of Counseling	

	COU 822	3	Lifestyle and Career Counseling	
	COU 803 or COU 825	3	Mental Health Counseling/ Developmental Guidance K-12	
	COU 820	3	Group Counseling	
	COU 804	3	Counseling Diverse Populations	
	COU 848	3	Child and Adolescent Counseling	
	COU 847	3	Crisis and Abuse Counseling	
	COU 855	3	Diagnosis and Treatment in Counseling	
	COU 880	3	Practicum in Counseling (100 hours)	
	COU 881	3	Internship in Counseling (900 hours)	
	EPY 869	3	Research in Education	
	EPY 816	3	Tests and Measurements	
	EPY 839	3	Human Development and Learning	

COUNSELING DOCTORAL PROGRAM OF STUDY

Academic Core (21 Credits)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 900	3	Advanced Counseling Theories	
	COU 901	3	Advanced Group Counseling	
	COU 902	3	College Teaching	
	COU 903	3	Advanced Multicultural Counseling	
	COU 904	3	Advanced Counseling Interventions	
	COU 905	3	Advanced Marriage and Family Counseling	
	COU 906	3	Advanced Supervision in Counseling	

Research Core (18 Credits)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	EDL 810	3	Introduction to Quantitative Research Methods	
	EDL 811	3	Introduction to Qualitative Research Methods	
	EDL 812	3	Advanced Quantitative Methods	

Rural Studies Core (9 Credits)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 910	3	Program Evaluation	
	EDL 930	3	Seminar on Rural Schools and Communities	
	EDL 931	3	Leadership in Rural Settings	

Field Experience (6 hours)				
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✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 907	3	Advanced Practicum in Counseling (100 hours)	
	COU 908	3	Advanced Internship (600 hrs)	

Dissertation (9 hours)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 909	9	Dissertation	

Summary in Semester Hours	
Credits earned and in progress at EKU	
Credits earned elsewhere	
Credits to be taken	
Total (must be a minimum of 102)	

Any changes to the program of study must be approved in writing by my doctoral advisor.

Signature of Student

Date

Signature of Advisor

Date

Signature of Chair

Date

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College College of Education <hr/> *Course Prefix & Number EDF 203 <hr/> *Course Title (30 characters) Schooling and Society <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/19/09	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/16/09	Approved Disapproved
General Education Committee*		Faculty Senate** NA
Teacher Education Committee*	3/24/09	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Change the Schedule Type to: (1 and 2) Lecture and Laboratory that is linked to a section or sections. Laboratory does not carry credit hours.

A. 2. Effective date: (Example: Fall 2001)
Fall 2009

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

B. The justification for this action: This course involves a significant amount of technology applications related to development of the e-portfolio. This instruction could be more efficiently and effectively provided in a computer laboratory setting. The major content of the course can be delivered in large group lecture formats.

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

Personnel Impact: This has the potential to better utilize tenure track faculty and utilize graduate teaching assistants.

Operating Expenses Impact: May reduce number of required faculty through larger lecture groups.

Equipment/Physical Facility Needs: Regular access to computer labs for required lab sections. (We expect to utilize the College of Education's computer lab for this purpose).

Library Resources: none required

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

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

- 37. For a new course, provide the catalog text.
- 38. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 39. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

EDF 203 Schooling and Society. (3) I, II. Prerequisite: score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT, PPST, SAT, GRE. Prerequisite or Corequisite: Satisfactory grade in EDF 103 or enrolled in EDF 103. An introduction to social and cultural influences on schools, the purposes of schooling, the governance, financing, and administration of schools, and the role of the individual as an educator. 12 hours of field experience required. 2 Lec/1 Lab.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EDF	203	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs.	
3	Lecture <u>2</u> Laboratory <u>1</u> Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
<u>1 and 2</u>	3	N		FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		FOR BANNER USE ONLY
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
		Date of data entry _____		
		Data entry person _____		

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Professor Connie Hodge
Department of Curriculum and Instruction
EKU Corbin

31 March 2009

Dear Connie:

I'm writing to let you know that the TCAC Advisory Board has approved your proposal for EDF 319W. We're very happy to be adding this course to those available to students. You are all set to go in offering the course as soon as possible.

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

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

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

Thanks again for your hard work in making EDF 319W a reality. If there's anything I can do to help, please let me know.

Best regards,

Deborah Core
Director, TCAC
Professor of English

cc. Dr. Dorie Combs
Dr. O. Bennett

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EDF 319 <hr/> *Course Title (30 characters) Human Development and Learning <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/15/09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	_____
College Curriculum Committee	3/3/09	Approved	Disapproved
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	3/24/09	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.) Change course equivalents to accommodate a Writing Intensive version of EDF 319</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Avoid students earning credit for both the writing intensive and regular version of the course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources:</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 ~~strikethrough~~ for deletions and underlines for additions.
42. 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.)

EDF 319 Human Development and Learning. (3) II. Prerequisite: satisfactory grade in EDF 103 or 310; EDF 203, with grade of "C" or higher and a score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT; PPST; SAT ; GRE. The study of theories and principles of human development and learning as applied to the classroom. Fifteen hours of field laboratory experiences. Credit not awarded to students with credit for EDF 320 or EDF 319 W.

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 ~~strikethrough~~ 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 ~~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)*
EDF	319	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		
			Date of data entry _____	
			Data entry person _____	

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

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

Course Prefix and No.

Course Prefix and No.

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	satisfactory grade in EDF 103 <u>or 310</u> ; EDF 203, with grade of “C” or higher
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.	EDF 320
Course Prefix and No.	<u>EDF 319 W</u>
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.)

A. Department of Curriculum and Instruction

EDF 319, Human Development and Learning

Credit hours: 3

B. Course Description:

Prerequisite: EDF 103 and 203 with grades of "C" or higher and a score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT; PPST; SAT; GRE. The study of theories and principles of human development and learning as applied to the classroom. Includes 15 hours of field laboratory experiences. Credit will not be awarded to students who have credit for EDF 320.

C. **Text(s):** Woolfolk, A. (2008) Educational Psychology 10th Edition, Allyn and Bacon

D. Student Learning Outcomes:

By the end of the course students will:

1. Identify and describe cognitive, social, emotional, and physical human development.
2. Analyze different development events and teaching processes from the perspectives of major theories of development and recognize those theories when used by others to analyze events.
3. Describe and use the scientific method to study research in human development and learning.
4. Integrate, apply, and evaluate knowledge of human development and learning theory as it relates to the delivery of content.
5. Describe the connection of motivation to teaching and learning in a classroom setting and/or field experience.
6. Describe the influence of hereditary and environmental factors on human development and learning.
7. Identify the role of exceptionality and diversity in development and learning.
8. Identify, compare, and contrast learning theories.
9. Describe and analyze learning theories in classroom and other settings.
10. Demonstrate specific computer technology competencies.

E. Course Outline:

1. Introduction and overview
2. Understanding Student Development and Diversity: Physical Development
3. Understanding Student Development and Diversity: Cognitive & Linguistic Development
4. Understanding Student Development and Diversity: Personal, Social and Moral development
5. Individual and Group Differences
6. Learning and Cognitive Processes
7. Behaviorist Views of Learning
8. Social Cognitive Views of Learning
9. Creating and Maintaining a Productive Classroom Environment: Focus on Behavior

10. Motivating Students to Learn

F. Course Requirements:

- i. Completion of all reading and library assignments.
- ii. Satisfactory performance on periodic assessments and designated tasks.
- iii. Completion of a field laboratory experiences.
- iv. Satisfactory completion of portfolio requirements: (personal learning theory).
- v. Attendance and active engagement in classroom experiences and all scheduled events individually and in groups.

G. Evaluation Methods:

- i. Three exams (3@100 points) 300 points
- ii. Summary AND 15 COMPETED FIELD HOURS 10 points
- iii. Personal Learning Theory 50 points
- iv. Case study 50 points
- v. Movie Reviews (2 @15 points) 30 points

Total points: 440

Grading Scale:

A = 90% = 396 points plus 80% attendance, 15 completed field hours and less than 5 tardiness marks

B = 80% = 352 points plus 80% attendance, 15 completed field hours and less than 5 tardiness marks

C = 70% = 308 points plus 80% attendance and 15 completed field hours

D = 60% = 264 points plus 80% attendance and 15 completed field hours

F = below 264 points or less than 80% attendance or did not complete 15 field hours.

H. Attendance Policy:

Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences. The student is responsible for presenting adequate reason for absence to the instructor in order to be given the opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.)

I. Student Progress:

Students will receive a midterm grade before the final day to withdraw from course.

Last day to drop this class without a "W" is: _____

J. 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.

K. 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.

Course P/N	Course Title
EDF 319	Human Development and Learning

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, A, PA KA2b	K, A	K, A		K, A

Kentucky Teacher Standards – Initial or Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
		K, A, PA KA2b							K

EKU Goals

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
		X	X	X

KERA Initiatives

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content
NA	NA	NA	NA

EPSB Themes

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments			
Diversity	Assessment	Literacy/Reading	Closing Achievement Gap
K	K	NA	K

SPA

National Association for the Education of Young Children
Standard 1. Promoting Child Development and Learning
Standard 4. Teaching and Learning; 4b. Using developmentally effective approaches.

CONCEPTUAL FRAMEWORK ELEMENTS

X	CF1: Knowledge Element - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
X	CF2: Pedagogical Skills - Enables the professional educator to facilitate learning for all students.
X	CF3: Dispositions - Includes the professional attitudes, values and beliefs that support student learning and development.
X	CF4: Technology - Focuses on preparing candidates who are able to use educational technology to help all students learn.
	CF5: Diversity - Reflects the Unit’s commitment to preparing candidates to support learning for all students

TEACHER STANDARDS (February 2008) (If listing by course objective use KTS and the number)

LEVEL		STANDARDS
Initial	Advanced	
		STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE
		1.1 Communicates concepts, processes, and knowledge.
		1.2 Connects content to life experiences of student.
		1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
Initial	Advanced	
		STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION
		2.1 Develops significant objectives aligned with standards.
		2.2 Uses contextual data to design instruction relevant to students.
		2.3 Plans assessments to guide instruction and measure learning objectives.
		2.4 Plans instructional strategies and activities that address learning objectives for all students.
		2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
Initial	Advanced	

		STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE
X		3.1 Communicates high expectations.
X		3.2 Establishes a positive learning environment.
X		3.3 Values and supports student diversity and addresses individual needs.
X		3.4 Fosters mutual respect between teacher and students and among students.
X		3.5 Provides a safe environment for learning.
Initial	Advanced	
		STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION
		4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
		4.2 Implements instruction based on diverse student needs and assessment data.
		4.3 Uses time effectively.
		4.4 Uses space and materials effectively.
		4.5 Implements and manages instruction in ways that facilitate higher order thinking.
Initial	Advanced	
		STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS
		5.1 Uses pre-assessments.
		5.2 Uses formative assessments.
		5.3 Uses summative assessments.
		5.4 Describes, analyzes, and evaluates student performance data.
		5.5 Communicates learning results to students and parents.
		5.6 Allows opportunity for student self-assessment.
Initial	Advanced	
		STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY
		6.1 Uses available technology to design and plan instruction.
		6.2 Uses available technology to implement instruction that facilitates student learning.
		6.3 Integrates student use of available technology into instruction.
		6.4 Uses available technology to assess and communicate student learning.
		6.5 Demonstrates ethical and legal use of technology.
Initial	Advanced	
		STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING
		7.1 Uses data to reflect on and evaluate student learning.
		7.2 Uses data to reflect on and evaluate instructional practice.
		7.3 Uses data to reflect on and identify areas for professional growth.
Initial	Advanced	

		STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS
		8.1 Identifies students whose learning could be enhanced by collaboration.
		8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
		8.3 Implements planned activities that enhance student learning and engage all parties.
		8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
Initial	Advanced	
		STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT
		9.1 Self assesses performance relative to Kentucky's Teacher Standards.
		9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
		9.3 Designs a professional growth plan that addresses identified priorities.
		9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
Initial	Advanced	
		STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION
X		10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
		10.2 Develops a plan for engaging in leadership activities.
		10.3 Implements a plan for engaging in leadership activities.
		10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

EKU GOALS (If listing by course objective use EKU-G and the number)

	EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
	EKU-G2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
X	EKU-G 3. To promote learning through high quality programs, research, and support services.
X	EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
X	EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

SPA's IDENTIFIED BY NCATE (If listing by course objective use SPA acronym and the standard number)

List the standard number(s) used as identified by the SPA		
	ISTE	Computer Science

1,2,3,4a,4b	NAEYC	Early childhood Education
	ELCC	Educational Leadership
	ISTE	Educational Technology Facilitation
	ISTE	Educational Technology Leadership
1	ACEI	Elementary Education
	NCTE	English Language Arts – Secondary
	NAAEE	Environmental Education
	ACTFL	Foreign Language
	NAGC-CEC	Gifted and Talented Education
	AAHPERD & AAHE	Health Education
	NCTM	Mathematics Education
1	NMSA	Middle School (NMSA)
	AAHPERD & NASPE	Physical Education
	IRA	Reading Professional
	ALA	School Library Media Specialist
	AECT	School Media and Educational Technology
	NASP	School Psychologist
	NSTA	Science Education
	NCSS	Social Studies
	CEC	Special Education
	TESOL	Teaching English as a Second Language
	ITEA/CTTE	Technology Education
OTHERS IDENTIFIED BY THE PROGRAM AREA		

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

Part I

(Check one)	Department Name	Curriculum & Instruction
<input type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	EDF 319 W
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Human Development and Learning
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	1/15/09	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	3/3/09	Approved Disapproved
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	3/24/09	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.)
 Create a Writing Intensive equivalent to EDF 319

A. 2. Effective date: (Example: Fall 2001) Fall 2009

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

B. The justification for this action: All EKU students are required to complete at least one writing intensive class prior to graduation. EDF 319 is required of all Teacher Education Majors. This will provide one writing Intensive option within those majors.

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

Personnel Impact: Each Writing Intensive section will be limited to 25 students. We expect to offer this at least once per year. The reduction in class size can be absorbed into other sections.

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

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

Library Resources:

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

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

- 43. For a new course, provide the catalog text.
- 44. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 45. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

EDF 319 W Human Development and Learning. (3) II. Prerequisite: satisfactory grade in EDF 103 or 310; ENG 101 and 102, or HON 105, with a "C" or higher, or ENG 105 with a "B" or higher; EDF 203, with grade of "C" or higher and a score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT; PPST; SAT ; GRE. The study of theories and principles of human development and learning as applied to the classroom. Fifteen hours of field laboratory experiences. Credit not awarded to students with credit for EDF 320 or EDF 319.

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 ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EDF	319 W	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			Date of data entry _____	
			Data entry person _____	

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D .)	
Course Prefix and No.	satisfactory grade in EDF 103 or 310; <u>ENG 101 and 102, or HON 105, with a “C” or higher, or ENG 105 with a “B” or higher; EDF 203,</u> with grade of “C” or higher
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.	EDF 320
Course Prefix and No.	<u>EDF 319</u>
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Department of Curriculum and Instruction

EDF 319W, Human Development and Learning

Credit hours: 3

A. Course Description:

Prerequisite: EDF 103 and 203 with grades of "C" or higher and a score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT; PPST; SAT; GRE. The study of theories and principles of human development and learning as applied to the classroom. This class includes 15 hours of field laboratory experiences. Credit will not be awarded to students who have credit for EDF 320.

B. **Text(s):** Snowman, J. & Biehler, R. (2008) *Psychology applied to teaching*, 11th edition, Boston, MA: Houghton Mifflin Company.

C. Student Learning Outcomes:

By the end of the course students will:

4. Identify and describe cognitive, social, emotional, and physical human development.
5. Analyze different development events and teaching processes from the perspectives of major theories of development and recognize those theories when used by others to analyze events.
6. Describe and use the scientific method to study research in human development and learning.
4. Integrate, apply, and evaluate knowledge of human development and learning theory as it relates to the delivery of content.
5. Describe the connection of motivation to teaching and learning in a classroom setting and/or field experience.
6. Describe the influence of hereditary and environmental factors on human development and learning.
7. Identify the role of exceptionality and diversity in development and learning.
8. Identify, compare, and contrast learning theories.
9. Describe and analyze learning theories in classroom and other settings.
10. Demonstrate specific computer technology competencies
11. Examine various resources, (book, journal, and Internet sites), and exhibit analytical skills through formal and informal writing.

D. Course Outline

1. Introduction and overview
2. Understanding Student Development and Diversity: Physical Development
3. Understanding Student Development and Diversity: Cognitive & Linguistic Development
4. Understanding Student Development and Diversity: Personal, Social and Moral development
5. Individual and Group Differences
6. Learning and Cognitive Processes

7. Behaviorist Views of Learning
8. Social Cognitive Views of Learning
9. Creating and Maintaining a Productive Classroom Environment: Focus on Behavior
10. Motivating Students to Learn

E. Course Requirements:

- i. Completion of all reading and library assignments.
- ii. Satisfactory performance on periodic assessments and designated tasks.
- iii. Completion of a field laboratory experience.
- iv. Satisfactory completion of portfolio requirements: (personal learning theory).
- v. Attendance and active engagement in classroom experiences and all scheduled events individually and in groups.
- vi. Completion of informal and formal writing assignments.

F. Evaluation Methods:

- i. Three exams (3@100 points) 300 points
- ii. Summary AND 15 COMPETED FIELD HOURS 50 points
- iii. Personal Learning Theory 100 points
- iv. Case study/Projects 50 points
- v. Movie Reviews (2 @15 points) 30 points
- vi. Learning Theories Writing Assignment 100 points
- vii. Journal Comparison Writing Assignment 100 points
- viii. Position Paper 150 points

Total points: 880

Grading Scale:

A = 90% = 792 points plus 80% attendance, 15 completed field hours and less than 5 tardiness marks

B = 80% = 704 points plus 80% attendance, 15 completed field hours and less than 5 tardiness marks

C = 70% = 616 points plus 80% attendance and 15 completed field hours

D = 60% = 528 points plus 80% attendance and 15 completed field hours

F = 527 points or below or less than 80% attendance or did not complete 15 field hours

EDF 319W Writing Component:

Personal Theory of Learning

Use the following concepts to complete the assignment below:

- your ideas/views about how children and adults learn
- cognitive theories of learning (Piaget, Vygotsky, and Information Processing Theory among others), moral development/reasoning (Kohlberg and Gilligan) and social learning (Erikson)
- how self-efficacy affects students' involvement
- other concepts such as preferred learning styles, multiple intelligences (Gardner), characteristics of gifted learners, and how classical (Pavlov) and operant (Skinner) conditioning can be used in the classroom to maintain desired student behaviors (Behaviorism)

- how gender differences can affect learning
 - the importance of culture and cultural awareness on the learning process.
1. Write a short introduction explaining the purpose of the paper. The paper should contain a description of your views on learning.
 2. Review your notes/reading to refresh your memory and collect your thoughts. Review the *basic assumptions* and *principles* of the different learning theories and theorists for how individuals learn i.e. basic principles of cognitive development, and process information, (encode, store, and retrieve K.). These can be found almost in every chapter in your text and the study guide. In addition, review the *instructional strategies* & other strategies for how to develop and enhance student's learning. Examples include motivation, scaffolding, reinforcing, and many other instructional strategies.
 3. Think about these ideas/theories. Organize your thoughts and ideas. Now, define/discuss which of these you agree with concerning how humans learn. As you describe your new personal theory of learning, be sure to identify/reference your ideas. For example, if you believe children learn in distinct cognitive stages, be sure to mention Piaget since he is credited for that thought. Connect personal beliefs to experiences in classroom situations.
 4. Compare your original personal learning theory written on the first night of class to this one. Explain any changes and modifications in your views. Reflect on how you feel about the changes you see in your thinking and attitudes toward becoming a teacher.
 5. Write references (chapters and pages from your text, journal articles, other books and other sources) used for writing this paper.

Details: Write in paragraph form, double spaced, 12 point font. Length should be between 3-5 pages. Use APA format.

Rubric: Personal Learning Theory

3	2	1
Reflects on personal beliefs regarding the teaching-learning understanding process and how personal beliefs process have changed/grown throughout the course	Reflects on personal beliefs regarding the teaching-learning process, but not how personal beliefs have changed/grown throughout course	Reflects on personal beliefs with no conception of the teaching-learning
Describes how personal beliefs would shape future classroom teaching	Describes personal beliefs but does not relate to future classroom teaching	Personal beliefs are not articulated (only a description of theories)
Accurately describes at least four theorist/theories: Piaget, Vygotsky, and/or Gardner, Information Processing Theory, B.F. Skinner, Bloom, Motivation Theories	Describes theorist/theories with misconceptions and/or addresses less than four	Describes theorist/theories with no conceptual understanding, addresses two or less
Overall flow of the paper: well written organized paragraphs with no grammatical and/or spelling errors	Contains one or more grammatical and/or spelling errors	Contains several grammatical and/or spelling errors
Integrates sources in well-developed paragraphs/accurately cites sources	Cites sources with one or more errors	Sources are not cited

Self Assessment:

What do you identify as the strengths and weaknesses of your paper according to the rubric above?

EDF 319W Writing Component Utilizing the Peer Editing Process

The Learning Theories Paper, the Journal Comparison Writing Assignment, and the Position Paper will

be submitted for the Peer Editing Process. “Tips for Writing” and Peer Editing Rubrics will be provided and discussed. In-class peer evaluations will be utilized prior to the second submission of the paper. Sufficient time will be given to rewrite and resubmit a second draft. After the second submission of the rough draft, the instructor will evaluate the assignment and provide feedback. The student will then submit a final draft.

Learning Theories Paper

- Access the web site <http://www.learning-theories.com/>.
- Read one link from each of the nine categories on learning theories.
- Compare and contrast four of the learning theories addressed on this website.
- Formulate your thoughts in a 2-3 page typed paper.
- Paper should follow APA format.
- Provide a Works Cited Page following APA format.
- Rough draft will be submitted for peer editing.
- Revised draft will be submitted for teacher editing.
- Final draft will be submitted for grading.

