

10-15-2009

Council on Academic Affairs Minutes, Oct 15, 2009

Eastern Kentucky University

Follow this and additional works at: http://encompass.eku.edu/council_academic

Recommended Citation

Eastern Kentucky University, "Council on Academic Affairs Minutes, Oct 15, 2009" (2009). *Council on Academic Affairs*. Paper 43.
http://encompass.eku.edu/council_academic/43

This Article is brought to you for free and open access by the Minutes at Encompass. It has been accepted for inclusion in Council on Academic Affairs by an authorized administrator of Encompass. For more information, please contact Linda.Sizemore@eku.edu.

**COUNCIL ON ACADEMIC AFFAIRS MINUTES
October 15, 2009**

Members Present: Allen Ault, Onda Bennett, Bob Brubaker, Ed Davis, Tina Davis, Michael Foster, Claire Good, Dajuane Harris, Kim Naugle, Jaleh Rezaie, Claire Schmelzer, Sherwood Thompson, Janna Vice, Deborah Whitehouse

Members Absent: Rich Boyle, Steve Byrn*, Linda Fossen, Verna Freer, Linda Frost, E.J. Keeley, Sandra Moore, Benton Shirey*, Mixon Ware
*indicates prior notification

Non-Members Present: Robert Mitchell, Luke Morgan, Derrick Morton, Bill St. Pierre, Linda Turner

Dr. Janna Vice called the Council on Academic Affairs to order at 1:00 p.m. on October 15, 2009.

Approval of the Minutes – September 17, 2009

The minutes were approved as distributed.

CURRICULUM ITEMS

**University Programs
Effective Date**

	<u>African/African American Studies</u>	
	New Course	
Approved	AFA 330 U.S. South and Black Education – <i>create new course to be cross-listed with new EDF 330 course.</i>	Spring 2010
	Note: Revised the course title to match cross-listed course EDF 330 and corrected curriculum change form to reflect the revision.	

**Education
Effective Date**

	<u>Curriculum and Instruction</u>	
	New Course	
Approved	EDF 330 U.S. South and Black Education	Spring 2010
	Note: The supplied curriculum change form was revised in the meeting to correct course titles and ensure they matched in all sections of the proposal.	
	Course Revision	
Withdrawn	LIB 301 Children’s Literature and Other Related Materials – <i>revise course description To accommodate service-learning course; add prerequisite EDF 310.</i>	
	Hybrid Course	
Withdrawn	LIB 301S Children’s Literature and Other Related Materials	

**Business and Technology
Effective Date**

	<u>Agriculture</u>	
	Course Revision	
Approved	AGR 330 Animal Products – <i>change credit hour description from 2 Lecture to 1 Lecture and 2 Lab</i>	Fall 2010

Communication

Course Revision

Approved BEM 401 Broadcast News – *replace COM 201 with BEM 301 as a pre-requisite* Spring 2010

MBA Office

Program Revision

Approved MBA with Accounting Option – *revise Graduate Catalog language to allow students who complete the undergraduate accounting course requirements or their acceptable equivalents or receive the consent of the MBA Admissions Committee to pursue the MBA with Accounting option.* Fall 2009

Management, Marketing and Administrative Communication

Course Revision

Approved CCT 580 Office Technology Seminar – *Change prerequisite from CCT 300 to CCT 300W* Fall 2009
 Approved CCT 780 Office Technology Seminar – *Change prerequisite from CCT 300 to CCT 300W and add the statement “or consent of instructor.”* Fall 2009

Justice and Safety

Criminal Justice and Police Studies

Effective Date

New Course

Approved CRJ 313S Criminal Justice Ethics Spring 2010

Course Revisions

Approved CRJ 313 Criminal Justice Ethics – *revise description so students cannot receive credit for both CRJ 313 and 313S; remove cross listing with WGS 313 (University Programs removed the cross listing in the September 2009 CAA meeting.)* Spring 2010

Approved CRJ 406 Critical Issues in Criminal Justice – *add statement “may be retaken for a maximum of six hours on different topics.”* Spring 2010

Program Revision

Approved BS Criminal Justice – *revise supporting course requirements; add the 3 hour requirement of COR; Change the 12 hours back to 9 hours, selected from APS, COR, CRJ, FSE, or PLS.* Spring 2010

Correctional and Juvenile Justice Studies

New Course

Approved COR 300W Careers and Competencies in CJJS Fall 2009

Drop Course

Approved COR 300 Careers and Competencies in CJJS Spring 2010

Health Sciences

Effective Date

Environmental Health Science and Clinical Laboratory Science

Course Revisions

Approved CLS 201 Introduction to Clinical Pathology- *correct course type and workload* Fall 2010

Approved CLS 310 Hematology and Coagulation- *revise course description and contact hours* Fall 2010

Approved CLT 201 Urinalysis- *revise course description and contact hours* Fall 2010

Approved CLT 202 Hematology- *revise course description and contact hours* Fall 2010

Approved CLT 203 Clinical Chemistry- *revise course description* Fall 2010

Approved CLT 207 Technical Correlations- *revise course description* Fall 2010

Approved CLT 208 Clinical Techniques- *revise course description and lab course number in prereq.* Fall 2010

Approved CLT 209 Medical Microbiology- *correct Catalog text to all-lecture course* Fall 2010

Dropped Courses

Approved EHS 410 Radiological Health Fall 2010

Approved EHS 877 Public Health Group Dynamics Fall 2010
CAA Approved contingent upon Graduate Council approval. Dr. Jaleh Rezaie will present the proposal at the next Graduate Council meeting.

Exercise and Sport Science

Course Revision

Approved PHE 470 Internship: Sport Management - *Revise course description* Fall 2010

Occupational Therapy

Course Revisions

Approved OTS 402 Pract-OS IV: Advocacy/Research - *Revise title, prerequisite & description* Fall 2010

Arts and Sciences

Anthropology, Sociology, & Social Work

Course Revisions

Approved SWK 354 Social Work Practice Methods - *Change catalog description and credit hours for course as a result of adding content from SWK 355.* Spring 2010

Approved SWK 355 Social Work Practice Methods II - *Change catalog description and credit hours for course as a result of moving content to SWK 354.* Spring 2010

Program Revision

Approved Social Work B.S.W - *Reduce hours to graduate from 128 to 120* Spring 2010

Chemistry

Drop Courses

Approved CHE 471 Physical Chemistry I Fall 2010

Approved CHE 472 Physical Chemistry II Fall 2010

Approved* CHE 572 Advanced Physical Chemistry Fall 2010

Approved* CHE 772 Advanced Physical Chemistry Fall 2010

New Courses

Approved* CHE 574 Physical Chemistry I Fall 2010

Approved* CHE 774 Physical Chemistry I Fall 2010

Approved* CHE 575 Physical Chemistry II Fall 2010

Approved* CHE 775 Physical Chemistry II Fall 2010

Approved* CHE 576 Advanced Physical Chemistry Fall 2010

Approved* CHE 776 Advanced Physical Chemistry Fall 2010

*CAA Approved contingent upon Graduate Council approval. Dr. Rezaie will present the above courses at the next Graduate Council meeting.

Program Revision

Approved Chemistry (B.S.) – *Reflect recent curriculum changes* Fall 2010

Approved Chemistry Master of Science – *Reflect recent curriculum changes* Fall 2010

Government

Course Revision

Approved POL 552 Modern Political Theory – *Change catalog description* Fall 2010

Approved POL 553 Contemporary Political Theory – *Change catalog description* Fall 2010

Approved* POL 733 Seminar in State and Local Politics – *Remove POL 101 as pre-requisite* Fall 2010

Approved* LAS 735 Municipal Law – *Remove pre-requisite LAS 220* Fall 2010

Editorial Change

Approved* POL 752 Modern Political Theory – *Change in catalog text* Fall 2010

Approved* POL 753 Contemporary Political Theory – *Change in catalog text* Fall 2010

*CAA Approved contingent upon Graduate Council approval. Dr. Rezaie will present the above courses at the next Graduate Council meeting.

Program Revision

Approved Bachelor of Arts Political Science – *Reduce hours from 128 to 120.* Spring 2010

Mathematics and Statistics

Course Revisions

Approved STA 500 Applied Statistical Inference Fall 2010

Approved STA 700 Applied Statistical Inference Fall 2010

New Course

Approved MAE 872 Mathematics in the Curriculum Spring 2010

Music

New Course

Approved MUS 310 Topics in Music Fall 2010

Physics and Astronomy

Editorial Change

Approved PHY 131 (College Physics I) - Change the catalog description to more accurately reflect the course delivery. Spring 2010

Approved PHY 132 (College Physics II) - To change the catalog description to more accurately reflect the course delivery. Spring 2010

Approved PHY 201 (University Physics I) - To change the catalog description to more accurately reflect the course delivery. Spring 2010

Approved PHY 202 (University Physics II) - To change the catalog description to more accurately reflect the course delivery. Spring 2010

Department of Philosophy and Religion

Course Revision

Approved PHI 552 Modern Political Theory – *Change catalog text* Fall 2010

Approved PHI 553 Contemporary Political Theory – *Change catalog text* Fall 2010

Editorial Change

Approved* PHI 752 Modern Political Theory – *Change catalog text* Fall 2010

Approved* PHI 753 Contemporary Political Theory – *Change catalog text* Fall 2010

*CAA Approved contingent upon Graduate Council approval. Dr. Rezaie will present the above courses at the next Graduate Council meeting.

Department of Psychology

New Degree Program

Discussion Bachelor of Science Animal Studies

The New Program was distributed for information and preliminary discussion. It will return to the CAA as an actionable item in the November meeting.

DISCUSSION ITEMS

1. The Writing Intensive Course Requirements for International Students

This item will return to the November CAA meeting as an action item.

University Programs

Approved 2. CAA and Timetable for Effective Terms/Years

The Council approved the timetable and recommended it be put into effect. The timetable is based on the new Degree Works auditing system which processes effective dates in terms of Academic Year. The curriculum change forms and proposals should reflect this new terminology.

Office of the Registrar

3. Upper Division Hours Exceptions

Office of the Registrar

4. Withdrawal Process – Preliminary Discussion

Preliminary discussion focused on how the Colleges could best serve students and intervene when students are attempting withdrawal from the University.

5. Change of Major Process – Preliminary Discussion

INFORMATION ITEMS

Board of Regents Update

The following items were approved by the Board of Regents at the September 19, 2009, meeting:

Program Revisions Decreasing to 120 Hours:

1. B.A. Sociology
2. B.A. Economics
3. B.A. Geography
4. B.S. Geology
5. B.A. Paralegal Science
6. B.A. Philosophy
7. B.S. Psychology
8. B.B.A. Computer Information Systems
9. Nursing Pre-RN BSN
10. Nursing Post-RN RN-BSN
11. B.S. Clinical Laboratory Science
12. B.S. Athletic Training
13. B.S. Physical Education
14. B.S. Sport Management
15. B.S. General Dietetics
16. B.S. Apparel Design and Merchandise
17. Medical Practice Management B.S.

Faculty Senate Update

The following items were approved by the Faculty Senate at the October 5, 2009, meeting:

Program Revision – Reducing Hours Required to Graduate

1. Child and Family Studies B.S. Area Major – *decrease overall program requirements to 120-128 hours*

Program Revisions

2. WGS Minor – *add previously-approved courses (WGS 302, 304, 378) to the Minor*
3. WGS Certificate - *add previously-approved courses (WGS 302, 304, 378) to the Certificate*

The Council on Academic Affairs meeting was adjourned at 3:06 p.m.