Journal Comparison Writing Assignment

- Select two journal articles on ability grouping.
- Journal articles should be dated within the last five years.
- Compare between-class ability grouping, regrouping, across grade-level (the Joplin Plan), and within-class ability grouping.
- Write an analysis of the two articles.
- Paper should follow APA format and should be 2-3 typed pages.
- Provide a Works Cited Page in APA format.
- Rough draft will be submitted for peer editing.
- Revised draft will be submitted for teacher editing.
- Final draft will be submitted for grading.

Position Paper

- Research one of the following topics:
 - Constructivist classroom v. traditional classroom
 - Multicultural education
 - Humanistic approach to teaching and motivation
 - Authoritarian, permissive, and authoritative approaches to classroom management
 - High-stakes testing
 - Motivating students with technology
- Use at least one reading from each of these sources:
 - Journal articles
 - Books
 - Internet articles
- Write a 1200 word position paper on your chosen topic. (Note: if you desire to use a topic not listed above, prior approval must be given by the instructor)
- Paper should be typed and double spaced.
- Provide a Works Cited page using APA format.

Peer Editing Rubric

	1 Does not meet expectations	2 Partially achieves expectations	3 Achieves expectations	4 Exceeds expectations
Content	Content is limited and shows inconsistency/ inadequate length	Content is not clearly communicated but has some relevance	Content exhibits quality, purpose and focus	Content is exceptional exhibiting thoroughness as well as quality, purpose and focus
Organization	Disorganized and underdeveloped/ lacks transition and closure	May appear somewhat confusing and lacks coherence with uneven coverage	Uses proper essay structure (introduction, body paragraphs and conclusion), coherence and even coverage of all parts.	All aspects of "Achieves Expectations" with appropriate transitions throughout, with a coherent focus throughout
Use of language	Poor word choice/ possible incoherent terminology	Exhibits some mastery of language choice	Word choice makes writing flow purposefully	Very effective use of language which makes the writing interesting and purposeful
Style/Point of view	Writing style/ point of view produces little or no interest for the reader	Writing style/ point of view produces vague/ ineffective interest for the reader	Strong writing style and point of view engages the reader in the writing	Writing style/ point of view is very skillful and actively engages the reader's interest and enjoyment
Sentence structure	Simple sentence construction with run-on sentences and/or fragments	Some run-on sentences and/or fragments with obvious lack of understanding of proper structure	Simple, compound and complex sentences throughout without any run-on sentences	Variety of sentence structure with no run-on sentences or fragments
Grammatical structure/ Conventions	Lack of agreement with parts of speech with errors in language mechanics and spelling	Some errors with parts of speech, mechanics and spelling	Few errors with parts of speech, mechanics and spelling	No errors with parts of speech, mechanics and spelling

G. Attendance Policy:

Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences. The student is responsible for

presenting adequate reason for absence to the instructor in order to be given the opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.)

H. Student Progress:

Students will receive a midterm grade before the final day to withdraw from course.
Last day to drop this class without a "W" is: _____

I. 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.

J. Academic Integrity Statement:

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

Course P/N	Course Title
EDF 319	Human Development and Learning

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, A, PA	K, A	K, A		K, A
KA2b				

Kentucky Teacher Standards – Initial or Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
		K, A,							K

		PA							
		KA2b							

EKU Goals

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
		X	X	X

KERA Initiatives

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content
NA	NA	NA	NA

EPSB Themes

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments			
Diversity	Assessment	Literacy/Reading	Closing Achievement Gap
K	K	NA	K

SPA

National Association for the Education of Young Children
Standard 1. Promoting Child Development and Learning
Standard 4. Teaching and Learning; 4b. Using developmentally effective approaches.

CONCEPTUAL FRAMEWORK ELEMENTS

X	CF1: Knowledge Element - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
X	CF2: Pedagogical Skills - Enables the professional educator to facilitate learning for all students.
X	CF3: Dispositions - Includes the professional attitudes, values and beliefs that support student

	learning and development.
X	CF4: Technology - Focuses on preparing candidates who are able to use educational technology to help all students learn.
	CF5: Diversity - Reflects the Unit's commitment to preparing candidates to support learning for all students

TEACHER STANDARDS (February 2008) (If listing by course objective use KTS and the number)

LEVEL		STANDARDS
Initial	Advanced	
		STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE
		1.1 Communicates concepts, processes, and knowledge.
		1.2 Connects content to life experiences of student.
		1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
Initial	Advanced	
		STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION
		2.1 Develops significant objectives aligned with standards.
		2.2 Uses contextual data to design instruction relevant to students.
		2.3 Plans assessments to guide instruction and measure learning objectives.
		2.4 Plans instructional strategies and activities that address learning objectives for all students.
		2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
Initial	Advanced	
		STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE
X		3.1 Communicates high expectations.
X		3.2 Establishes a positive learning environment.
X		3.3 Values and supports student diversity and addresses individual needs.
X		3.4 Fosters mutual respect between teacher and students and among students.
X		3.5 Provides a safe environment for learning.
Initial	Advanced	
		STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION
		4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
		4.2 Implements instruction based on diverse student needs and assessment data.
		4.3 Uses time effectively.
		4.4 Uses space and materials effectively.

		4.5 Implements and manages instruction in ways that facilitate higher order thinking.
Initial	Advanced	
		STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS
		5.1 Uses pre-assessments.
		5.2 Uses formative assessments.
		5.3 Uses summative assessments.
		5.4 Describes, analyzes, and evaluates student performance data.
		5.5 Communicates learning results to students and parents.
		5.6 Allows opportunity for student self-assessment.
Initial	Advanced	
		STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY
		6.1 Uses available technology to design and plan instruction.
		6.2 Uses available technology to implement instruction that facilitates student learning.
		6.3 Integrates student use of available technology into instruction.
		6.4 Uses available technology to assess and communicate student learning.
		6.5 Demonstrates ethical and legal use of technology.
Initial	Advanced	
		STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING
		7.1 Uses data to reflect on and evaluate student learning.
		7.2 Uses data to reflect on and evaluate instructional practice.
		7.3 Uses data to reflect on and identify areas for professional growth.
Initial	Advanced	
		STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS
		8.1 Identifies students whose learning could be enhanced by collaboration.
		8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
		8.3 Implements planned activities that enhance student learning and engage all parties.
		8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
Initial	Advanced	
		STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT
		9.1 Self assesses performance relative to Kentucky's Teacher Standards.
		9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
		9.3 Designs a professional growth plan that addresses identified priorities.

		9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
Initial	Advanced	
		STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION
X		10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
		10.2 Develops a plan for engaging in leadership activities.
		10.3 Implements a plan for engaging in leadership activities.
		10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

EKU GOALS (If listing by course objective use **EKU-G** and the number)

	EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
	EKU-G2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
X	EKU-G 3. To promote learning through high quality programs, research, and support services.
X	EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
X	EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

SPA's IDENTIFIED BY NCATE (If listing by course objective use **SPA** acronym and the standard number)

List the standard number(s) used as identified by the SPA		
	ISTE	Computer Science
1,2,3,4a,4b	NAEYC	Early childhood Education
	ELCC	Educational Leadership
	ISTE	Educational Technology Facilitation
	ISTE	Educational Technology Leadership
1	ACEI	Elementary Education
	NCTE	English Language Arts – Secondary
	NAAEE	Environmental Education
	ACTFL	Foreign Language
	NAGC-CEC	Gifted and Talented Education
	AAHPERD & AAHE	Health Education
	NCTM	Mathematics Education
1	NMSA	Middle School (NMSA)
	AAHPERD & NASPE	Physical Education
	IRA	Reading Professional

	ALA	School Library Media Specialist
	AECT	School Media and Educational Technology
	NASP	School Psychologist
	NSTA	Science Education
	NCSS	Social Studies
	CEC	Special Education
	TESOL	Teaching English as a Second Language
	ITEA/CTTE	Technology Education
OTHERS IDENTIFIED BY THE PROGRAM AREA		

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 _____ Teacher Education Programs *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title SEE PART III (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee 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 _____ College Curriculum Committee NA Approved Disapproved _____ General Education Committee* NA Faculty Senate** _____ Teacher Education Committee* 03/24/2009 Board of Regents** _____ Council on Postsecondary Edu.*** _____ *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.	

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 A Writing Intensive equivalent to EDF 319 was created. This course is part of the Professional Education Core in teaching programs. Make the EDF 319W option available to all teacher education students.

A. 2. Effective date: (Example: Fall 2001)
 Fall 2009

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

B. The justification for this action:
 To assist all teacher education programs in making this change, one Curriculum Change Form is being used to reflect the EDF 319W option for all programs.

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.)

- 46. For a new course, provide the catalog text.
- 47. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 48. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

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

- 46. For a new program, provide the catalog description as being proposed.
- 47. For a revised program, provide the current program requirements using ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

SEE BELOW

EDF 319 or 319W in the following programs

Certification Areas	2008-2009 CATALOG PAGE	SECTION
All Grade Levels (P-12)		
Art	72	Teacher Education Option
French	80	Professional Education Requirements
Health	142	Professional Education Requirements School Health Option
Music	89	Professional Education Requirements for Music Education
Physical Education	137	Professional Education Requirements
Spanish	81	Professional Education Requirements
Theater	79	Professional Education Requirements
Elementary School (P-5)		
Elementary Education	120	Professional Education Requirements
Exceptional Children Grades (P-12)		
Deaf and Hard of Hearing (Elementary and Middle Grade)	123	Professional Education Requirements
Learning and Behavior Disorders	123	Professional Education Requirements
Grades 5-12		
Agriculture	109	Professional Education Core
Business and Marketing Education	102	Teacher Education Requirements
Family and Consumer Sciences	140	Professional Education Requirements
Industrial Education	109	Professional Education Core
Technology Education	109	Professional Education Core
Middle School (5-9)		
Middle Grade Education	121	Professional Education Requirements
Secondary School (8-12)		
Biological Science	74	Professional Education Requirements
Chemistry	75	Chemistry Teaching Option
Earth Science	82	Teacher Education Requirements
English	79	Professional Education Requirements
Mathematics	86	Professional Education Requirements
Physics	90	Teacher Education Requirements
History	85	Professional Education Requirements



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Fax (859) 622-3156

Professor Ginni Fair
Department of Curriculum and Instruction
Combs 215
2 February 2009

Dear Ginni:

I'm writing to let you know that the TCAC Advisory Board has approved your proposal for ELE/EMG 445W. We're very happy to be adding this major-area course to those available to students.

You are all set to go in offering the course as soon as possible. I'm copying this letter to Dorie Combs, but she already knows that the course is approved and can be scheduled at her and your convenience in summer or fall '09.

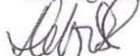
Please remember to include on your syllabus this statement (filling in your own information, of course):

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

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

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

Best regards,


Deborah Core
Director, TCAC
Professor of English

cc. Dr. Dorie Combs
Dr. Onda Bennett



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

Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the applicable.)

section(s)

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction College Education *Course Prefix & Number ELE 445 *Course Title (30 characters) Foundations of Reading/LA *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
---	---	--

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	1/15/09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	_____
College Curriculum Committee	3/3/09	Approved _____ Disapproved _____	_____
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	3/24/09	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.) Change course equivalents to accommodate a Writing Intensive version of ELE 445</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action: avoid students earning credit for both the writing intensive and regular version or the course.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: No new equipment or facilities needed.</p>	

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.)