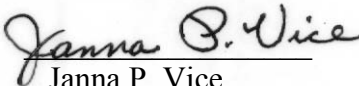
EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Provost's Office
Associate Provost
Academic and Faculty Affairs

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

TO: Members of the Council on Academic Affairs

FROM: 
Janna P. Vice
Interim Provost

DATE: October 7, 2009

RE: Meeting—Council on Academic Affairs

The Council on Academic Affairs will meet on Thursday, October 15, 2009, at 1:00 p.m. in the Martin Room of the Coates Building.

If you cannot attend the meeting, please contact Rick McGee either by phone at 622-1247 or e-mail rick.mcgee@eku.edu.

COUNCIL ON ACADEMIC AFFAIRS AGENDA

October 15, 2009

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

Curriculum Items

University Programs

African/African American Studies

New Course	Page
AFA 330 U.S. Southern Blacks in Education – <i>create new course to be cross-listed with new EDF 330 course.</i>	1

Education

Curriculum and Instruction

New Course	Page
EDF 330 U.S. South and Black Education	1
Course Revision	
LIB 301 Children’s Literature and Other Related Materials – <i>revise course description to accommodate service-learning course; add prerequisite EDF 310.</i>	9
Hybrid Course	
LIB 301S Children’s Literature and Other Related Materials	12

Business and Technology

Agriculture

Course Revision	Page
AGR 330 Animal Products – <i>change credit hour description from 2 Lecture to 1 Lecture and 2 Lab</i>	AGR 1

Communication

Course Revision	Page
BEM 401 Broadcast News – <i>replace COM 201 with BEM 301 as a pre-requisite</i>	COMM 1

MBA Office

Program Revision	Page
MBA with Accounting Option – <i>revise Graduate Catalog language to allow students who complete the undergraduate accounting course requirements or their acceptable equivalents or receive the consent of the MBA Admissions Committee to pursue the MBA with Accounting option.</i>	MBA 1

Management, Marketing and Administrative Communication

Course Revision	Page
CCT 580 Office Technology Seminar – <i>Change prerequisite from CCT 300 to CCT 300W</i>	MMAC 1
CCT 780 Office Technology Seminar – <i>Change prerequisite from CCT 300 to CCT 300W and add the statement “or consent of instructor.”</i>	MMAC 4

Justice and Safety
Criminal Justice and Police Studies

	<u>Page</u>
Hybrid Course	
CRJ 313S Criminal Justice Ethics	2
Course Revisions	
CRJ 313 Criminal Justice Ethics – <i>revise description so students cannot receive credit for both CRJ 313 and 313S; remove cross listing with WGS 313 (University Programs removed the cross listing in the September 2009 CAA meeting.)</i>	27
CRJ 406 Critical Issues in Criminal Justice – <i>add statement “may be retaken for a maximum of six hours on different topics.”</i>	29
Program Revision	
BS Criminal Justice – <i>revise supporting course requirements; add the 3 hour requirement of COR; Change the 12 hours back to 9 hours, selected from APS, COR, CRJ, FSE, or PLS.</i>	32

Correctional and Juvenile Justice Studies

	<u>Page</u>
Hybrid Course	
COR 300W Careers and Competencies in CJJS	34
Drop Course	
COR 300 Careers and Competencies in CJJS	45

Health Sciences

Environmental Health Science and Clinical Laboratory Science

	<u>Page</u>
Course Revisions	
CLS 201 Introduction to Clinical Pathology – <i>correct course type and workload</i>	CHS 1
CLS 310 Hematology and Coagulation - <i>Revise course description and contact hours</i>	CHS 3
CLT 201 Urinalysis – <i>Revise course description and contact hours</i>	CHS 5
CLT 202 Hematology – <i>Revise course description and contact hours</i>	CHS 7
CLT 203 Clinical Chemistry – <i>Revise course description</i>	CHS 9
CLT 207 Technical Correlations – <i>Revise course description</i>	CHS11
CLT 208 Clinical Techniques - <i>Revise course description and lab course number in prerequisite</i>	CHS13
CLT 209 Medical Microbiology – <i>Correct catalog text to all lecture course</i>	CHS15
Dropped Courses	
EHS 410 Radiological Health	CH S17
EHS 877 Public Health Group Dynamics	CH S 17

Exercise and Sport Science

	<u>Page</u>
Course Revision	
PHE 470 Internship: Sport Management - <i>Revise course description</i>	CHS 19

Occupational Therapy

	<u>Page</u>
Course Revisions	
OTS 402 Pract-OS IV: Advocacy/Research - <i>Revise title, prerequisite & description</i>	CH S21

Arts and Sciences

Anthropology, Sociology, & Social Work

	<u>Page</u>
Course Revisions	
SWK 354 Social Work Practice Methods - <i>Change catalog description and credit hours for course as a result of adding content from SWK 355.</i>	ANSW 1
SWK 355 Social Work Practice Methods II - <i>Change catalog description and credit hours for course as a result of moving content to SWK 354.</i>	ANSW 4

Program RevisionSocial Work (B.S.W) - *Reduce hours to graduate from 128 to 120***Page**
ANSW 7Chemistry**Drop Courses**CHE 471 Physical Chemistry I
CHE 472 Physical Chemistry II
CHE 572 Advanced Physical Chemistry
CHE 772 Advanced Physical Chemistry**Page**
CHEM 1**New Courses**CHE 574 Physical Chemistry I
CHE 774 Physical Chemistry I
CHE 575 Physical Chemistry II
CHE 775 Physical Chemistry II
CHE 576 Advanced Physical Chemistry
CHE 776 Advanced Physical ChemistryCHEM 2
CHEM 5
CHEM 11
CHEM 14
CHEM 20
CHEM 23**Program Revision**Chemistry (B.S.) - *Reflect recent curriculum changes and course revisions within program*
Chemistry Master of Science - *Reflect recent curriculum changes/course revisions within program*CHEM 29
CHEM 31Government**Course Revisions**POL 552 Modern Political Theory - *add "credit not allowed with" statement for POL 552W*
POL 553 Contemporary Political Theory - *add "credit not allowed with" statement for POL 553W*
POL 733 Seminar in State and Local Politics - *Remove POL 101 as pre-requisite*
LAS 735 Municipal Law - *Remove pre-requisite LAS 220*
POL 752 Modern Political Theory - *add "credit not allowed with" statement for W- and cross-listed courses*
POL 753 Contemporary Political Theory - *add "credit not allowed with" statement for W- and cross-listed courses***Page**
GOVN 1
GOVN 4
GOVN 7
GOVN 10
GOVN 18

GOVN 21

Program RevisionBachelor of Arts Political Science - *Reduce hours from 128 to 120.*

GOVN 24

Mathematics and Statistics**Course Revisions**STA 500 Applied Statistical Inference - *remove "credit not allowed with ECO 320; STA 521" from course description*
STA 700 Applied Statistical Inference - *remove "credit not allowed with ECO 320; STA 521" from course description and revise course description***Page**
MTST 1
MTST 4**New Course**

MAE 872 Mathematics in the Curriculum

MTST 7

Music**New Course**

MUS 310 Topics in Music

Page
MUSC 1Physics and Astronomy**Course Revisions**PHY 131 College Physics I - *revise course description of contact hours*
PHY 132 College Physics II - *revise course description of contact hours*
PHY 201 University Physics I - *revise course description of contact hours*
PHY 202 University Physics II - *revise course description of contact hours***Page**
PHAS 1
PHAS 4
PHAS 7
PHAS 10Department of Philosophy and Religion**Course Revisions**PHI 552 Modern Political Theory - *revise description to ensure students don't receive credit for W and***Page**
PHRE 1

<i>non-W versions of the same course</i>	
PHI 553 Contemporary Political Theory – <i>revise description to ensure students don't receive credit for W and non-W versions of the same course</i>	PHRE 10
PHI 752 Modern Political Theory – <i>add "credit not allowed with" statement for W- and cross-listed courses</i>	PHRE 13
PHI 753 Contemporary Political Theory – <i>add "credit not allowed with" statement for W- and cross-listed courses</i>	PHRE 16

Department of Psychology

New Degree Program*	Page
Bachelor of Science - Animal Studies	PSYC 1

*The New Program proposal will be distributed for information and preliminary discussion. It will return in a future CAA meeting as an actionable item .

Discussion Items

- | | |
|--|-------------------------|
| 1. The Writing Intensive Course Requirement for International Students | University Programs |
| 2. CAA and Timetable for Effective Terms/Years | Office of the Registrar |
| 3. Upper Division Hours Exceptions | Office of the Registrar |
| 4. Withdrawal Process – Preliminary Discussion | |
| 5. Change of Major Process – Preliminary Discussion | |

Information Items

Board of Regents Update

The following items were approved by the Board of Regents at the September 19, 2009, meeting:

Program Revisions Decreasing to 120 Hours:

1. B.A. Sociology
2. B.A. Economics
3. B.A. Geography
4. B.S. Geology
5. B.A. Paralegal Science
6. B.A. Philosophy
7. B.S. Psychology
8. B.B.A. Computer Information Systems
9. Nursing Pre-RN BSN
10. Nursing Post-RN RN-BSN
11. B.S. Clinical Laboratory Science
12. B.S. Athletic Training
13. B.S. Physical Education
14. B.S. Sport Management
15. B.S. General Dietetics
16. B.S. Apparel Design and Merchandise
17. Medical Practice Management B.S.

Faculty Senate Update

The following items were approved by the Faculty Senate at the October 5, 2009, meeting:

Program Revision – Reducing Hours Required to Graduate

1. Child and Family Studies B.S. Area Major – *decrease overall program requirements to 120-128 hours*

Program Revisions

2. WGS Minor – *add previously-approved courses (WGS 302, 304, 378) to the Minor*
3. WGS Certificate - *add previously-approved courses (WGS 302, 304, 378) to the Certificate*



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

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

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

TO: Council on Academic Affairs

FROM: Dr. Onda Bennett
Interim Dean, University Programs

DATE: October 1, 2009

RE: Agenda Items for 10/15/09 Council on Academic Affairs meeting

The following items are being submitted to the Council on Academic Affairs for consideration at the October 15, 2009 meeting:

New Course Proposal

COURSE

A/AFA 330 U.S. Southern Blacks in Education
Cross listed with EDF 330

ACTION

Approval of new course

Discussion Item

Catalog text referring to degrees earned be clarified to read "*the waiver of the writing requirement applies only to institutions where the language of instruction is English.*" See attached memo for rationale.



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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major __, Option __; Minor __X__; or Certificate __X__)	African/African American Studies UP AFA 330 U.S. South as a <i>Classical Area</i> _____ _____ *Provide only the information relevant to the proposal.
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	4/10/09	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	9-8-09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> F or B
General Education Committee*	9-15-09	Faculty Senate** n/a
Teacher Education Committee*	_____	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.) Create a new course for African/African-American Studies, to be cross-listed with Educational Foundations (EDF) department.	
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: New course developed to provide content of educational policies and struggles that shaped education in the U.S. relative to equal educational opportunities for Black populations in Southern states in the U.S. and to provide advance instruction in areas of education foundations and African American studies.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: N/A Equipment/Physical Facility Needs: N/A Library Resources: No additional Resources Needed.	

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

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

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

AFA 330 U.S. South ~~UbX6 UW 9Xi WJcb.~~ (3). A. Cross listed as EDF 330. This course introduces the major themes of Black populations pursuing educational opportunities in Southern States in the U.S. Students will acquire knowledge about historical events, people and policies shaping the evolution of Blacks in education. Credit will not be awarded to students who have credit for EDF 330. Gen. Ed. VIII.

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: UP	Dept. (4 letters)*
AFA	330	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	AFAS
<u>Credit Hrs.</u>	<u>Weekly Contact Hrs.</u>		<u>Repeatable Maximum No. of Hrs.</u> 0	
3	<u>Lecture</u> 3	<u>Laboratory</u> _____	<u>Other</u> _____	
<u>Schedule Type*</u> (List all applicable)	<u>Work Load</u> (for each schedule type)	<u>Grading Mode*</u>	<u>Cip Code (first two digits only)</u>	
1	100%	N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR X _____
			SO X _____	SR X _____
		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 EDF 330
Course Prefix and No.	
Course Prefix and No.	

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

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

General Education Course Approval Form
Revised: Fall 2009

Department: U.S. African/African American Studies & Educational Foundations

Course Prefix and Number: AFA/EDF 330

Course Title: U.S. South and Black Education

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

General Education

Identify the general education blocks addressed in this course:

Block VIII (THEME: Race, Gender & Sexuality)

Course Abstract

1. Describe the course content.

The major theme in this course is the struggles of Black populations pursuing educational opportunities in U.S. South. This focus is intended to offer students an opportunity to acquire an overview about the cultural, political and social conditions that supported or hampered educational gains for Black populations in the South.

The course will draw on historical perspectives to evaluate contemporary problems/issues pertaining to educational attainment of African Americans in the U.S. South. Students will examine historical periods in a comparative context to their own historical reality. They will receive an in-depth analysis of critical topics and issues in the education of African-Americans. The focus will be topical, while emphasizing relevant developments in the struggle for educational rights among Black populations in the South.

This course introduces the major themes in the struggles of African-Americans pursuing educational opportunities in U.S. Southern States from the period of the Emancipation Proclamation (1863) to the present. Students will acquire knowledge about important historical events, timelines, people, and ideas that have contributed to the evolving educational movement in America. An overview of the historical effects of legal decisions on school desegregation will be examined to determine the rate of progress and the degree of fairness granted through litigation. Three books will serve as references for the class. 1) Anderson, J.D. (1988). *The Education of Blacks in the South, 1860 - 1935*. The University of North Carolina Press. (2) Fairclough, A. (2007). *A Class of Their Own*. Belknap Press. (3) Lau, P.F. (2004). *From the Grassroots to the Supreme Court: Brown v. Board of Education*. Duke University Press

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

This course will incorporate lecture series, small group instruction as modeled by the Collaborative Learning (CL) philosophy of teaching. Interactive technologies and multimedia will also be introduced as an instructional teaching method.

The faculty member must have at least a terminal degree in foundations in education, sociology of education or history with a secondary concentration in African American Studies.

Dr. Sherwood Thompson 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?

Student achievement will be assessed the research paper assignment. The assignment will address EDF 330 learning objectives, and General Education learning objectives for the Race, Gender and Sexuality in the United States theme for Block VIII, Option 3. Some examples of assessment questions are attached. The results from these questions will measure student achievement for each of the following four goals that EDF 330 must address as part of block VIII.

1. Use appropriate methods of critical thinking and quantitative analysis (General Education Goal 2).
2. Analyze the historical and social contexts of cultural, economic, political, religious, and scientific developments.(General Education Goal 3)
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).

(b) When will data be collected?

The data collection will take place after the mid-term and before the final examination. Student presentations will result in data collection and will take place two weeks after the mid-term examination.

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

All enrolled students will be assessed. Assessment summaries will be measured and recorded as course summative grades.

(d) Who will score the assessment instruments?

The course faculty will be responsible for grading exams and student assignments.

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

Dr. Sherwood Thompson

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.

Example variable:

Essay question: In 1954 Brown v. Board of Education, the [landmark decision](#) of the [United States Supreme Court](#), which overturned [Plessy v. Ferguson](#) in 1896, by declaring that state laws that established separate [public schools](#) for black and white students denied black children equal educational opportunities, changed education in the U.S. by introducing what new practice?

Short answer question: Give one example of how the establishment of public education during the Reconstruction period in Southern States benefited African Americans.

Comprehension: Will be evaluated via multiple-choice items on the final exam.

Example item:

Question: Desegregation of U.S. schools came about as a result of which landmark U.S. Supreme Court decision?

- A. Loving v. Virginia
- B. Brown v. Board of Education
- C. Sarah Keys v. Carolina Coach Company***
- D.

Recognition of Perspective: Will be evaluated via a research paper/final project

- Clearly articulates one's own explanation and acknowledges divergent view point of others
- Demonstrate an understanding that one's own point of view is subject to be examined by others
- Demonstrate that people have different points of view about the same topic

Stereotyping: Will be evaluated via a research paper/final project

- Applies and analyzes data both supporting and contradicting to distinguish between fact and myths
- Reviews educational materials from both peer-reviewed and non-peer-reviewed sources to draw conclusions from the data/information to demonstrate expertise in identifying verifiable evidence pertaining to human differences
- Able to identify generalizations of racial/ethnic, gender and sexual identity groups that are commonly determined as bias and stereotyping

Methods: Will be evaluated via a research paper/final project

- Sufficient usage of data to identify, analyze and evaluate arguments, perspectives and theories
- Demonstrate the ability to select a variety of methods of gathering data/information in order to answer research questions and understand how to handle data/information and validate findings

Identity as Social Construction: Will be evaluated via a research paper/final project

- Able to uncover concepts associated with realizing self discovery in wider world context
- Distinguishes social comparisons and identity paradoxes in content materials and multimedia formats
- Reflects on the environmental impact of self identity within the context of local and regional identities

Eastern Kentucky University
Department of African/ African American Studies and Educational Foundations
U.S. South 't'pf 'D'iremlGf wecvkpp, AFA/EDF 330
3 Credit Hours
Spring/ 2010

Dr. Sherwood Thompson
418 Bert Combs Building
Office Phone: (859) 622-6989
Office Hours: Monday, Wednesday & Friday 10 – 12 and by appointment
Email: sherwood.thompson@eku.edu
http://www.education.eku.edu/Faculty_Staff/default.htm

Course Description:

This course introduces the major themes in the struggle of African-Americans pursuing educational opportunities in the South. Students will acquire knowledge about historical events, people, and ideas shaping the evolution of Blacks in education.

Texts:

1. Anderson, J.D. (1988). *The education of blacks in the south, 1860 - 1935*. The University of North Carolina Press.
2. Fairclough, A. (2007). *A class of their own*. Belknap Press.
3. Lau, P.F. (2004). *From the Grassroots to the Supreme Court: Brown v. Board of Education*. Duke University Press

Student Learning Outcomes

1. Students will apply critical thinking and social analysis skills in learning about the historical and political factors that caused a shift in American education relative to Black populations in U.S. Southern states.
2. Students will demonstrate an understanding of the historical, cultural, political, economic, and social influences that have contributed to the development of educational opportunities for Black populations in U.S. Southern states based on court ordered educational mandates.
3. Students will demonstrate an ability to understand race, gender, and sexuality as social constructions relative to issues of education and social justice.
4. Students will demonstrate an ability to gather, interpret, and assess materials (or information) to help them to appreciate the historical struggles for school desegregation and equal educational opportunities using qualitative inquiry methods.

Course Objectives:

1. To advance the capacity to think, to understand basic principles, and to compare and contrast new knowledge.
2. To draw on historical perspectives to evaluate contemporary problems/issues.
3. To examine historical periods in a comparative context of one's own historical reality.
4. To analyze and evaluate knowledge about diverse perspectives within cultural and historical contexts.
5. To articulate the knowledge and skills of different perspectives and worldviews.
6. To identify and explain the ethical dimensions of situations.
7. To articulate thoughts clearly in written and oral communication.

Assessment Example for AFA/EDF 330

Writing Assignment:

Description: Students will be required to complete a 12-page research paper on one of the major themes, events, or issues discussed in the course. The course faculty member will approve the students' topics. All writing assignments for this course should be typed using a 12-point font. Papers should include title, sub-headings, content, references and quotations; it should be double-spaced with one-inch margins all around. For writing style, student will be required to follow guidelines in the *Publication Manual of the American Psychological Association* (5th edition, 2001). All pages should be numbered.

The research paper should incorporate critical thinking skills for analyzing the logic of the topic which they select includes the following:

- The main purpose of the topic
- The key question that the topic addresses
- The important information the topic expresses
- The main inferences/conclusions of the topic

Student Evaluation Methods:

25 points	Attendance and class participation
50 points	Midterm Exam
50 points	Reaction Papers
25 points	Class Oral Presentation
50 points	Research Paper
100 points	Final Exam
300 points	Total

Grading Scale:

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

Student Progress

Students will be notified through Blackboard of their academic progress throughout the semester.

Attendance Policy:

Class attendance requirements will conform to University policies. Students are expected to attend each class and class activity; they are also required to participate in online assessments and assignments. Class attendance and participation account for 25 points of the total class grade. Students will be responsible for discussing with the professor the reason for each absence and for acquiring or making up, if possible, any missed assignments or class work. Absences may have an adverse effect on student's grade, including lack of success and/ or failure to complete the class with a passing grade. Thus, students in this course are expected to prepare for, attend, and participate actively in class discussions. Attendance is taken each day the class meets. It is the responsibility of every student in this class to ensure that his/her presence is recorded at the end of each class meeting. If inclement weather requires the cancellation of a class or the instructor is unable to attend the class for any reason, students will be required to meet on an alternate date. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the office of Services for students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of the Turley House or by telephone at (859) 622- 1500 V/TTY."

Class (but not necessarily classroom) Participation:

Participation does not mean only attending class. It does mean offering your comments on the assignments, readings, engaging in discussions, etc. The syllabus is subject to change according to the progress made in covering course materials. Proper and prior notice will be given to students of such changes.

PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

FIELD EXPERIENCES: When appropriate, observation in public schools and educational settings.

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. Students will be required to use Blackboard.

PROFESSIONAL/SOCIAL SKILLS: Students will interact with college professors, peers and others in an appropriate and professional manner.

TEAMING/COLLABORATION: Teaming and collaboration will be encouraged.

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.

Last Day To Drop

See website for complete details. <http://www.eku.edu/compass/deadlines/>

Disabilities Statement:

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

Academic Integrity

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

Official E-mail

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

Course Requirements/Activities

Complete all reading assignments in the texts and other related materials and participate in both class and small group discussions

1. Prepare a 12-page research paper on one of the major themes, events, or issues, discussed in the course.
2. Collaborate with students in the course to present a 10-minute oral presentation emphasizing a particular interval in the course content.
3. View and discuss multimedia presentations.
4. Listen and interact with class visitors/speakers.
5. Complete and pass midterm and final examinations.

Course Outline

Week One: The Thirst To Learn

Historical overview of subject-related topics that deal with the Emancipation Proclamation and the Reconstruction Era educational movement.

Video & Discussion: American Experience Reconstruction: The Second Civil War.