- 49. For a new course, provide the catalog text.
- 50. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 51. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

ELE 445 Foundations of Reading/ Language Arts. (3) I, II. Cross listed as EMG 445. Prerequisites: junior standing and 2.75 GPA.; EDF 203. Prerequisite / Corequisite: EDF 319. An overview of reading/language arts components P-5, teacher competencies, organization and planning for instruction. Twenty hours of field/clinical experiences. Credit will not be awarded to students who have credit for EMG 445, EMG W or ELE 445 W.

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 ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ELE	445	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	Cip Code (first two digits only)
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR <u>x</u> _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			Date of data entry _____	
			Data entry person _____	

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	<u>ELE 445 W</u>
Course Prefix and No.	EMG 445
Course Prefix and No.	<u>EMG 445 W</u>

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.)

A. Department of Curriculum and Instruction
ELE/EMG 445, Foundations of Reading/Language Arts
Credit Hours: 3

B. Course Description: Cross listed as EMG 445. Prerequisites: junior standing, 2.5 GPA, and EDG 203. Corequisite or Prerequisite: EDF 319. An overview of reading/language arts components P-5 (EMG 445: 5-9), teacher competencies, organization and planning for instruction. Twenty field/clinical hours.

C. Text(s):
Reutzel, D.R. & Cooter, R.B., Jr. (2008). *Teaching Children to Read*, (5th ed.) Upper Saddle River, N.J.:
Pearson Education, Inc.
Zaner-Bloser Handwriting

D. Course Objectives.

The pre-service teachers completing this course will be able to:

1. Connect to life experiences by articulating the importance of reading competency in today's society.
(KTS 1; NCTE 1)
2. Compare/contrast the various theoretical and programmatic approaches to reading instruction.
(KTS 1; IRA 1)
3. Identify the cueing systems utilized in reading (KTS 1; NCTE 6; NCTE 9)
4. Explain children's stages of oral and written language development (KTS 1; IRA 1)
5. Describe the five components of an effective reading program: phonics, phonemic awareness, fluency, vocabulary, and comprehension (KTS 1; IRA 1)
6. Design and implement instructional strategies to facilitate the complex processes of reading. (KTS 2; KTS 4; IRA 2)
7. Observe, create, plan, teach, and reflect upon lessons that address Kentucky's academic expectations and core content. (KTS 1; KTS 2; KTS 4)
8. Display positive dispositions during collaborative opportunities with peers and teaching professionals (KTS 3; IRA 5)
9. Observe, evaluate, and utilize a variety of assessment tools in a classroom setting. (KTS 5; IRA 3)
10. Recognize the powerful influence of schema/prior knowledge and interest on comprehension
(KTS 1; IRA 4; NCTE 3)
11. Identify reading and questioning techniques to facilitate silent/oral reading of various genres of text.
(KTS 4; IRA 4; NCTE 1)
12. Discuss various ways to group students, select materials, and design the classroom environment for optimal reading/language arts instruction. (KTS 4; IRA 2)

- 2) 13. Explore the uses of technology to enhance teacher instruction and student learning. (KTS 6; IRA 5;
- 5; 14. Identify strategies and methods of instruction for the six areas of the language arts. (KTS 4; NCTE NCTE 12)
- 8) 15. Design instructional accommodations to meet all students' diverse learning needs. (KTS 4; IRA 3)
- 3) 16. Identify learning links to nurture the important connection between the classroom and home.(KTS 8)
17. Explain strategies for comprehending content area texts in an integrated program. (KTS 1; NCTE 3)
18. Use basic principles related to handwriting development and instruction. (KTS 1)

E. Course Outline:

- (a) Approaches to Reading Instruction
- (b) Handwriting Development
- (c) Five Areas of Language Arts
- (d) Handwriting
- (e) Meeting Diverse Learning Needs
- (f) Field and Clinical Experiences
 - (i) lesson planning
 - (ii) appropriate dispositions (attitudes, beliefs, and/or perceptions)
- (g) Stages of Receptive and Expressive Language Development
- (h) Content and Pedagogy of an Effective Reading Program
 - (i) phonemic awareness
 - (ii) phonics
 - (iii) fluency
 - (iv) vocabulary
 - (v) comprehension
- (i) Writing
- (j) Assessment
- (k) Programs/Materials for Reading Instruction
- (l) Grouping and Classroom Organization
- (m) Home/School Connections

F. Course Requirements:

1. Class attendance/Participation in class and/or online activities
2. Observational log to document field/clinical experiences – 20 hours minimum
3. Summative/reflective observational journal
4. Reading/Language Arts Lesson plans
5. Collaborative writing project integrating technology
6. Written exams
7. Culminating Reading/Language Arts Project

G. Additional requirements for graduate students in 700-level classes taught concurrently with 500-level classes: Not applicable.

H. Evaluation method(s) and relative weight of each course requirement:

1. Attendance	5%
2. Participation: Class/Online Activities	10%
3. Handwriting	10%
4. Observation Log**and Journal	15%
5. Lesson Plans	15%
6. Examinations	20%
7. Collaborative writing project	10%
8. Culminating Reading/Language Arts Project	15%

**You MUST complete a minimum of 20 hours of field/clinical experiences to complete this course.

I. Student Progress: Student progress will be posted in Blackboard. Assignments will be returned to students in a timely manner.

J. Attendance policy:

Commitment and dedication are two necessary traits of a teacher. They are also traits that should be exhibited in this course as students prepare for their future profession by arriving promptly, prepared to eagerly participate. The instructor will not differentiate between excused and unexcused absences. After the first absence, ANY absences will result in a deduction of 5 points each. Class sessions missed as a result of late entry into the class will be counted as absences. In addition, two tardies or early exits will be counted as one absence. While the absence will remain, students who present the instructor with a **written** excuse for the missed class period will be given an opportunity to make up the missed work. Extenuating circumstances will be evaluated on an individual basis. **Policy in the Department of Curriculum and Instruction mandates that absences equating 20% of class meetings will result in automatic failure (T/R class = 6 days).**

K. Notification of the last day to drop the course if the course starts or stops on nonstandard dates:

Last day to drop course or to withdraw from the university are included in the class schedule.

L. Disabilities Statement:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office 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.

M. 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.

Revised Fall 2008
Diana L. Porter, Ph.D.

Course P/N	Course Title
ELE/EMG 445	Foundations of Reading/Language Arts

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, A	K, A	K, A	K, A	K, A

Kentucky Teacher Standards – Initial or Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K, A	K, A	K	K, A	K, A	K, A	K, A	K		

EKU Goals

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
X		X	X	X

KERA Initiatives

Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content
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EPSB Themes

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments			
Diversity	Assessment	Literacy/Reading	Closing Achievement Gap
K, A	K, A	K,A	K

SPA

International Reading Association
<i>Standard 1 Foundational Knowledge</i>
<i>Standard 2 Instructional Strategies and Curriculum Materials</i>
<i>Standard 3 Assessment, Diagnosis, and Evaluation</i>
<i>Standard 4 Creating a Literate Environment</i>
<i>Standard 5 Professional Development</i>

National Council of Teachers of English
<i>Standard 1 Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</i>
<i>Standard 3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their work identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</i>
<i>Standard 5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</i>
<i>Standard 6 Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</i>
<i>Standard 9 Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</i>
<i>Standard 12 Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</i>

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

Part I

(Check one)	Department Name	Curriculum & Instruction
<input type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ELE 445 W
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Foundations of Reading/LA
<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	1/15/09	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/3/09	Approved _____ Disapproved _____
General Education Committee*	N/A	Faculty Senate** NA
Teacher Education Committee*	3/24/09	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.)
 Create a Writing Intensive equivalent to ELE 445

A. 2. Effective date: (Example: Fall 2001) Fall 2009

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

B. The justification for this action: All EKU students are required to complete at least one writing intensive class prior to graduation. ELE 445 is required of all Elementary Education Majors. This will provide one writing Intensive option within the elementary major.

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

Personnel Impact: Each Writing Intensive section will be limited to 25 students. We expect to offer this at least once per year. The reduction in class size can be absorbed into other sections.

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

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

Library Resources:

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

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

- 52. For a new course, provide the catalog text.
- 53. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 54. 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.)

ELE 445 W Foundations of Reading/ LA. (3) I, II. Cross listed as EMG 445 W. Prerequisites: junior standing and 2.75 GPA; Grade of "C" or higher in ENG 101 and 102, or HON 105; or ENG 105 with a grade or "B" or higher, EDF 203. Prerequisite / Corequisite: EDF 319. An overview of reading/language arts components P-5, teacher competencies, organization and planning for instruction. Twenty hours of field/clinical experiences. Credit will not be awarded to students who have credit for EMG 445 or ELE 445.

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 ~~striketrough~~ 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 ~~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)*
ELE	445 <u>W</u>	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR <u>x</u> _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
			Date of data entry _____	

		Independent Study _____	Data entry person _____
		Practicum _____	

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	Grade of “C” or higher in ENG 101 and 102, or HON 105; or ENG 105 with a grade or “B” or higher, EDF 203. Prerequisite / Corequisite: EDF 319.
Course Prefix and No.	EDF 203
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	2.75
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	<u>ELE 445</u>
Course Prefix and No.	EMG 445
Course Prefix and No.	EMG 445 W

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.)

Summer 2009
Ginni C. Fair

- A. Department of Curriculum and Instruction
ELE/EMG 445W
Course Title: Foundations of Reading/Language Arts
Credit Hours: 3
- B. **Course Description:** Prerequisites: Junior standing and 2.5 GPA. An overview of reading/language arts components P-9, teacher competencies, organization and planning for instruction. Field/Clinical Experiences: 20 hours.
- C. **Text:**
Reutzel, D.R. & Cooter, R.B., Jr. (2008). *Teaching Children to Read, (5th ed.)* Upper Saddle River, N.J.: Pearson Education, Inc.
- D. **Course Objectives.** The pre-service teachers completing this course will be able to:
1. Connect to life experiences by articulating the importance of reading competency in today's society. (KTS 1; NCTE 1)
 2. Compare/contrast the various theoretical and programmatic approaches to reading instruction. (KTS 1; IRA 1)
 3. Identify the cueing systems utilized in reading (KTS 1; NCTE 6; NCTE 9)
 4. Explain children's stages of oral and written language development (KTS 1; IRA 1)
 5. Describe the five components of an effective reading program: phonics, phonemic awareness, fluency, vocabulary, and comprehension (KTS 1; IRA 1)
 6. Design and implement instructional strategies to facilitate the complex processes of reading. (KTS 2; KTS 4; IRA 2)
 7. Observe, create, plan, teach, and reflect upon lessons that address Kentucky's academic expectations and core content. (KTS 1; KTS 2; KTS 4)
 8. Display positive dispositions during collaborative opportunities with peers and teaching professionals (KTS 3; IRA 5)
 9. Observe, evaluate, and utilize a variety of assessment tools in a classroom setting. (KTS 5; IRA 3)
 10. Recognize the powerful influence of schema/prior knowledge and interest on comprehension (KTS 1; IRA 4; NCTE 3)
 11. Identify reading and questioning techniques to facilitate silent/oral reading of various genres of text. (KTS 4; IRA 4; NCTE 1)
 12. Discuss various ways to group students, select materials, and design the classroom environment for optimal reading/language arts instruction. (KTS 4; IRA 2)
 13. Explore the uses of technology to enhance teacher instruction and student learning. (KTS 6; IRA 2)
 14. Identify strategies and methods of instruction for the six areas of the language arts. (KTS 4; NCTE 5; NCTE 12)
 15. Design instructional accommodations to meet all students' diverse learning needs. (KTS 4; IRA 3)

16. Identify learning links to nurture the important connection between the classroom and home. (KTS 8)
17. Explain strategies for comprehending content area texts in an integrated program. (KTS 1; NCTE 3)
18. Use basic principles related to handwriting development and instruction. (KTS 1)
19. Utilize the writing process to explore topics related to literacy and literacy development. (KTS 1, 8; NCTE 4, 5, 6, 7, 8, 11, 12)

E. **Course Outline:** See attached

F. **Course Requirements:**

1. Participation in class discussion/activities
2. Teaching of a literature based lesson
3. Group and individual reporting and demonstration
4. Observational log and summative/reflective observational journal to document field/clinical experiences
5. Field and/or clinical experience: 20 hours
6. Collaborative and individual writing projects that apply the writing process

Professional Ethics: Students must perform professionally during their visits to schools and respect the rights of privacy of children/youth/adults and their families. Ethical behavior will be discussed in class and students in this course have the responsibility of applying the standards in their observations and observation reports.

G. Additional requirements for graduate students in 700-level classes taught concurrently with 500-level classes: Not applicable.

H **Evaluation Methods:**

Points

Participation / attendance	25	3%
Quizzes (20 pts. each)	100	14%
Field activities/observation log (10 pts. each)	100	14%
Teaching lesson	25	3%
Individual Culminating Writing Task	200	29%
Mid-term exam	50	7%
Final exam	50	7%
Handwriting Exercises (10 pts. each)	50	7%
Group <i>Science of Reading</i> Wiki Page	100	14%

Total points possible: 700

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

1. Professor designed assessments will be used to determine understanding of content.
2. Oral presentations, demonstrations, and field/clinical experiences will be evaluated in terms of the fulfillment of purposes, content, resourcefulness, creativity, and delivery.
3. Class participation will be evaluated informally in terms of quality, willingness, and effect on class climate.
4. Assignments will be evaluated in terms of completeness and appropriateness of content and use of communication skills.

Grading Scale

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

Formal "Writing for Authentic Audiences and Purposes" - (300 pts.) (43%)

(Includes writing task and group *Science of Reading* wiki page)

Reflective "Writing to Learn" exercises – (75 pts.) (11%)

(Includes 5 field observation reflections, and teaching lesson)

Evaluative "Writing to Demonstrate Learning" exercises (85 pts.) (12%)

(Includes 5 field observation reflections, open response portions of quizzes and exams)

A total of 66% of your class scores will come from writing activities!

I. Student Progress:

Students are responsible for monitoring their own progress and computing their grades continually as each graded assignment and quiz is returned by the instructor.

J. Attendance Policy:

Attendance at all class sessions is expected! **Absences equating 20% (5 days) of class meetings will result in automatic failure.** Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absence in order to be given opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity. All assignments are due at the beginning of the class period. Only those students who are absent from class with an excused absence will be permitted to make up missed work.

K. Notification of the last day to drop the course if the course starts or stops on nonstandard dates:

Last day to drop course or to withdraw from the university are included in the class schedule.

L: Disabilities Statement:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office 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.

M. Academic Integrity Statement:

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

PLAGIARISM:

Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. In short, to plagiarize is to give the impression that you have written or thought something that you have, in fact, borrowed from someone else. Plagiarism is not tolerated by the College of Education. To borrow the ideas or works of ECU students, past or present, without the proper citation, is one common example of plagiarism.

Journals as Recommended Resources:

[American Educational Research Journal](#)
[Educational Leadership](#)
[Educational Researcher](#)
[Journal of Adolescent and Adult Literacy](#) (formerly Journal of Reading)
[Journal of Education](#)
[Journal of Reading Behavior](#)
[Harvard Educational Review](#)
[Language](#)
[Middle School Journal](#)
[Phi Delta Kappan](#)
[Reading Research and Instruction](#)
[Reading Research Quarterly](#)
[The Reading Teacher \(K-8\)](#)
[Review of Educational Research](#)

RELATIONSHIP TO: College of Education Conceptual Framework

✓	CF1: Knowledge Element - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
✓	CF2: Pedagogical Skills - Enables the professional educator to facilitate learning for all students.
✓	CF3: Dispositions - Includes the professional attitudes, values and beliefs that support student learning and development.
✓	CF4: Technology - Focuses on preparing candidates who are able to use educational technology to help all students learn.
✓	CF5: Diversity - Reflects the Unit's commitment to preparing candidates to support learning for all students

Kentucky Teacher Standards – Initial

Initial	
	STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE
✓	1.1 Communicates concepts, processes, and knowledge.
✓	1.2 Connects content to life experiences of student.
✓	1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
Initial	
	STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION
✓	2.1 Develops significant objectives aligned with standards.
✓	2.2 Uses contextual data to design instruction relevant to students.
✓	2.3 Plans assessments to guide instruction and measure learning objectives.
✓	2.4 Plans instructional strategies and activities that address learning objectives for all students.
✓	2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
Initial	
	STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE
✓	3.1 Communicates high expectations.
✓	3.2 Establishes a positive learning environment.
✓	3.3 Values and supports student diversity and addresses individual needs.
✓	3.4 Fosters mutual respect between teacher and students and among students.
✓	3.5 Provides a safe environment for learning.
Initial	
	STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION
	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
	4.2 Implements instruction based on diverse student needs and assessment data.
✓	4.3 Uses time effectively.
✓	4.4 Uses space and materials effectively.
✓	4.5 Implements and manages instruction in ways that facilitate higher order thinking.
Initial	

	STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS
	5.1 Uses pre-assessments.
✓	5.2 Uses formative assessments.
	5.3 Uses summative assessments.
✓	5.4 Describes, analyzes, and evaluates student performance data.
	5.5 Communicates learning results to students and parents.
	5.6 Allows opportunity for student self-assessment.
Initial	
	STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY
✓	6.1 Uses available technology to design and plan instruction.
✓	6.2 Uses available technology to implement instruction that facilitates student learning.
	6.3 Integrates student use of available technology into instruction.
	6.4 Uses available technology to assess and communicate student learning.
✓	6.5 Demonstrates ethical and legal use of technology.
Initial	
	STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING
	7.1 Uses data to reflect on and evaluate student learning.
✓	7.2 Uses data to reflect on and evaluate instructional practice.
✓	7.3 Uses data to reflect on and identify areas for professional growth.
Initial	
	STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS
✓	8.1 Identifies students whose learning could be enhanced by collaboration.
	8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
	8.3 Implements planned activities that enhance student learning and engage all parties.
	8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
Initial	
	STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT
✓	9.1 Self assesses performance relative to Kentucky's Teacher Standards.
	9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
	9.3 Designs a professional growth plan that addresses identified priorities.
	9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
Initial	
	STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION
	10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
	10.2 Develops a plan for engaging in leadership activities.
	10.3 Implements a plan for engaging in leadership activities.
	10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

EKU GOALS

✓	EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
	EKU-G2. To continuously assess and improve the services and infrastructure of the University to

	support and maintain high quality programs.
✓	EKU-G 3. To promote learning through high quality programs, research, and support services.
✓	EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
✓	EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

EPSB Themes

Diversity	Assessment	Literacy/Reading	Closing Achievement Gap
✓	✓	✓	✓

SPA's IDENTIFIED BY NCATE

List the standard number(s) used as identified by the SPA		
	ISTE	Computer Science
✓ (1, 4b, 4c, 4d)	NAEYC	Early childhood Education
	ELCC	Educational Leadership
	ISTE	Educational Technology Facilitation
	ISTE	Educational Technology Leadership
✓ (1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 4.0, 5.1)	ACEI	Elementary Education
✓ (1, 3, 4, 5, 6, 7, 8, 9, 11, 12)	NCTE	English Language Arts – Secondary
	NAAEE	Environmental Education
	ACTFL	Foreign Language
	NAGC-CEC	Gifted and Talented Education
	AAHPERD & AAHE	Health Education
	NCTM	Mathematics Education
✓ (1, 3, 5)	NMSA	Middle School (NMSA)
	AAHPERD & NASPE	Physical Education
✓ (1, 2, 3.1, 4.3)	IRA	Reading Professional
	ALA	School Library Media Specialist
	AECT	School Media and Educational Technology
	NASP	School Psychologist
	NSTA	Science Education
	NCSS	Social Studies
	CEC	Special Education
	TESOL	Teaching English as a Second Language
	ITEA/CTTE	Technology Education

Spring 2009
Ginni C. Fair

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Teacher Education Programs</td> </tr> <tr> <td>College</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>*Course Prefix & Number</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>*Course Title (30 characters)</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>*Program Title</td> <td style="border-bottom: 1px solid black;">SEE PART III</td> </tr> <tr> <td></td> <td style="border-bottom: 1px solid black;">(Major ____, Option ____, Minor ____, or Certificate __)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Teacher Education Programs	College		*Course Prefix & Number		*Course Title (30 characters)		*Program Title	SEE PART III		(Major ____, Option ____, Minor ____, or Certificate __)																
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General Education Committee*	NA	Faculty Senate**																											
Teacher Education Committee*	03/24/2009	Board of Regents**																											
		Council on Postsecondary Edu.***																											

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.) A Writing Intensive equivalent to ELE 445 was created. This course is part of the Professional Education Core in teaching programs. Make the ELE 445W option available to all teacher education students.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: To assist all teacher education programs in making this change one Curriculum Change Form is being used to reflect the ELE 445W option for all programs.</p>
<p>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</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.)

- 55. For a new course, provide the catalog text.
- 56. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 57. 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

- 55. For a new program, provide the catalog description as being proposed.
- 56. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 57. 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.)

SEE BELOW

ELE 445 or ELE 445W in the following programs

Certification Areas	2008-2009 CATALOG PAGE	SECTION
Elementary School (P-5)		
Elementary Education	120	Professional Education Requirements
Exceptional Children Grades (P-12)		
Deaf and Hard of Hearing (Elementary)	123	Professional Education Requirements
Learning and Behavior Disorders	123	Professional Education Requirements

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EMG 445 <hr/> *Course Title (30 characters) Foundations of Reading / Language Arts <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/15/09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/3/09	Approved _____ Disapproved _____	
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	3/24/09	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 equivalents to accommodate a Writing Intensive version of EMG 445 A. 2. Effective date: (Example: Fall 2001) Fall 2009 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: avoid students earning credit for both the writing intensive and regular version or the course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: No new equipment or facilities needed. 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.)