Week Two: Public Schools in the South

Historical overview of the establishment of public schools in the South during Reconstruction with an examination of the segregated schools teaching conditions, the stigma of inferiority and the status of second-class citizenship in classrooms.

Week Three: Private Funding for Negro Schools

Historical overview of the role of organizations and individuals in funding and establishing schools for Blacks in the South with an examination of the relationship between northern philanthropy and southern Black educators.

Week Four: Teachers in Segregated Schools

Historical overview of the characteristic and profile of the teachers assigned to segregated schools with exploration of their challenges, motivation, inspiration and dedication to teaching Black students. Students will work in groups to address a scenario or work in groups to prepare an overview of segregated conditions as they relate to specific situations that teachers face in segregated school settings. The overview would include a discussion of the situation, relevant circumstances and the related court laws.

Week Five: Brown v. Board of Education: Part I

Historical overview of the Brown v. Board of Education Supreme Court decision and the effects of desegregation on the education of Blacks in the South with an emphasis on the role that the civil rights movement played in advocating for school desegregation.

Week Six: Brown v. Board of Education: Part II

Historical overview of the Supreme Court decision of Brown v. Board of Education and the effects of desegregation on the education of Blacks in the South with an emphasis on the role that the civil rights movement played in advocating for school desegregation.

Week Seven: Defining School Equality

Historical overview of the Federal Government's involvement in school equity issues and quality of education legislation from the 1970 Senate Sub-Committee Hearings on School Desegregation.

Week Eight: Midterm Examination.

Week Nine: Kentucky and School Desegregation

Historical overview of desegregation in Kentucky and the challenges of socialization of Black students in public schools. The students will analyze a Kentucky school system or college situation found in the media or recorded in historical court records where Black students rights were challenged and violated. The students will describe the situation, identify the relevant statutory laws, discuss the related district and school policies or college practices by explaining the legal issues involved in the event.

Week Ten: Desegregating Colleges and Universities in the South: Part I

Historical overview of the struggles to desegregate Southern colleges and universities.

Video & Discussion: Southern School Desegregation: 1957 -1962

Week Eleven: Desegregating Colleges and Universities in the South: Part II

Historical overview of the struggles to desegregate Southern colleges and universities.

Guest Speaker and Discussion: Speaker TBA.

Week Twelve: Black Women Academic Education

Historical overview of Black women's education in the South with emphasis on female educational leaders. Students will discuss the level of participation and involvement of the roles of Black women in education. The discussion should include how Black women who are teachers perceive themselves in the academic environment and how they help the school district and/or college address issues of inequity and organizational injustice.

Week Thirteen: Religious Education and Schooling

Historical overview of the role of Black churches in the education of Blacks in the South through church schools and church-supported colleges.

Week Fourteen: Blacks Studies and Black Curriculum

Historical overview of Black Studies in the South and the college curriculum addressing the black experience, history and the social problems of Black Americans.

Week Fifteen: Contemporary Issues in Education

Historical overview of multicultural education and cultural/gender issues that confront Blacks in education. Oral reports and projects.

Week Sixteen: National Educational Policy

Class discussion and summative overview of national educational policies and the impact of educational gains on Blacks will be examined with focus on the No Child Left Behind legislation and other recent court decisions on education that impact Black learners and educators. Students will present their perceptions in a classroom informal debate format, deliberating on how the materials and information in the course change their own preconceptions of the history Blacks in education in the South. A Final Examination review will also be conducted.

Week Seventeen: Final Examination due.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

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

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

MEMORANDUM

TO: Rick McGee
FROM: Dr. Sherwood Thompson
Assistant Dean
DATE: September 30, 2009
SUBJECT: COE CAA Agenda Items

Please consider the following agenda items for the College of Education at the next CAA Committee meeting on October 15, 2009:

Dept: Curriculum and Instruction

Chair: Dr. Dorie Combs

New Course	EDF 330 U.S. South and Black Education	Page 1
Course Revision	LIB 301 Children's Literature and Other Related Materials Revise course description to accommodate service learning course. Add prerequisite EDF 310.	Page 9
Hybrid Course	LIB 301S Children's Literature and Other Related Materials	Page 12



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

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.)

EDF 330 I "G" Gci H 'UbX'6`UW`9Xi WUhc. (3). A. Cross listed as AFA 330. This course introduces the major themes of Black populations pursuing educational opportunities in Southern States. Students will acquire knowledge about historical events, people and policies shaping the evolution of Blacks in education. Credit will not be awarded to students who have credit for AFA 330. Gen. Ed. VIII.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division: UP	Dept. (4 letters)*
EDF	330	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
<u>Credit Hrs.</u>	<u>Weekly Contact Hrs.</u>		<u>Repeatable Maximum No. of Hrs.</u>	
3	Lecture _____ Laboratory _____ Other _____ 3		Cip Code (first two digits only) 13	
<u>Schedule Type*</u> (List all applicable)	<u>Work Load</u> (for each schedule type)	<u>Grading Mode*</u>	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR X _____ SO X _____ SR X _____	
		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>AFA 330</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)			X

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Curriculum and Instruction
EDF 330
U.S. South and Black Education
CRN _____ 3 Credit Hours
Spring, 2010

Dr. Sherwood Thompson
418 Bert Combs Building
Office Phone: (859) 622-6989
Office Hours: Monday, Wednesday & Friday 10 – 12 and by appointment
Email: sherwood.thompson@eku.edu
http://www.education.eku.edu/Faculty_Staff/default.htm

Course Description:

This course introduces the major themes of Black populations pursuing educational opportunities in the Southern States. Students will acquire knowledge about historical events, people, and ideas shaping the evolution of Blacks in education.

Texts:

1. Anderson, J.D. (1988). *The education of blacks in the south, 1860 - 1935*. The University of North Carolina Press.
2. Fairclough, A. (2007). *A class of their own*. Belknap Press.
3. Lau, P.F. (2004). *From the Grassroots to the Supreme Court: Brown v. Board of Education*. Duke University Press

1. Student Learning Outcomes

1. Students will gain an understanding of Kentucky Teacher Standards.
2. Students will apply critical thinking and social analysis skills in learning about the historical and political factors that caused a shift in American education relative to Black populations in U.S. Southern states. *Teacher Standards: I (1, 2)*
3. Students will examine the historical, cultural, political, economic, and social influences that have contributed to the development of educational opportunities for Black populations in U.S. Southern states based on court ordered educational mandates. *Teacher Standards: I (4, 5, 6, 10); II (3)*.
4. Students will analyze race, gender, and sexuality as social constructions relative to issues of education and social justice. *Teacher Standards: I (1, 2)*.
5. Students will analyze and gather, interpret, and assess materials (or information) to help them to appreciate the historical struggles for school desegregation and equal educational opportunities using qualitative inquiry methods.

Student Evaluation Methods:

25 points	Attendance and class participation
50 points	Midterm Exam
50 points	Reaction Papers
25 points	Class Oral Presentation
50 points	Research Paper
100 points	Final Exam
300	Total Points

Grading Scale:

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

Student Progress

Student achievement will be assessed by the course faculty in writing to inform students of their progress in the course at least once prior to midterm.

Attendance Policy:

Class attendance requirements will conform to University policies. You are expected to attend each class and perform class activities and participate in online assessments and assignments. Participation does not mean only attending class. It does mean, however, offering your comments on the assignments, readings, engaging in discussions, etc. Class attendance and participation accounts for 25 points of the total class grade. Students will be responsible to discuss with the professor the reason for each absence and to be responsible for any missed assignments or class work. Absences may have an adverse effect on student's grade, including lack of success and or failure to complete the class with a passing grade. Thus, students in this course are expected to prepare for, attend, and participate actively in class activities. Attendance is taken at the beginning of the class. If inclement weather requires the cancellation of a class or the instructor is unable to meet the class for any reason, students will be required to meet on an alternate date.

NOTIFICATION OF THE LAST DAY TO DROP THE COURSE:

Last day to drop course or to withdraw from the University are located in the Colonel's Compass at <http://www.eku.edu/compass/>

Disabilities Statement:

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and bring them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with 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. 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.

Course Requirements/Activities

Complete all reading assignments and participate in class and small group discussions.

1. Prepare a 12-page research paper on one of the major themes, events or issues discussed in the course.
2. Collaborate with students in the course to present a 10 minute oral presentation emphasizing a particular interval in the course content.
3. View and discuss multimedia presentations.
4. Listen and interact with class visitors/speakers.
5. Complete and pass midterm and final examinations.

Course Semester Outline

Week One: The Thirst To Learn

Historical overview of subject-related topics that deal with the Emancipation Proclamation and the Reconstruction Era educational movement.

Video & Discussion: American Experience Reconstruction: The Second Civil War.

Week Two: Public Schools in the South

Historical overview of the establishment of public schools in the South during Reconstruction with an examination of the segregated schools teaching conditions, the stigma of inferiority and the status of second-class citizenship in classrooms.

Week Three: Private Funding for Negro Schools

Historical overview of the role of organizations and individuals in funding and establishing schools for Blacks in the South with an examination of the relationship between northern philanthropy and southern Black educators.

Week Four: Teachers in Segregated Schools

Historical overview of the characteristic and profile of the teachers assigned to segregated schools with exploration of their challenges, motivation, inspiration and dedication to teaching Black students.

Week Five: Brown v. Board of Education: Part I

Historical overview of the Brown v. Board of Education Supreme Court decision and the effects of desegregation on the education of Blacks in the South with an emphasis on the role that the civil rights movement played in advocating for school desegregation.

Week Six: Brown v. Board of Education: Part II

Historical overview of the Supreme Court decision of Brown v. Board of Education and the effects of desegregation on the education of Blacks in the South with an emphasis on the role that the civil rights movement played in advocating for school desegregation.

Week Seven: Defining School Equality

Historical overview of the Federal Government's involvement in school equity issues and quality of education legislation from the 1970 Senate Sub-Committee Hearings on School Desegregation.

Week Eight: Midterm Examination.

Week Nine: Kentucky and School Desegregation

Historical overview of desegregation in Kentucky and the challenges of socialization of Black students in public schools.

Week Ten: Desegregating Colleges and Universities in the South: Part I

Historical overview of the struggles to desegregate Southern colleges and universities.

Video & Discussion: Southern School Desegregation: 1957 -1962

Week Eleven: Desegregating Colleges and Universities in the South: Part II

Historical overview of the struggles to desegregate Southern colleges and universities.

Guest Speaker and Discussion: Speaker TBA.

Week Twelve: Black Women Academic Education

Historical overview of Black women's education in the South with emphasis on female educational leaders.

Week Thirteen: Religious Education and Schooling

Historical overview of the role of Black churches in the education of Blacks in the South through church schools and church-supported colleges.

Week Fourteen: Blacks Studies and Black Curriculum

An overview of Black Studies programs in the South and college curriculum addressing the Black experience, history and the social problems of Black Americans.

Week Fifteen: Contemporary Issues in Education

A discussion on multicultural education and cultural/gender issues that confront Blacks in education. Oral reports and projects due.

Week Sixteen: National Educational Policy

Class discussion and summative overview of national educational policies and the impact of educational gains on Blacks will be examined with focus on the No Child Left Behind legislation and other recent court decisions on education that impact Black learners and educators. Oral reports and projects due.

Week Seventeen: Final Examination due.