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

New or Revised* Catalog Text

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

EMG 445 Foundations of Reading/ Language Arts. (3) I, II. Cross listed as ELE 445. Prerequisites: junior standing and 2.75 GPA.; EDF 203. Prerequisite / Corequisite: EDF 319. An overview of reading/language arts components P-5, teacher competencies, organization and planning for instruction. Twenty hours of field/clinical experiences. Credit will not be awarded to students who have credit for ELE 445, EMG W or ELE 445 W.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EMG	445	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR <u>x</u> _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
Co-Requisites and Prerequisites **See definitions on following page**				
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	<u>2.75</u>
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	<u>ELE 445 W</u>
Course Prefix and No.	ELE 445
Course Prefix and No.	<u>EMG 445 W</u>

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
(Present only one proposed curriculum change per form)
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Part I

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*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/15/09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	3/3/09	Approved	Disapproved
General Education Committee*	N/A	Faculty Senate**	NA
Teacher Education Committee*	3/24/09	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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 **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.) Create a Writing Intensive equivalent to EMG 445</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: All EKU students are required to complete at least one writing intensive class prior to graduation. EMG 445 is required of all Elementary Education Majors. This will provide one writing Intensive option within the elementary major.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Each Writing Intensive section will be limited to 25 students. We expect to offer this at least once per year. The reduction in class size can be absorbed into other sections.</p> <p>Operating Expenses Impact: (Initial course development is supported by the QEP and the Thinking and Communicating Across the Curriculum).</p> <p>Equipment/Physical Facility Needs: No new equipment or facilities needed.</p> <p>Library Resources:</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.)

- 61. For a new course, provide the catalog text.
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New or Revised* Catalog Text

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

EMG 445 W Foundations of Reading/ Language Arts. (3) I, II. Cross listed as ELE 445 W.
 Prerequisites: junior standing and 2.75 GPA.; Grade of "C" or higher in ENG 101 and 102, or HON 105; or ENG 105 with a grade or "B" or higher, EDF 203. Prerequisite / Corequisite: EDF 319. An overview of reading/language arts components P-5, teacher competencies, organization and planning for instruction. Twenty hours of field/clinical experiences. Credit will not be awarded to students who have credit for ELE 445W, ELE 445 or EMG 445

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

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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)*
EMG	445 W	Fall 2009	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____ Other _____	Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR x _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Independent Study _____ Practicum _____	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	

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

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

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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>Grade of “C” or higher in ENG 101 and 102, or HON 105; or ENG 105 with a grade or “B” or higher.</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	2.75
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	<u>ELE 445 W</u>
Course Prefix and No.	<u>ELE 445</u>
Course Prefix and No.	<u>EMG 445</u>

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.)

Summer 2009
Ginni C. Fair

- A. Department of Curriculum and Instruction
ELE/EMG 445W
Course Title: Foundations of Reading/Language Arts
Credit Hours: 3
- B. **Course Description:** Prerequisites: Junior standing and 2.5 GPA. An overview of reading/language arts components P-9, teacher competencies, organization and planning for instruction. Field/Clinical Experiences: 20 hours.
- C. **Text:**
Reutzel, D.R. & Cooter, R.B., Jr. (2008). *Teaching Children to Read, (5th ed.)* Upper Saddle River, N.J.: Pearson Education, Inc.
- D. **Course Objectives.** The pre-service teachers completing this course will be able to:
1. Connect to life experiences by articulating the importance of reading competency in today's society. (KTS 1; NCTE 1)
 2. Compare/contrast the various theoretical and programmatic approaches to reading instruction. (KTS 1; IRA 1)
 3. Identify the cueing systems utilized in reading (KTS 1; NCTE 6; NCTE 9)
 4. Explain children's stages of oral and written language development (KTS 1; IRA 1)
 5. Describe the five components of an effective reading program: phonics, phonemic awareness, fluency, vocabulary, and comprehension (KTS 1; IRA 1)
 6. Design and implement instructional strategies to facilitate the complex processes of reading. (KTS 2; KTS 4; IRA 2)
 7. Observe, create, plan, teach, and reflect upon lessons that address Kentucky's academic expectations and core content. (KTS 1; KTS 2; KTS 4)
 8. Display positive dispositions during collaborative opportunities with peers and teaching professionals (KTS 3; IRA 5)
 9. Observe, evaluate, and utilize a variety of assessment tools in a classroom setting. (KTS 5; IRA 3)
 10. Recognize the powerful influence of schema/prior knowledge and interest on comprehension (KTS 1; IRA 4; NCTE 3)
 11. Identify reading and questioning techniques to facilitate silent/oral reading of various genres of text. (KTS 4; IRA 4; NCTE 1)
 12. Discuss various ways to group students, select materials, and design the classroom environment for optimal reading/language arts instruction. (KTS 4; IRA 2)
 13. Explore the uses of technology to enhance teacher instruction and student learning. (KTS 6; IRA 2)
 14. Identify strategies and methods of instruction for the six areas of the language arts. (KTS 4; NCTE 5; NCTE 12)
 15. Design instructional accommodations to meet all students' diverse learning needs. (KTS 4; IRA 3)

16. Identify learning links to nurture the important connection between the classroom and home. (KTS 8)
17. Explain strategies for comprehending content area texts in an integrated program. (KTS 1; NCTE 3)
18. Use basic principles related to handwriting development and instruction. (KTS 1)
19. Utilize the writing process to explore topics related to literacy and literacy development. (KTS 1, 8; NCTE 4, 5, 6, 7, 8, 11, 12)

E. **Course Outline:** See attached

F. **Course Requirements:**

1. Participation in class discussion/activities
2. Teaching of a literature based lesson
3. Group and individual reporting and demonstration
4. Observational log and summative/reflective observational journal to document field/clinical experiences
5. Field and/or clinical experience: 20 hours
6. Collaborative and individual writing projects that apply the writing process

Professional Ethics: Students must perform professionally during their visits to schools and respect the rights of privacy of children/youth/adults and their families. Ethical behavior will be discussed in class and students in this course have the responsibility of applying the standards in their observations and observation reports.

G. Additional requirements for graduate students in 700-level classes taught concurrently with 500-level classes: Not applicable.

H **Evaluation Methods:**

Points

Participation / attendance	25	3%
Quizzes (20 pts. each)	100	14%
Field activities/observation log (10 pts. each)	100	14%
Teaching lesson	25	3%
Individual Culminating Writing Task	200	29%
Mid-term exam	50	7%
Final exam	50	7%
Handwriting Exercises (10 pts. each)	50	7%
Group <i>Science of Reading</i> Wiki Page	100	14%

Total points possible: 700

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

1. Professor designed assessments will be used to determine understanding of content.
2. Oral presentations, demonstrations, and field/clinical experiences will be evaluated in terms of the fulfillment of purposes, content, resourcefulness, creativity, and delivery.
3. Class participation will be evaluated informally in terms of quality, willingness, and effect on class climate.
4. Assignments will be evaluated in terms of completeness and appropriateness of content and use of communication skills.

Grading Scale

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

Formal "Writing for Authentic Audiences and Purposes" - (300 pts.) (43%)

(Includes writing task and group *Science of Reading* wiki page)

Reflective "Writing to Learn" exercises – (75 pts.) (11%)

(Includes 5 field observation reflections, and teaching lesson)

Evaluative "Writing to Demonstrate Learning" exercises (85 pts.) (12%)

(Includes 5 field observation reflections, open response portions of quizzes and exams)

A total of 66% of your class scores will come from writing activities!

I. Student Progress:

Students are responsible for monitoring their own progress and computing their grades continually as each graded assignment and quiz is returned by the instructor.

J. Attendance Policy:

Attendance at all class sessions is expected! **Absences equating 20% (5 days) of class meetings will result in automatic failure.** Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absence in order to be given opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity. All assignments are due at the beginning of the class period. Only those students who are absent from class with an excused absence will be permitted to make up missed work.

K. Notification of the last day to drop the course if the course starts or stops on nonstandard dates:

Last day to drop course or to withdraw from the university are included in the class schedule.

L: Disabilities Statement:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office 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.

M. Academic Integrity Statement:

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

PLAGIARISM:

Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. In short, to plagiarize is to give the impression that you have written or thought something that you have, in fact, borrowed from someone else. Plagiarism is not tolerated by the College of Education. To borrow the ideas or works of ECU students, past or present, without the proper citation, is one common example of plagiarism.

Journals as Recommended Resources:

[American Educational Research Journal](#)
[Educational Leadership](#)
[Educational Researcher](#)
[Journal of Adolescent and Adult Literacy](#) (formerly Journal of Reading)
[Journal of Education](#)
[Journal of Reading Behavior](#)
[Harvard Educational Review](#)
[Language](#)
[Middle School Journal](#)
[Phi Delta Kappan](#)
[Reading Research and Instruction](#)
[Reading Research Quarterly](#)
[The Reading Teacher \(K-8\)](#)
[Review of Educational Research](#)

RELATIONSHIP TO: College of Education Conceptual Framework

✓	CF1: Knowledge Element - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
✓	CF2: Pedagogical Skills - Enables the professional educator to facilitate learning for all students.
✓	CF3: Dispositions - Includes the professional attitudes, values and beliefs that support student learning and development.
✓	CF4: Technology - Focuses on preparing candidates who are able to use educational technology to help all students learn.
✓	CF5: Diversity - Reflects the Unit's commitment to preparing candidates to support learning for all students

Kentucky Teacher Standards – Initial

Initial	
	STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE
✓	1.1 Communicates concepts, processes, and knowledge.
✓	1.2 Connects content to life experiences of student.
✓	1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
Initial	
	STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION
✓	2.1 Develops significant objectives aligned with standards.
✓	2.2 Uses contextual data to design instruction relevant to students.
✓	2.3 Plans assessments to guide instruction and measure learning objectives.
✓	2.4 Plans instructional strategies and activities that address learning objectives for all students.
✓	2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
Initial	
	STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE
✓	3.1 Communicates high expectations.
✓	3.2 Establishes a positive learning environment.
✓	3.3 Values and supports student diversity and addresses individual needs.
✓	3.4 Fosters mutual respect between teacher and students and among students.
✓	3.5 Provides a safe environment for learning.
Initial	
	STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION
	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
	4.2 Implements instruction based on diverse student needs and assessment data.
✓	4.3 Uses time effectively.
✓	4.4 Uses space and materials effectively.
✓	4.5 Implements and manages instruction in ways that facilitate higher order thinking.
Initial	

	STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS
	5.1 Uses pre-assessments.
✓	5.2 Uses formative assessments.
	5.3 Uses summative assessments.
✓	5.4 Describes, analyzes, and evaluates student performance data.
	5.5 Communicates learning results to students and parents.
	5.6 Allows opportunity for student self-assessment.
Initial	
	STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY
✓	6.1 Uses available technology to design and plan instruction.
✓	6.2 Uses available technology to implement instruction that facilitates student learning.
	6.3 Integrates student use of available technology into instruction.
	6.4 Uses available technology to assess and communicate student learning.
✓	6.5 Demonstrates ethical and legal use of technology.
Initial	
	STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING
	7.1 Uses data to reflect on and evaluate student learning.
✓	7.2 Uses data to reflect on and evaluate instructional practice.
✓	7.3 Uses data to reflect on and identify areas for professional growth.
Initial	
	STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS
✓	8.1 Identifies students whose learning could be enhanced by collaboration.
	8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
	8.3 Implements planned activities that enhance student learning and engage all parties.
	8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
Initial	
	STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT
✓	9.1 Self assesses performance relative to Kentucky's Teacher Standards.
	9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
	9.3 Designs a professional growth plan that addresses identified priorities.
	9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
Initial	
	STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION
	10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
	10.2 Develops a plan for engaging in leadership activities.
	10.3 Implements a plan for engaging in leadership activities.
	10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

EKU GOALS

✓	EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
	EKU-G2. To continuously assess and improve the services and infrastructure of the University to

	support and maintain high quality programs.
✓	EKU-G 3. To promote learning through high quality programs, research, and support services.
✓	EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
✓	EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

EPSB Themes

Diversity	Assessment	Literacy/Reading	Closing Achievement Gap
✓	✓	✓	✓

SPA's IDENTIFIED BY NCATE

List the standard number(s) used as identified by the SPA		
	ISTE	Computer Science
✓ (1, 4b, 4c, 4d)	NAEYC	Early childhood Education
	ELCC	Educational Leadership
	ISTE	Educational Technology Facilitation
	ISTE	Educational Technology Leadership
✓ (1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 4.0, 5.1)	ACEI	Elementary Education
✓ (1, 3, 4, 5, 6, 7, 8, 9, 11, 12)	NCTE	English Language Arts – Secondary
	NAAEE	Environmental Education
	ACTFL	Foreign Language
	NAGC-CEC	Gifted and Talented Education
	AAHPERD & AAHE	Health Education
	NCTM	Mathematics Education
✓ (1, 3, 5)	NMSA	Middle School (NMSA)
	AAHPERD & NASPE	Physical Education
✓ (1, 2, 3.1, 4.3)	IRA	Reading Professional
	ALA	School Library Media Specialist
	AECT	School Media and Educational Technology
	NASP	School Psychologist
	NSTA	Science Education
	NCSS	Social Studies
	CEC	Special Education
	TESOL	Teaching English as a Second Language
	ITEA/CTTE	Technology Education

Spring 2009
Ginni C. Fair

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Teacher Education Programs</td> </tr> <tr> <td>College</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>*Course Prefix & Number</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>*Course Title (30 characters)</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>*Program Title</td> <td style="border-bottom: 1px solid black;">SEE PART III</td> </tr> <tr> <td></td> <td style="border-bottom: 1px solid black;">(Major ____, Option ____, Minor ____, or Certificate __)</td> </tr> </table> <p>*Provide only the information relevant to the proposal.</p>	Department Name	Teacher Education Programs	College		*Course Prefix & Number		*Course Title (30 characters)		*Program Title	SEE PART III		(Major ____, Option ____, Minor ____, or Certificate __)									
Department Name	Teacher Education Programs																					
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<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Proposal Approved by:</td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">Graduate Council*</td> </tr> <tr> <td style="text-align: center;"><i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></td> <td></td> <td style="text-align: center;">Council on Academic Affairs</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">Approved Disapproved</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">Faculty Senate**</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">03/24/2009</td> <td style="text-align: center;">Board of Regents**</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Council on Postsecondary Edu.***</td> </tr> </table> <p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>		Proposal Approved by:	<u>Date</u>	<u>Date</u>	Departmental Committee	NA	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	NA	Approved Disapproved	General Education Committee*	NA	Faculty Senate**	Teacher Education Committee*	03/24/2009	Board of Regents**			Council on Postsecondary Edu.***
Proposal Approved by:	<u>Date</u>	<u>Date</u>																				
Departmental Committee	NA	Graduate Council*																				
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General Education Committee*	NA	Faculty Senate**																				
Teacher Education Committee*	03/24/2009	Board of Regents**																				
		Council on Postsecondary Edu.***																				

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>A Writing Intensive equivalent to EMG 445 was created. This course is part of the Professional Education Core in teaching programs. Make the EMG 445W option available to all teacher education students.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2009</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 assist all teacher education programs in making this change one Curriculum Change Form is being used to reflect the EMG 445W option for all programs.</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.)

- 64. For a new course, provide the catalog text.
- 65. For a revised course, provide the current catalog text with the proposed text using ~~strickthrough~~ for deletions and underlines for additions.
- 66. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

SEE BELOW

EMG 445 or EMG 445W in the following programs

Certification Areas	2008-2009 CATALOG PAGE	SECTION
Exceptional Children Grades (P-12)		
Deaf and Hard of Hearing (Middle Grade)	123	Professional Education Requirements
Learning and Behavior Disorders	123	Professional Education Requirements
Middle School (5-9)		
Middle Grade Education	121	Professional Education Requirements

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Educational Leadership and Policy Studies <hr/> College Education <hr/> *Course Prefix & Number EAD 840 <hr/> *Course Title (30 characters) Policy for Safe Schools <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date 9-30-08	Date
Departmental Committee <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Graduate Council* Council on Academic Affairs
College Curriculum Committee General Education Committee* Teacher Education Committee*	October 7, 2008 N/A February 24, 2009	Approved _____ Disapproved _____ Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create new course to be included in the endorsement program.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: New course developed for implementation of the Safety and Facilities Management in Educational Settings Endorsement 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.)

- 67. For a new course, provide the catalog text.
- 68. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 69. 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.)

EAD 840 Policy for Safe Schools **(3) A.** Prerequisites: SSE 870, SSE 871, SSE 872 or COU 847, SSE 873.
Lecture course designed to provide educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters) <u>EAD</u>	Course Number (3 Digits) <u>840</u>	Effective Term (Example: Fall 2001) <u>Fall 2009</u>	College/Division: AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	Dept. (4 letters)* <u>ELPS</u>
Credit Hrs. <u>3</u>	Weekly Contact Hrs. Lecture <u>3</u> Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable) <u>1</u>	Work Load (for each schedule type) <u>3</u>	Grading Mode* <u>N</u>	Cip Code (first two digits only) <u>13</u>	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
			FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
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.	Departmental approval required.
Course Prefix and No.	<u>SSE 870, SSE 871, SSE 872 or COU 847, SSE 873</u>
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Educational Leadership and Policy Studies
EAD 840 Leadership and Policy Development for Safe School Communities (3 credits)

CATALOG COURSE DESCRIPTION:

EAD 840 is a lecture course designed to develop skills to analyze research in school safety and school safety data. Students will collaboratively develop school policy/procedures based on data and research.

Prerequisites **SSE 870, 871, 872, 873.**

TEXTS: Online Resources (No Text Required)

Website for the Kentucky Center for School Safety and other appropriate sites.
EKU Libraries Site

STUDENT LEARNING OUTCOMES

:

1. Evaluate the relationships among classroom, school, and district climate. Evaluate the relationships among classroom, school, and district and state safety policies/procedures.
2. Synthesize resources found to assist schools in the assessment, development, and implementation of school safety plans. Determine which resources are appropriate for the school/district setting under study.
3. Analyze the various theories and processes involved in the collaborative development of school safety assessments, policies, and procedures.
4. Collaboratively develop essential components of a school safety policy/procedure by analyzing school and district data safe schools data with school/district community representatives.
5. Research theories and methods of policy implementation for maximum staff, faculty, student, and community buy-in and compliance.

STUDENT PROGRESS

Students will be provided regular feedback throughout the semester regarding their grade and progress.

ATTENDANCE POLICY: Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event they are unable to access the web from their primary computer.

LAST DAY TO WITHDRAW: See Colonel's Compass

DISABILITIES STATEMENT: If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office 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 for

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.

UNIVERSITY EMAIL POLICY: The University has adopted an official communication policy between faculty and students at the institution. Faculty and students will use their official ECU email addresses to communicate (not off-campus addresses). Please adhere to this policy when communicating with the course instructor.

COURSE REQUIREMENTS:

1. Successful completion of the literature review and theoretical framework for the School/District Safety Policy and Procedures Plan developed in previous course(s). **(35% of grade)**
2. Presentation of literature review, theoretical framework, and collaboration/implementation report for school/district safety policy and procedures plan. **(35% of grade)**
3. Class participation regarding group work and assigned readings, presentations, attendance, and class activities assigned by the instructor. **(30 % of grade)**

GRADING SCALE

95%-100%=A
85%-94%=B
75%-84%=C
65%-74%=D
<65%=F

COURSE OUTLINE:

- Topic One:* Sharing/Critiquing of school safety plans written in previous courses.
Topic Two: Research and Discussion for the Development of a Literature Review for school safety assessments, policies, and procedures.
Topic Three: Research and Discussion for the Development of a Theoretical Framework for school safety assessments, policies, and procedures.
Topic Four: Utilizing Kentucky Center for School Safety and Other Resources
Topic Five: Successful Collaboration with Kentucky School Communities/Field Work
Topic Six: Presentations
Topic Seven: Special Topics in School Safety/Comparative Education in School Safety

PROFESSIONAL EDUCATION PROGRAM MODEL:



PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

Common Elements of All Professional Education Course Syllabi

- **FIELD EXPERIENCES:** When appropriate: Observation in public schools.
- **METACOGNITION SKILLS:** Students will review and analyze research and summarize the thoughts of other researchers as well as analyze their research findings.
- **COMMUNICATION SKILLS:** Communication skills will be displayed through speaking, writing, and class experience.
- **RESEARCH SKILLS/ INDEPENDENT LEARNING:** Students will be required to demonstrate research and independent learning skills specified by the instructor.
- **PLANNING SKILLS:** Time management skills are needed in order to participate effectively in Educational Research.
- **TECHNOLOGY:** All products/reports must be word processed and all presentations will be on-line. All tests will also be on-line. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard experiences.
- **PROFESSIONAL/SOCIAL SKILLS:** Students will interact with college instructors, peers, cooperating teachers, and schools.
- **TEAMING/COLLABORATION:** Teaming and collaboration will be encouraged. In the case of Educational Research this requirement will be met through e-Learning teams.
- **CONTINUOUS AUTHENTIC ASSESSMENT:** Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment.
- **DIVERSITY:** Awareness of the diverse characteristics of students and the types of school climates will be an integral component of course and field experiences.
- **INCLUSION/EXCEPTIONALITIES:** Awareness of exceptionalities and inclusive classrooms will be a part of course.

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"/> 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 Educational Leadership & Policy Studies <hr/> College Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Endorsement: Safety and Facilities Management in Educational Settings (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 1/14/08	<u>Date</u>
Departmental Committee	Graduate Council*	
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		
College Curriculum Committee	October 7, 2008	Approved ____ Disapproved ____
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*		Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To establish an endorsement in <i>Safety and Facilities Management in Educational Settings</i>	
A. 2. Effective date: Fall 2009	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This new endorsement will allow EKU to prepare leaders who can contribute to the safety and well-being of students in educational settings in Kentucky and elsewhere.	
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

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

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

Department of Educational Leadership & Policy Studies

ENDORSEMENT

Safety and Facilities Management in Educational Settings

Safety and Facilities Management in Educational Settings endorsement is designed to prepare certified P-12 educators and school administrators to promote and maintain a positive, safe, and healthy school culture, climate and environment which is conducive to high academic achievement.

Endorsement Requirements.....15 hours
EAD 840, SSE 870, 871, 873; SSE 872 or COU 847.

(Teacher and/or administrator certification required.)