Course Theme Objectives

2. Students will apply critical thinking and social analysis to prepare themselves for effective participation in increasingly complex national and global multicultural relations.
3. Students will demonstrate an understanding of the historical, cultural, political, economic and social influences that have contributed to the development of expectations based on race, gender and sexuality for the purpose of developing an understanding that goes beyond stereotype, myth, and prejudice.

4. Students will demonstrate an ability to understand race, gender, and sexuality as social constructions.
5. Students will demonstrate an ability to gather, interpret, and assess materials (or information) to help them to appreciate the historical struggles for racial/ethnic minorities', women's, and gay rights in the United States.

Course Objectives:

1. To advance the capacity to think, to understand basic principles, and to compare and contrast new knowledge about race, gender, politics, and society.
2. To draw on historical perspectives to evaluate contemporary problems/issues.
3. To examine historical periods in a comparative context of one's own historical reality.
4. To analyze and evaluate knowledge about diverse perspectives within cultural and historical contexts.
5. To articulate the knowledge and skills of different perspectives and worldviews.
6. To identify and explain the ethical dimensions of situations.
7. To articulate thoughts clearly in written and oral communication.

**General Education Scoring Guide for Race, Gender and Sexuality in the United States Theme
COURSE ASSESSMENT RUBRIC
Revised September, 2006**

Criteria	4- Accomplished <i>Exceeds Course Expectations</i>	3-Competent <i>Meets Course Expectations</i>	2-Developing <i>Incomplete in Meeting Course Expectations</i>	1-Beginning <i>Inadequate in Meeting Course Expectations</i>	N/A
Comprehension <i>GE Goals: Theme: 2, 3</i>	Can name and characterize the different aspects of identity (race/ethnicity), gender and sexuality associated with historical, social, cultural and political issues and events	Can name and characterize most of the different aspects of identity (race/ethnicity), gender and sexuality associated with historical, social, cultural and political issues and events	Comprehends some of the different aspects of identity (race/ethnicity), gender and sexuality associated with historical, social, cultural and political issues and events	Does not demonstrate awareness of the different aspects of identity	
Recognition of Perspective <i>GE Goals: Theme 1, 3, 4</i>	Clearly articulates a point of view, and develops it in conversation with alternative perspectives	Articulates a point of view and acknowledges other possible positions, but does not engage with them.	Recognizes the possibility of multiple perspectives in a limited fashion	Recognizes only a single perspective.	
Stereotyping <i>GE Goals: Theme2</i>	Distinguishes between stereotype/myth and evidence-based analysis of identity in	Identifies stereotypes and myths related to race/ethnicity, gender and sexual identity	Limited identification of stereotypes and myths	Fails to distinguish between stereotypes/myth and evidence	

	an insightful manner; assesses harms based on stereotypical characterizations				
Methods <i>GE Goals: Theme 1, 4</i>	Demonstrates a thorough understanding of appropriate methods to gather data used to make conclusions	Demonstrates an understanding of appropriate methods to gather data used to make conclusions	Demonstrates an incomplete understanding of appropriate methods to gather data used to make conclusions	Fails to demonstrate understanding of appropriate methods to gather data used to make conclusions	
Identity as Social Construction <i>GE Goals: Theme 1, 3</i>	Applies concepts relating to identity in distinct contexts	Recognizes and explains concepts relating to identity in works read	Recognizes concepts relating to identity	Fails to recognize concepts relating to identity	

Change in Syllabus

The syllabus is subject to change according to the progress made in covering course materials. Proper and prior notice will be given to students of such changes.

Official E-mail

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

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

Part I

(Check one) <input 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 ____)	Curriculum and Instruction Education LIB 301 Children's Literature and Related Materials _____ _____ _____ _____ _____ _____
---	---	---

Proposal Approved by:		<u>Date</u>		<u>Date</u>
Departmental Committee	4/16/09	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	5/5/09	Approved	Disapproved	Y QPÖÜÇÿ Ъ
General Education Committee*	NA	Faculty Senate**		NA
Teacher Education Committee*	5/26/09	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.)
 Accommodate creation of a Service Learning version of LIB 301.
 Add prerequisite EDF 310.

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

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

B. The justification for this action.
 Ensure that students cannot earn credit for both LIB 301 and LIB 301 S.

C. The projected cost (or savings) of this proposal is as follows: None

Personnel Impact none

Operating Expenses Impact: None

Equipment/Physical Facility Needs: Using existing resources

Library Resources: N/A

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

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

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

LIB 301 Children's Literature and Related Materials. (3) I, II. Prerequisites: ENG 101 and 102 (or 105), EDF 103 or EDF 310, EDF 203. Survey course designed to acquaint P-5 teachers with print and non-print media for the school curriculum and with techniques to encourage lifelong readers. Credit will not be awarded to students who have credit for LIB 301S.

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 ~~strike through~~ 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 ~~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)*
LIB	301	Spring 2010	AS ____ JS ____ BT ____ EM ____ ED <u>XX</u> PC ____ HS ____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>NA</u>	
	Lecture ____	Laboratory ____	Other ____	Cip Code (first two digits only) <u>13</u>
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR ____	JR ____
			SO ____	SR ____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	

		Thesis _____	Date of data entry _____
		Internship _____	
		Independent Study _____	Data entry person _____
		Practicum _____	

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

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

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

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

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

Course Prefix and No.	ENG 101 and 102 (or 105), EDF 103 or EDF 310, EDF 203.
-----------------------	--

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. (Prerequisites)	
---------------------------------------	--

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 LIB 301 S</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 type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Curriculum and Instruction Education LIB 301 S Children's Literature and Related Materials (Major ____, Option ____, Minor ____, or Certificate ____)
---	---	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/16/09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	WITHDRAWN
College Curriculum Committee	5/5/09	Approved Disapproved	WITHDRAWN
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	5/26/09	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.) Adding a service learning component to the course.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: Create a service learning version of LIB 301. LIB 301 (Children's Literature) service learning course will consist of a service learning project centered on reading to children. The course focus is on quality literature and learning how to use it effectively with children. There are several opportunities to go to schools in Madison County and have a day to read stories to children, to read to children at Patti A. Clay Children's Floor, or present some sort of reading program at the public library.</p>
<p>C. The projected cost (or savings) of this proposal is as follows: None</p> <p>Personnel Impact none</p>	

Operating Expenses Impact: Using existing resources

Equipment/Physical Facility Needs: Using existing resources

Library Resources: No additional funds will be needed after the first course. This course encourages the pre-service elementary teachers to utilize the books and resources available through the Learning Resource Center.

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.)

LIB 301 S Children's Literature and Related Materials. (3) I, II. Prerequisites: ENG 101 and 102 (or 105), EDF 103 or EDF 310, EDF 203. Survey course designed to acquaint P-5 teachers with print and non-print media for the school curriculum and with techniques to encourage lifelong readers. Credit will not be awarded to students who have credit for LIB 301. Students in LIB 301S will be required to complete 15 hours of community service by choosing to read to students in Madison County, County Hospital, or the public library. Or students may choose to assist in a reading day at a local school.

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)*
<u>LIB</u>	<u>301S</u>	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED <u>XX</u> _____ PC _____ HS _____	CURI
<u>Credit Hrs.</u>	<u>Weekly Contact Hrs.</u>		<u>Repeatable Maximum No. of Hrs.</u> <u>NA</u>	
<u>3</u>	<u>Lecture 2.5 Laboratory 2.5 Other 3</u>		<u>Cip Code (first two digits only)</u> <u>13</u>	
<u>Schedule Type*</u> (List all applicable)	<u>Work Load</u> (for each schedule type)	<u>Grading Mode*</u>	<u>Class Restriction, if any:</u> (undergraduate only)	
<u>8</u>	<u>3</u>	<u>N</u>	FR _____ SO _____	JR _____ SR _____

			FOR BANNER USE ONLY
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	
		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. ENG 101 and 102 (or 105), EDF 103 or EDF 310, EDF 203.

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. (Prerequisites) _____

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 LIB 301

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.)

LIB 301 S

Course title: **Children's Literature and Related Materials**

Credit Hours: 3

1. Course Description:

Prerequisites: ENG 101 and 102 (or 105)

Survey course designed to acquaint P-5 teachers with print and non-print media for the school curriculum and with techniques to encourage lifelong readers.

2. Texts:

Required:

Russell, David L. (2009). *Literature for children: A short introduction*. (6th ed.) Boston: Pearson.

Brown, D. (2002). *Uncommon Traveler: Mary Kingsley in Africa*. Boston: Houghton Mifflin.

Clements, Andrew. (2008) *Lost and Found*. NY: Simon & Schuster Books for Young Readers. ISBN 978141609835.

Knight, Margy Burns. (1992). *Talking walls*. Illus. by Anne Sibley O'Brien. Gardiner, ME: Tilbury House.

Lubar, David. (2006). *Punished*. Plain City, Oh. : Darby Creek.

Millman, Isaac. (2005). *Hidden child*. NY: F. Foster.

Rowling, J. K. (2000). *Harry Potter and the chamber of secrets*. New York: A. A. Levine.

Selznick, Brian. (2007). *The invention of Hugo Cabret*. NY: Scholastic.

Esperanza Rising and My Name is Sally Little Song.

[Program of Studies](#)

[Core Content Address](#)

[National Standards, MCREL](#).

3. Course Learning Outcomes:

Based upon the acquisition of the knowledge, understandings, appreciations, and the implementation of experiences in LIB 301, students will:

Knowledge

1. Demonstrate knowledge of authors, illustrators, and titles of quality children's resources, which will contribute to the students' understanding of humanities and society. (KYTS1-I)
2. Model ways to use resources with preschool-P5 children to increase their knowledge and understanding of life and diverse cultures. (KYTS1-I;2-I)
3. Demonstrate the ability to evaluate children's resources. (KYTS1-I;-2-I)
4. Select and implement learning activities to encourage children to appreciate print and non-print resources.(KYTS6-I)
5. Evaluate and use technology resources to stimulate a child's learning. (KYTS6-I)

6. Demonstrate an ability to guide children's study of story and literature. (KYTS2-I)
7. Integrate information literacy skills into the design of instruction. (KYTS2-I; 6-I)
8. Demonstrate an ability to use selection tools to find appropriate learning resources. (KYTS2-I; 4-I)

9. Select a appropriate Kentucky Core Content, Program of Studies, and national standards. (KYTS 2-I)

Pedagogical Skills

10. Demonstrate an ability to find, evaluate, and use books and non-print media in the school library media center. (KYTS 1-I; 2-I)
11. Develop a product that includes appropriate resources based on a theme. (KYTS 2-I; 6-I)
12. Select and implement appropriate technology applications to complete course requirements. (KYTS4-I; 6-I)
13. Select and implement appropriate information resources and tools.(KYTS4-I; 6-I)
14. Respond to children’s literature from a personal perspective.
15. Select a portfolio entry from class assignments. (KYTS9-I)

Dispositions

16. Demonstrate curiosity, initiative, respect, creativity, adaptability, independent learning and a participating attitude within the class. (KYTS3-I; 8-I)
17. Demonstrate an appreciation of the various resource materials available for children. (KYTS2-I)
18. Demonstrate an ability to appreciate resources that reflect all cultures, societies, and generational differences. (KYTS1-I)
19. Understand the need to connect resources with the unique needs of children’s learning styles. (KYTS1-I; 3-I)
20. Collaborate with classmates to critique resources and their use in the classroom. (KYTS4-I; 5-I; 7-I; 8-I; 10-I)

KYTS=Kentucky Teacher Standards

4. Evaluation methods:

TOPIC	POINT VALUE
Literature Focus Unit	100
Book Reading (ASL)	70
Picture Book Assignment (ASL)	50
Fantasy Assignment	20
Book Talks (ASL)	25
Realistic Fiction Assignment	20
Information Books Assignment	80
Traditional Lit. Assignment	15
Poetry (ASL)	10
Author Study (ASL)	50
Tests	50 pts each test
Electronically Sent Assignment	5
Class Attendance	50

Grading Scale

- 93 – 100% = A
- 83 – 92 % = B
- 73 – 82 % = C
- 63 – 72 % = D
- Below - 63% = F

5. **Student Progress:**

Student progress will be reported on [Blackboard](#)

6. **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 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. Arriving late or leaving early will be considered an absence.

Tests must be taken on the date in the schedule unless there is some **prior arrangement**. This includes absences for illness.

7. **The last day to drop course or to withdraw from the University are included in the class schedule.**

8. **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.**

9. **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.**

10. **Course Requirements:**

1. Wide reading of books for children in all genres.
2. Write responses to books read and additional work.
3. Read, tell, and perform stories to children.
4. Critique books, non-print media, and technology resources.
5. Design an informational/thematic unit based on Kentucky's Core Content and Program of Studies.
6. Use poetry as a learning activity.
7. Design activities to correlate with stories
8. Students will chose a portfolio entry from course assignments and justify the entry based on New Teacher Standards.

Students will use a web-based learning environment. Students must use their ECU e-mail to receive official messages from the Professor. Messages sent to the Professor must be sent through Blackboard.

11. **Course Outline**

The following topics will be covered:

Genre in children's literature
Literary elements
Evaluating children's literature
Response writing
Types of picture books
Picture book illustrations
Selecting and evaluating picture books, fiction, poetry, nonbook resources, and informationresources
Elements of poetry
Types of poetry

Traditional literature
 Fantasy
 Historical and Contemporary realistic fiction
 Biography and information books
 Sharing stories with children (e.g., book talks, storytelling, puppetry, etc.)
 Developing a thematic unit
 Information literacy and process
 Multicultural literature
 Sensitive issues in children's literature

12. Academic Service Learning: Field Experience

Madison County Elementary Schools are learning communities that welcomes the support services offered by ECU students. Our goal is to blend course objectives with community service to meet academic goals. Each student will contribute approximately 15 hours of service a school in Madison County School. Through service, class discussion, and individual or group reflection, our curriculum goals will be clarified and enhanced. Additionally, students in LIB 301S will be involved in an academic service learning project that will be designed by the professor, the ECU students and the staff of the field based school site. . .

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

Course P/N	Course Title
LIB 301S	Children's Literature and Related Materials

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, KA1	K, A			

Kentucky Teacher Standards – Initial

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				K				

ECU Goals

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
			X	

KERA Initiatives

Identify the initiative number(s) for each category			
Learner	Program of Studies:	Program of Studies:	Core Content

Goals/Academic Expectations	Understandings	Skills & Concepts	
			K

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, KA1	

SPA

American Association of School Librarians [AASL]			
Use of Information & Ideas	Teaching & Learning	Collaboration & Leadership	Program Administration
K, A	K, A		




EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Business and Technology
Office of the Associate Dean

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

TO: Council on Academic Affairs

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

DATE: September 18, 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 October 15, 2009:

Department of Agriculture

1. Course Revision(s)

Course	Revision	Page
AGR 330	To change credit hour description from 2 lec to 1 lec and 2 lab.	AGRI 1-3

Department of Communication

1. Course Revision(s)

Course	Revision	Page
BEM 401	Replace COM 201 with BEM 301 as a pre-requisite for BEM 401.	COMM 1-3

MBA Office

1. Program Revision(s)

Program	Revision	Page
MBA Program	To allow students who complete the undergraduate accounting course requirements or their acceptable equivalents or receive the consent of the MBA Admissions Committee to pursue the MBA with Accounting Option.	MBA 1-2

Department of Management, Marketing and Administrative Communication

1. Course Revision(s)

Course	Revision	Page
CCT 580	Change pre-requisite for CCT 580 as follows: CCT 300 to CCT 300W	MMAC 1-3
CCT 780	Change pre-requisites for CCT 780 as follows: CCT 300 to CCT 300W and add the statement, "or consent of instructor".	MMAC 4-6



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>Agriculture</u> College <u>Business and Technology</u> *Course Prefix & Number <u>AGR 330</u> *Course Title (30 characters) <u>Animal Products</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>3/20/2009</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 <u>9/18/1009</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>10/15/09</u> General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change credit hour description from 2 lec. to 1 lec. and 2 lab. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: The sensory and visual portion of this class is best suited for a kitchen/laboratory setting	
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.)

AGR 330 Animal Products (2) A. Principles of grading, cutting, identifying, pricing, and consumer evaluation of poultry, beef, pork, and lamb cuts, and related products. 1 lec/2 lab

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*			
AGR	330	Fall 2010	AS _____ JS _____ BT <u>X</u> EM _____ ED _____ PC _____ HS _____	AGRI			
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____				
	Lecture <u>1</u> Laboratory <u>2</u> Other _____		Cip Code (first two digits only)				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)				
<u>1</u>	<u>.08</u>	<u>N</u>	FR _____	JR _____			
<u>0</u>	<u>.16</u>	<u>N</u>	SO _____	SR _____			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____				
		Thesis _____					
		Internship _____					
		Independent Study _____					
		Practicum _____					
Co-Requisites and Prerequisites **See definitions on following page**							
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)							
Course Prefix and No.							
Course Prefix and No.							
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)							
Course Prefix and No.							
Course Prefix and No.							
Test Scores							
Minimum GPA (when a course grouping or student cumulative GPA is required)							
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)							
Course Prefix and No.							
Test Scores							
Minimum GPA (when a course grouping or student cumulative GPA is required)							
Equivalent Course(s): (credit not allowed with; or formerly:)							
Course Prefix and No.							
Course Prefix and No.							
Course Prefix and No.							
Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).							
Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Communication Business & Technology BEM 401 Broadcast News _____ _____ _____ _____	
Proposal Approved by: _____ Date _____ Date _____			
Departmental Committee _____ Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	5/1/2009 _____ _____ _____ _____	Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	N/A _____ 10/15/09 N/A N/A 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.) Replace COM 201 with BEM 301 as a pre-requisite for BEM 401. 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: BEM 301 (Broadcast News Writing) is a new course that provides a more appropriate background in broadcast writing for BEM 401 – Broadcast News than COM 201 that is more print related. 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.)

BEM 401 Broadcast News (3) A. Prerequisites: ~~COM 201~~ and BEM 295 and 301. Introduces television news production. Designed to acquaint students with techniques, principles and equipment used in broadcast journalism; emphasizes writing, field reporting and editing; evaluation of commercial station newscasts; individual and team projects.

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)*
BEM	401	Spring 2010	AS _____ JS _____ BT <u>X</u> 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.	COM-201 and BEM 295 and 301
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">MBA</td> </tr> <tr> <td>College</td> <td>B&T</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>_____</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>_____</td> </tr> <tr> <td>*Program Title</td> <td>MBA with Accounting Option (Major ____, Option <u>X</u>__; Minor ____; or Certificate ____)</td> </tr> </table>	Department Name	MBA	College	B&T	*Course Prefix & Number	_____	*Course Title (30 characters)	_____	*Program Title	MBA with Accounting Option (Major ____, Option <u>X</u> __; Minor ____; or Certificate ____)
Department Name	MBA										
College	B&T										
*Course Prefix & Number	_____										
*Course Title (30 characters)	_____										
*Program Title	MBA with Accounting Option (Major ____, Option <u>X</u> __; Minor ____; or Certificate ____)										

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee (BCC)	5/1/2009	Graduate Council*	9/4/2009
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	_____
College Curriculum Committee	5/15/2009	Approved <input checked="" type="checkbox"/> Disapproved _____	10/15/09
General Education Committee*	NA	Faculty Senate**	11/2/09
Teacher Education Committee*	NA	Board of Regents**	1/25/10
(MBA Faculty)	4/8/2009	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 allow students who complete the undergraduate accounting course requirements or their acceptable equivalents or receive the consent of the MBA Admissions Committee to pursue the MBA with Accounting option.

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

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

B. The justification for this action:
 Currently, only a student with an undergraduate degree in accounting may pursue the MBA with Accounting option. This change will allow students who have completed the equivalent Accounting courses as either an undergrad or graduate student or received the consent of the MBA Admissions Committee to pursue the MBA with Accounting Option.

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

Personnel Impact:
 None

Operating Expenses Impact:
 None

Equipment/Physical Facility Needs:
 None

Library Resources:
 None

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

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

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

Master of Business Administration
Degree Program
CIP Code: 520101

On page 58 of the 2008-09 *Graduate Catalog*

Accounting Option

(restricted to students with Accounting baccalaureate or acceptable equivalent or consent of the MBA Admissions Committee)

MBA Core Courses (ACC 850 waived)21 hours
Accounting Electives9 hours
Total Course Requirements30 hours

These courses or their acceptable equivalents or the consent of the MBA Admissions Committee are required for students who do not have an Accounting Baccalaureate: ACC 201, ACC 202, ACC 301, ACC302, ACC 322, ACC 327, ACC 440, ACC 441, three hours of undergraduate Accounting electives and nine hours of graduate Accounting electives. An additional three hours of graduate electives can substitute for the three hours of undergraduate electives.

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 checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Business & Technology
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	CCT 580
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Office Technology Seminar
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/21/2009	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	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	10/15/09
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 CCT 580 as follows: CCT 300 to CCT 300W.

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:
 CCT 300 was revised to CCT 300W.

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 580 Office Technology Seminar. (3) A. Prerequisites: CCT 250 or CSC 104 or CIS 212 and CCT 300W or CCT 201, 90 credit hours completed. This capstone course requires synthesis and applications of concepts related to current office systems topics.

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	580	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 _____	
		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: CCT 250 or CSC 104 or CIS 212 and CCT 300 <u>W</u> or CCT 201, 90 credit hours completed.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	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	CCT 780
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Office Technology Seminar
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major ____, Option ____, Minor ____, or Certificate ____)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4/21/2009	Graduate Council*	9/4/2009
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	4/20/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	10/15/09
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 CCT 780 as follows: CCT 300 to CCT 300W and add the statement, "or consent of instructor".

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:
 CCT 300 was revised to CCT 300W.

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 780 Office Technology Seminar. (3) A. Prerequisites: CIS 250 or CSC 104 or CIS 212 and CCT 300W or CCT 201, ninety hours completed or consent of instructor. This capstone course requires synthesis and applications of concepts related to current office systems topics.

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	780	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 _____	
		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: CIS 250 or CSC 104 or CIS 212 and CCT 300W or CCT 201, ninety hours completed.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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




EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since
1906

College of Justice & Safety
'A Program of Distinction'

Office of the Dean

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

TO: Council on Academic Affairs

FROM: 
Dr. Allen Ault, Dean
College of Justice & Safety

DATE: October 1, 2009

RE: Agenda Items

Please include the enclosed curriculum proposals on the agenda for the next meeting of the Council on Academic Affairs scheduled for October 15, 2009.