Safety and Facilities Management in Educational Settings Endorsement Courses

<p>EAD 840 Policy for Safe Schools</p> <p>(3 Hours)</p>	<p>Lecture course designed to provide educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Prerequisites: SSE 870, SSE 871, SSE 872 or COU 847, SSE 873.</p>
<p>SSE 870 Crime Prevention in the School & Community</p> <p>(3 Hours)</p>	<p>Environmental design and school safety to include physical space safety and classroom climate. Bullying prevention, Developing staff and student problem and conflict resolution and de-escalation skills, and using SROs and other community resources to enhance school climate.</p>
<p>SSE 871 Risk Management & Crisis Prevention in the School Setting</p> <p>(3 Hours)</p>	<p>Understanding and implementing threat assessment strategies, identifying at risk students, identifying at risk parents, identifying at risk staff, identifying other threats in the school and community, and identifying electronic threats.</p>
<p>SSE 872 Crisis Response in Educational Settings</p> <p>Or</p> <p>COU 847 Crisis and Abuse Counseling. (3)</p> <p>A. Prerequisites: COU 813, 840, 846. Or instructor approval. This is an advanced counseling techniques class focusing on the process and skills in crisis and abuse counseling, as well as legal, ethical, and advocacy issues.</p> <p>(3 Hours)</p>	<p>Developing positive relationships and plans with safety partners, developing a comprehensive all hazards crisis response plan that is tailored to specific threats, communicating and educating staff and all safety partners on school safety plans, implementing the school safety plan when a crisis occurs, and responding to outside constituencies during a crisis Following up after a crisis event.</p>
<p>SSE 873 Program Development & Evaluation of Safety Interventions in Educational Settings</p> <p>(3 Hours)</p>	<p>Review best practices in school safety and methodological issues in determination of how those practices are "best." Discuss research design issues in evaluating best practices. Train students how to conduct program evaluation and research design in the school setting.</p>

Safety and Facilities Management in Educational Settings

Department of Safety, Security, and Emergency Management (Home Department) & Department of Educational Leadership

Background

Eastern Kentucky University serves as the Kentucky Center for School Safety (KCSS) contract agency with the cooperation and support of the three partner agencies, the University of Kentucky, Murray State University and the Kentucky School Boards Association. Murray State University in cooperation with the Kentucky Center for School Safety began offering a twelve-hour School Safety Educator Endorsement beginning fall of 2004. The College of Justice and Safety and the College of Education at ECU look forward to offering students a fifteen-hour School Safety Endorsement.

Purpose

The *Safety and Facilities Management in Educational Settings Endorsement* is designed to prepare certified P-12 educators and school administrators to promote and maintain a positive, safe, and healthy school culture, climate and environment which is conducive to high academic achievement. School safety continues to be an issue of paramount importance.

For students to fulfill their academic potential in school, schools must be safe and secure places for all students, teachers, and staff members. For school climate to be conducive to high academic performance the educational leaders need to be prepared to handle any crisis which may arise.

The approval of the School Safety Endorsement is requested by committee members below. **Thanks to all committee members** for their continued efforts over the past year.

College of Education

Dean Phillips, Heather Baltodano, Bob Biggin, Connie Callahan, Justin Cooper, June Hyndman, Jerry Johnson, Laura Schmuldt, Ronnie Nolan & Rose Skepple

College of Justice and Safety

Dean Ault, David Acker, Preston Elrod, & David May

Kentucky Center for School Safety School Safety

Jon Akers & Karen McCuiston



TRiO Student Support Services
Turley House 2
521 Lancaster Avenue
Richmond, KY 40475-3102

Phone: 859 / 622-1047
Fax: 859 / 622-1074
Website: <http://www.nova.eku.edu>

April 1, 2009

Council on Academic Affairs
Rick McGee
Office of the Registrar
SSB CPO 58
Richmond, Kentucky 40475

Dear Council on Academic Affairs Members:

The NOVA Stars, a newly formed registered student organization affiliated with the EKV NOVA Program, requests approval from the Council for graduating senior members to wear a gold cord with their academic regalia at graduation, beginning with the May 2009 commencement. NOVA is a Student Support Services/TRiO Project funded by the United States Department of Education with the legislative purpose of increasing college retention and graduation rates of low-income, first-generation college students who demonstrate both academic need and potential for academic success. The NOVA program has been an integral part of EKV's campus for thirty-four years and has proven higher retention and graduation rates as compared to their EKV cohorts.

The NOVA Stars student organization was created by a group of very ambitious and dedicated students from the NOVA GSD 225S Service Learning course. For their service learning project, the team chose to develop a student organization to build camaraderie, serve as a social network to assist freshmen NOVA participants with transition to campus, and offer professional development opportunities to upper classmen participants. The NOVA Stars is an officially recognized "Registered Student Organization that will engage in campus and community service along with social activities to build a sense of community for NOVA participants.

The NOVA senior participants have expressed interest in wearing a gold cord at commencement to show their appreciation for the NOVA program and their dedication to academic success for overcoming many barriers in their pursuit to earn a college degree. Students must be participants of the NOVA program in order to wear the NOVA gold cord. If you have questions or concerns, please contact me by calling 622-1047 or email at jane.tinsley@eku.edu. Thank you for consideration of this matter and I look forward to hearing from you soon.

Sincerely,

Jane Tinsley,
Director, NOVA Program
TRiO Student Support Services



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Turley House 2
521 Lancaster Avenue
Richmond, KY 40475-3102

Phone: 859 / 622-1047
Fax: 859 / 622-1074
Website: <http://www.nova.eku.edu>

"NOVA Stars"

**EKU Registered Student Organization
Affiliated with the EKU NOVA TRiO Student Support Service Program**

Purpose:

The NOVA Stars registered student organization was created in 2009 to meet the social needs of NOVA participants. It is a student-governed organization that will engage in campus and community services, professional development and provide social activities in order to develop a community of peers with similar backgrounds and experiences. Having a social outlet established will enable new NOVA participants to connect to campus and build supportive relationships before they even begin their college experience through graduation, and as alumni of the program and Eastern Kentucky University.

Membership Qualifications:

- Meet the NOVA program eligibility requirements
- Enroll or completed GSD 101
- Enroll or completed GSD 225S
- Participate in at least four NOVA sponsored professional development activities per academic year
- Participate in at least one community, campus, or NOVA service project per semester
- Maintain at least a 2.5 GPA

Membership Benefits:

- Personal and Social Support
- Academic Support
- Social Networking
- Learning Community Opportunities
- Peer and Professional Mentoring Opportunities
- Scholarship Opportunities
- Study Abroad Opportunities
- Leadership Opportunities
- Service-Learning Opportunities
- Civic Engagement and Political Advocacy Opportunities
- Graduate School Information
- Career Readiness Service
- Professional Networking



NOVA Graduation Cord sample. NOVA would like a gold cord or a green and gold cord.

Picture taken from http://www.indianproduct.com/tassel/fringe/honor_cords1.htm, however, this may not be the company NOVA chooses to purchase the cords.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of Student Life

128 Powell Student Center
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Phone (859) 622-3855
FAX (859) 622-6598
Lindsay.Greenwell@eku.edu

To the Council on Academic Affairs:

In an effort to keep 27 requests from coming through on this matter, I am requesting on behalf of our 27 national sororities and fraternities that their graduating members have the opportunity to wear a stole representative of their organization at graduation. Not every organization to date has asked if they could wear such regalia at graduation, but several have inquired about the option. If possible, I would like to have all of them approved should such a time arise. A list of our current national sororities and fraternities is attached.

All of our national sororities and fraternities are dedicated to service, scholarship, leadership and social development. Having the opportunity to wear a stole in their chapter colors with their organizations Greek letters embroidered would be a visible example to the lifelong commitment they made to their national organization and to the EKU community. Examples of sample chapter stoles are attached.

Our Greek community was first established over 30 years ago and is continuing to reach new heights. Providing this opportunity to the members of our Greek community would allow them to continue to show their pride they found in an organization during their time spent at Eastern Kentucky University. Should you have questions or concerns, please feel free to contact me.

Respectfully,

A handwritten signature in blue ink that reads "Lindsay W. Greenwell".

Lindsay W. Greenwell

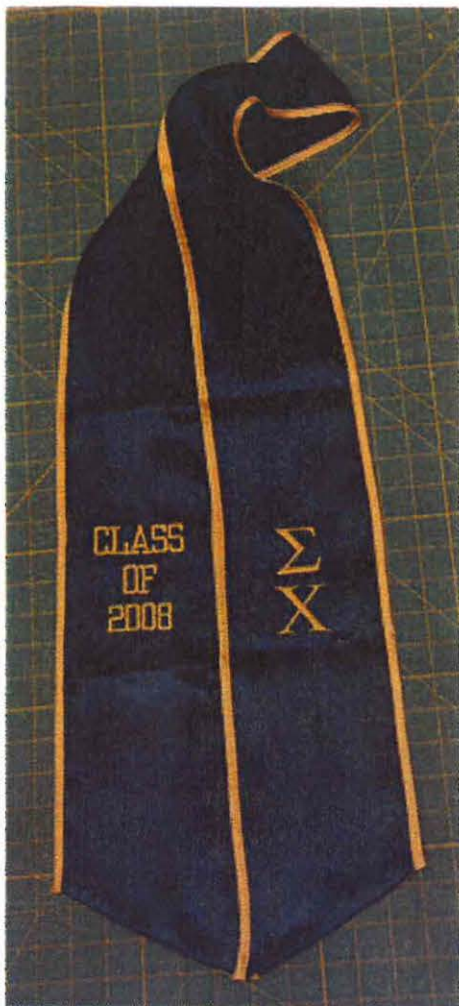
Associate Director

Student Involvement & Leadership









Early Intervention Roster Enrollment Report

Course Information: ECU XXX CRN: 12345

Term:

Research shows early intervention is a “best practice” for increasing student retention and success. Please help your students by:

1. **Identify students who are not attending/participating.** Has the student attended/participated during the 1st week of class? 2nd week? If not, please put a check by the name of any student(s) who are **not** attending during the 1st week. Please check again the second week and report non attendance.
2. **Identify students who need academic follow-up.** Please check “Academic Follow-Up” if at any time during the semester you determine that the student would benefit from intervention by the Advising Staff.
3. **Identify Non-Registered Students.** If a student is attending/participating in your class, but his/her name does not appear on this roster, tell the student that he/she may not return to, or participate in, the class until his/her name appears below. Students must go directly to the Registrar’s Office and resolve any registration issues that have interfered with their ability to register for the class.

Record Number	Student Name	ID	End of 1 st Week	End of 2 nd Week	Recommend Academic Follow-up
1.	Al-Salem, Ali H.	901XXXXX	___	___	___
2.	Barz, Nadja K.	901XXXXX	___	___	___
3.	Blount, Brooklynn	901XXXXX	___	___	___
4.	Brown, April D.	901XXXXX	___	___	___
5.	Centers, Felisha S.	901XXXXX	___	___	___
6.	Clark, Kindra D.	901XXXXX	___	___	___
7.	Day, Naomi M.	901XXXXX	___	___	___
8.	Ecton, Brittany J.	901XXXXX	___	___	___
9.	Fox, Brooklyn	901XXXXX	___	___	___
10.	Gillim, Christina L.	901XXXXX	___	___	___
11.	Gulley, Bradley S.	901XXXXX	___	___	___
12.	Hastings, Kirk S.	901XXXXX	___	___	___
13.	Johnson, Ronald	901XXXXX	___	___	___
14.	Mahoney, Katherine	901XXXXX	___	___	___