Department of Criminal Justice & Police Studies

New Courses:

CRJ 313S,

Course Revisions:

CRJ313

CRJ 406

Program Revisions

BS in Criminal Justice

Department of Correctional and Juvenile Justice Studies

New Course:

COR 300W

Drop Course:

COR 300



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 type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Criminal Justice & Police Studies <hr/> College Justice & Safety <hr/> *Course Prefix & Number CRJ 313S <hr/> *Course Title (30 characters) Criminal Justice Ethics <hr/> *Program Title Criminal Justice <hr/> (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	9.9.2009	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input type="checkbox"/></i>		
College Curriculum Committee	9.28.2009	Council on Academic Affairs
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 10/15/09
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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Create a CRJ 313S course that incorporates substantive service learning assignments and is designated as a Service Learning courses.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Spring 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action: Courses with substantive service learning requirements can be identified with an S following the course number. This course meets the requirements set forth by the Service Learning Advisory Board. Approval letter from SLAC is attached. This change needs to be perpetuated throughout the catalog for prerequisites and supporting courses.</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.)
CRJ 313S Criminal Justice Ethics. (3).A. ~~Crosslisted with WGS 313.~~ Prerequisites: CRJ 101 with a grade of "C" or better, sophomore standing, or departmental approval. Examines the moral, legal and normative obligations of the state and criminal justice professionals. Surveys the philosophies and theories of ethics and deviance enhanced with a service-learning component. Credit will not be awarded to students who have credit for CRJ313 or WGS 313.

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)*
CRJ	313S	Spring 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
<u>Credit Hrs.</u>	<u>Weekly Contact Hrs.</u>		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
<u>Schedule Type*</u> (List all applicable)	<u>Work Load</u> (for each schedule type)	<u>Grading Mode*</u>	Class Restriction, if any: (undergraduate only)	
1	100%	N	FR X _____ JR _____	
B	100%		SO _____ SR _____	
T	100%			
V	50/50	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 _____	
W	50/50			
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>CRJ 101 with a grade of “C” or better</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	<u>Credit not allowed with CRJ 313</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.)

Criminal Justice Ethics CRJ 313 S (Hy-bred)

Dr. Carole Garrison

Phone: 622-4994

Office: Stratton 458

E-mail: Carole.Garrison@eku.edu

Office hours: by appointment

Mail box: Stratton 467

About the course:

The notion of ethics has been around since the civilization process of man. "The term ethics is derived from the Greek word ethos, which is translated as 'custom' or 'character'" (Jeanneret & Silzer, 1998, p. 90). The Oxford English Dictionary defines ethics as a set of moral principles and most authors agree that business (professional) ethics revolve around organizations' conduct codes and morality or moral judgment. Psychology likes to include the cognitive development of the individual in the discussion of ethics, and philosophers like to add the concepts of obligation and application. The legal profession defines ethics as "the study of what constitutes right or wrong behavior" (Jentz, Miller, and Cross, 1981, p. 24).

Throughout this course we will attempt to blend philosophical and personal concepts about values, freedom, rights, and duties and their application to Criminal Justice. A **major component** of this course is for the student to work in an area that has been known to have ethically problematic dimensions such as: bias, unequal treatment, wrongful conviction, due process, civil rights, racial profiling. Students will spend the first half of the semester in the classroom, to be followed by work in the field where they will have the opportunity to work with and on behalf of different communities of persons. Often people from these groups are the most vulnerable to crime and to the criminal justice system. At the end of the semester students will present their experiences to the class and as their final, write a reflective essay connecting their experience with ethics in Criminal Justice.

TEXT: NOTE:

ISBN: 1-424-06709-X - *ACP CRJ 313 CRIMINAL JUSTICE ETHICS

Author: POLLOCK

In order for you to receive the correct textbook for this class, please obtain your textbook from the Eastern Kentucky University Campus Bookstore. You may either stop in person at the Keen Johnson Building, Richmond, KY, 40475 or order online at <http://eku.bncollege.com>

Ordering from a third party website will result in getting the incorrect textbook for this course.

Course Requirements:

Several quizzes, mid term, service learning, oral presentation, final exam (reflective essay).

Weekly journal and time log while doing service learning

Class participation (required)

Reflection Activities

The students will meet for two or three seminars to reflect on the experience and share their thoughts on the total experience. Throughout the semester students will keep a private journal of the service learning experience and instructors will utilize the discussion board on Bb to generate group reflection and ideas for improvement.

Course Competence Statement:

The student knows the theory and concepts of moral philosophy well enough to analyze and critically assess response to situations that criminal justice professional/practitioners face in the performance of their duties.

Student Learning Objectives:

1. Students will demonstrate through course assignments and service learning that they can analyze and critically evaluate ideas, arguments, and points of view.
2. Students will demonstrate through course assignments and service learning that they have developed an intellectual perspective that recognizes the human condition and the vulnerability of certain groups to crime and to the criminal justice system.
3. Primarily in writing assignments and class discussions throughout the course, students will be able to demonstrate knowledge of concepts involved in the study of criminal justice ethics and deviance.
4. Through the service learning experience students will develop an enhanced sense of civic responsibility.

Service-Learning differs from community service activities in that:

- Service-learning strives to achieve a balance between service and learning objectives - in service-learning, partners must negotiate the differences in their needs and expectations.
- Service-learning places an emphasis on addressing community concerns.
- In service-learning, there is the integral involvement of community partners.
- Service-learning emphasizes reciprocal learning - In service-learning, traditional definitions of "faculty," "teacher" and "learner" are intentionally blurred. We all learn from each other.
- Service-learning emphasizes reflective practice - In service-learning, reflection facilitates the connection between practice and theory and fosters critical thinking.
- Service-learning places an emphasis on developing citizenship skills.

You are required to meet all assignment deadlines. All assignments must be done in the time allotted for credit (there will be no exceptions).

Course schedule

All material and assignments must be done in the time allotted for credit.

Week One: Read chapter 1 in the text:

Week two: Read chapter 2 in the text:

Week three: Read chapter 3

Week four: Read chapter 4

Week five: Read chapter 5

Week six: Read chapter 6

Midterm

Week 8 – 15 Service Learning

Week 11 Seminar & discussion

Week 15 Seminar & discussion

STATEMENT ON ATTENDANCE Consumer Warning:

What You Need to Know About this Course

As a student, I very much appreciate the chance to make informed decisions about the courses I take. I want to know who the educator is, what his or her assumptions are, and what he or she stands for before I make a commitment to spend my time, money, and energy attending the class. So let me tell you some things about me (see my bio) and how I work as an educator that will allow you to make an informed decision as to whether or not you wish to be involved in this course.

I have framed this course on the following assumptions:

1. That participating in discussion brings with it the following benefits:

.It helps students explore a diversity of perspectives.

.It increases students' awareness of and tolerance for ambiguity or complexity.

.It helps students recognize and investigate their assumptions. .It encourages attentive, respectful listening.

.It develops new appreciation for continuing differences. .It increases intellectual

agility.

.It helps students become connected to a topic.

.It shows respect for students' voices and experiences.

.It helps students learn the processes and habits of democratic discourse. .It affirms students as co-creators of knowledge.

.It develops the capacity for the clear communication of ideas and meaning. .It develops habits of collaborative learning.

.It increases breadth and makes students more empathic.

.It helps students develop skills of synthesis and integration. .It leads to transformation.

2. That the course will focus on the analysis of students' experiences and ideas as much as on the analysis of academic theories.

3. That I as teacher have a dual role as a catalyst for your critical conversation and as a model of democratic talk.

So please take note of the following "product warning"!

You are required to meet all assignment deadlines. This course is constructed on the premise that your in class participation is an essential element in achieving class learning objectives.

If you don't want to meet all assignment deadlines or cannot... you should probably drop this course.

If you are not prepared to analyze your own and other people's experiences, you should probably drop this course.

STATEMENT ON DISABILITIES

If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities; please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, the syllabus can be made available in alternate forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person or on the first floor of the Turley House or by telephone at 622-1500.

Academic Integrity 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.

STATEMENT ON Integrity

"Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at

www.academicintegrity.eku.edu. Questions regarding this policy may be directed to the Office of Academic Integrity."

KENTUCKY RIVER FoothILLS DEVELOPMENT COUNCIL, INC.

Richmond Service Learning Opportunities

Richmond Senior Citizens Center

1215 West Main Street

Richmond, KY 40475

859/623-0474

Director: Heather Slone

Program Description: The Richmond Senior Citizen Center provides seniors sixty years and older with socialization, recreation, exercise programs, and nutritious meals. Seniors enjoy participating in exercise programs, using exercise equipment, weekly devotions, recreational games, field trips, educational and health screening programs, and many other activities. These activities enable seniors to remain active and live longer, healthier, more independent lives.

Other services provided through the centers are: information and assistance, transportation, advocacy, counseling, homemaker, outreach, and legal assistance. The program is funded through a combination of federal, state, and local funds, and individual donations.

Service Learning Description: The service learning project at the Richmond Senior Citizens Center would include planning and hosting education events for program participants. Possible topics could include predatory lending, home safety, avoiding scams, etc. as planned by students and approved in advance by the center director.

For all projects:

1. Students will meet with the Richmond Senior Center Director to discuss the project prior to beginning work on the project
2. Students will then carry out the project (in some cases the center's budget may cover some of associated costs but that must be approved in advance by the director who will do the purchasing herself – no students will be permitted to incur expenses or to seek reimbursement for expenses associated with this project)
3. The student work group will appoint one representative to work with the agency's Program Developer in seeking public recognition for the project (newspaper, newsletter, etc.)

KENTUCKY RIVER FOOTHILLS DEVELOPMENT COUNCIL, INC.

Richmond Service Learning Opportunities

Richmond Child Care Center
220 Duncannon Lane
Richmond, KY 40475
859/624-0368
Director: Kathy Shew

Program Description: The Richmond Child Care Center is centrally located in the Richmond Industrial Park to serve the childcare needs of working parents. The center is a cooperative effort between Kentucky River Foothills and the City of Richmond.

The center has extended hours from 6 a.m. to 6 p.m. on weekdays to provide affordable, quality childcare to the working parents in the Industrial Park. The center is licensed to care for children ranging from ages 6 weeks to 12 years. Children enjoy a nutritious breakfast, lunch, and afternoon snack, as well as field trips during the summer and two playground areas.

The facility consists of eight classrooms where children are split by their age level, a commercial kitchen, and two observation rooms, where parents can watch their children through mirrored glass so the children's activities are not disrupted. The center is available to anyone, but priority is given to those who work in the Industrial Park.

Service Learning Description: The service learning project at the Richmond Child Care Center could involve developing safety materials for parents of children (focusing on topics such as internet safety, kidnap prevention, etc. as planned by students and approved in advance by the center director) and holding a resource evening where parents could receive education when they pick up their children at the center.

For all projects:

1. Students will meet with the Richmond Child Center Director to discuss the project prior to beginning work on the project
2. Students will then carry out the project (in some cases the center's budget may cover some associated costs but that must be approved in advance by the director who will do the purchasing herself – no students will be permitted to incur expenses or to seek reimbursement for expenses associated with this project)
3. The student work group will appoint one representative to work with the agency's Program Developer in seeking public recognition for the project (newspaper, newsletter, etc.)

KENTUCKY RIVER FOOTHILLS DEVELOPMENT COUNCIL, INC.

Richmond Service Learning Opportunities

Richmond Transit Service
309 Spangler Drive
Richmond, KY 40475
859/624-2046
Director: David Sowder

Program Description: The Richmond Transit Service is a collaborative effort between the City of Richmond and Kentucky River Foothills Development Council, Inc. The service cost \$1.00 for a day pass with unlimited stops. There are two buses that operate on separate 90-minute loops. The bus stops on campus in front of the Student Services Building.

Service Learning Description: The service learning project for the Richmond Transit Service would include conducting a public awareness campaign of the service by promoting the service to potential riders who may not know about the service or who may be hesitant to use the service for any reason. This could include visiting senior citizen housing programs and other places that elderly or disabled people can be located, speaking with ECU students who don't have transportation (including international students), and promoting the project at clinics, shopping and recreational venues, and other places where potential riders may be located.

For all projects:

1. Students will meet with the Transportation Director to discuss the project prior to beginning work on the project
2. Students will then carry out the project and will work with the Transportation to develop a project budget (in some cases the program's budget may cover some of these costs but that must be approved in advance by the director who will do the purchasing himself – no students will be permitted to incur expenses or to seek reimbursement for expenses associated with this project)
3. The student work group will appoint one representative to work with the agency's Program Developer in seeking public recognition for the project (newspaper, newsletter, etc.)

KENTUCKY RIVER FOOTHILLS DEVELOPMENT COUNCIL, INC.

Richmond Service Learning Opportunities

Supportive Housing Program
309 Spangler Drive
Richmond, KY 40475
859/624-2046
Director: Shelly Bengé

Program Description: People are eligible for the Supportive Housing Program if they live on the street, in an emergency shelter, in places not meant for human habitation, are being evicted within a week, being discharged within a week from an institution in which the person has been a resident for more than 30 days, or fleeing a domestic violence situation. The Supportive Housing Program provides temporary housing/in-depth case management and supportive services to homeless persons or families while working with them to obtain permanent housing. The program also assists families in obtaining other community resources to help the families become self-sufficient.

Service Learning Description: The service learning project for the Supportive Housing Program involves educating program participants on personal safety, how to respond to harassment, and how to maintain a safe home (lighting, locks, safe guarding children, etc.)

For all projects:

1. Students will meet with the Supportive Housing Program Director to discuss the project prior to beginning work on the project
2. Students will then carry out the project (in some cases the center's budget may cover some of associated costs but that must be approved in advance by the director who will do the purchasing herself – no students will be permitted to incur expenses or to seek reimbursement for expenses associated with this project) and will host a resource event where program participants may receive the education
3. The student work group will appoint one representative to work with the agency's Program Developer in seeking public recognition for the project (newspaper, newsletter, etc.)

KENTUCKY RIVER FOOTHILLS DEVELOPMENT COUNCIL, INC.

Richmond Service Learning Opportunities

Hispanic Outreach Program
309 Spangler Drive
Richmond, KY 40475
859/624-2046
Director: Sandra Powell

Program Description: The Hispanic Outreach Program provides advocacy, education and service brokerage to Spanish speaking program participants who are in the process of acculturating into the local culture. Among these services are information and assistance, transportation, advocacy, counseling, outreach, and legal advocacy. The program is funded through a combination of federal, state, and local funds, and individual donations.

Service Learning Description: The service learning project with the Hispanic Outreach Program would include planning and hosting education events for program participants. Possible topics could include predatory lending, home safety, avoiding scams, etc. as planned by students and approved in advance by the center director.

For all projects:

1. Students will meet with the Hispanic Outreach Director to discuss the project prior to beginning work on the project
2. Students will then carry out the project (in some cases the program's budget may cover some of associated costs but that must be approved in advance by the director who will do the purchasing herself – no students will be permitted to incur expenses or to seek reimbursement for expenses associated with this project)
3. The student work group will appoint one representative to work with the agency's Program Developer in seeking public recognition for the project (newspaper, newsletter, etc.)

Service Learning Course Application

Department submitting application CRJ&PLS

Date of Submittal August 19, 2009

Name of faculty teaching this course Dr. Carole Garrison

Email carole.garrison@eku.edu Phone 622-1994

Course name and number CRJ313S Ethics in Criminal Justice

Number of credit hours 03

Check the appropriate box: New Course Existing Course

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

How many sections of the course will be offered? One section as an S course/3 or 4 non S sections

What community organization/agency will the students be working with? How did you determine their need?
Students will work for various agencies and programs under the Kentucky Foothills umbrella agency; needs were determined through discussions between Dr. Garrison and the KY Foothills director, Vicki Jozefowicz

How many hours of service per semester will students be required to complete?
Approximately 15-24 hours of service learning activities

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

Reflection Activities

The students will meet for two or three seminars to reflect on the experience and share their thoughts on the total experience. Throughout the semester students will keep a private journal of the service learning experience and instructors will utilize the discussion board on Bb to generate group reflection and ideas for improvement. The final exam will include a reflective essay as part of the total student course assessment.

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

Yes No

Additional comments to complement the syllabus: _____

Department Chair: *V. Kopy* Date: 8/19/09

Service-Learning Committee Approval: Approved Denied Date: 8/18/09

Signatures:

Lisa P Cox

J. Scott Townsend 9/8/09

Lisa Cox &/or Scott Townsend, EKU Service-Learning Committee Co-Chairs

Last updated: August 2008

Criminal Justice Ethics CRJ 313 S (Hy-bred)
Dr. Carole Garrison

Phone: 622-4994
Office: Stratton 458
E-mail: Carole.Garrison@eku.edu
Office hours: by appointment
Mail box: Stratton 467

About the course:

The notion of ethics has been around since the civilization process of man. "The term ethics is derived from the Greek word ethos, which is translated as 'custom' or 'character'" (Jeanneret & Silzer, 1998, p. 90). The Oxford English Dictionary defines ethics as a set of moral principles and most authors agree that business (professional) ethics revolve around organizations' conduct codes and morality or moral judgment. Psychology likes to include the cognitive development of the individual in the discussion of ethics, and philosophers like to add the concepts of obligation and application. The legal profession defines ethics as "the study of what constitutes right or wrong behavior" (Jentz, Miller, and Cross, 1981, p. 24).

Throughout this course we will attempt to blend philosophical and personal concepts about values, freedom, rights, and duties and their application to Criminal Justice. A **major component** of this course is for the student to work in an area that has been known to have ethically problematic dimensions such as: bias, unequal treatment, wrongful conviction, due process, civil rights, racial profiling. Students will spend the first half of the semester in the classroom, to be followed by work in the field where they will have the opportunity to work with and on behalf of different communities of persons. Often people from these groups are the most vulnerable to crime and to the criminal justice system. At the end of the semester students will present their experiences to the class and as their final, write a reflective essay connecting their experience with ethics in Criminal Justice.

TEXT: NOTE:

ISBN: 1-424-06709-X - *ACP CRJ 313 CRIMINAL JUSTICE ETHICS

Author: POLLOCK

In order for you to receive the correct textbook for this class, please obtain your textbook from the Eastern Kentucky University Campus Bookstore. You may either stop in person at the Keen Johnson Building, Richmond, KY, 40475 or order online at <http://eku.bncollege.com>

Ordering from a third party website will result in getting the incorrect textbook for this course.

Course Requirements:

Several quizzes, mid term, service learning, oral presentation, final exam (reflective essay).

Weekly journal and time log while doing service learning

Class participation (required)

Reflection Activities

The students will meet for two or three seminars to reflect on the experience and share their thoughts on the total experience. Throughout the semester students will keep a private journal of the service learning experience and instructors will utilize the discussion board on Bb to generate group reflection and ideas for improvement.

Course Competence Statement:

The student knows the theory and concepts of moral philosophy well enough to analyze and critically assess response to situations that criminal justice professional/practitioners face in the performance of their duties.

Student Learning Objectives:

1. Students will demonstrate through course assignments and service learning that they can analyze and critically evaluate ideas, arguments, and points of view.
2. Students will demonstrate through course assignments and service learning that they have developed an intellectual perspective that recognizes the human condition and the vulnerability of certain groups to crime and to the criminal justice system.
3. Primarily in writing assignments and class discussions throughout the course, students will be able to demonstrate knowledge of concepts involved in the study of criminal justice ethics and deviance.
4. Through the service learning experience students will develop an enhanced sense of civic responsibility.

Service-Learning differs from community service activities in that:

- Service-learning strives to achieve a balance between service and learning objectives - in service-learning, partners must negotiate the differences in their needs and expectations.
- Service-learning places an emphasis on addressing community concerns.
- In service-learning, there is the integral involvement of community partners.
- Service-learning emphasizes reciprocal learning - In service-learning, traditional definitions of "faculty," "teacher" and "learner" are intentionally blurred. We all learn from each other.
- Service-learning emphasizes reflective practice - In service-learning, reflection facilitates the connection between practice and theory and fosters critical thinking.
- Service-learning places an emphasis on developing citizenship skills.

You are required to meet all assignment deadlines. **All assignments must be done in the time allotted for credit (there will be no exceptions).**

Course schedule

All material and assignments must be done in the time allotted for credit.

Week One: Read chapter 1 in the text:

Week two: Read chapter 2 in the text:

Week three: Read chapter 3

Week four: Read chapter 4

Week five: Read chapter 5

Week six: Read chapter 6

Midterm

Week 8 – 15 Service Learning

Week 11 Seminar & discussion

Week 15 Seminar & discussion

STATEMENT ON ATTENDANCE Consumer Warning:

What You Need to Know About this Course

As a student, I very much appreciate the chance to make informed decisions about the courses I take. I want to know who the educator is, what his or her assumptions are, and what he or she stands for before I make a commitment to spend my time, money, and energy attending the class. So let me tell you some things about me (see my bio) and how I work as an educator that will allow you to make an informed decision as to whether or not you wish to be involved in this course.

I have framed this course on the following assumptions:

1. That participating in discussion brings with it the following benefits:

.It helps students explore a diversity of perspectives.

.It increases students' awareness of and tolerance for ambiguity or complexity.

.It helps students recognize and investigate their assumptions. .It encourages attentive, respectful listening.

.It develops new appreciation for continuing differences. .It increases intellectual

agility.

.It helps students become connected to a topic.

.It shows respect for students' voices and experiences.

.It helps students learn the processes and habits of democratic discourse. .It affirms students as co-creators of knowledge.

.It develops the capacity for the clear communication of ideas and meaning. .It develops habits of collaborative learning.

.It increases breadth and makes students more empathic.

.It helps students develop skills of synthesis and integration. .It leads to transformation.

2. That the course will focus on the analysis of students' experiences and ideas as much as on the analysis of academic theories.

3. That I as teacher have a dual role as a catalyst for your critical conversation and as a model of democratic talk.

So please take note of the following "product warning"!

You are required to meet all assignment deadlines. This course is constructed on the premise that your in class participation is an essential element in achieving class learning objectives.

If you don't want to meet all assignment deadlines or cannot... you should probably drop this course.

If you are not prepared to analyze your own and other people's experiences, you should probably drop this course.

STATEMENT ON DISABILITIES

If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities; please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, the syllabus can be made available in alternate forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person or on the first floor of the Turley House or by telephone at 622-1500.

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at

www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

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

KENTUCKY RIVER FOOTHILLS DEVELOPMENT COUNCIL, INC.

Richmond Service Learning Opportunities

Richmond Senior Citizens Center
1215 West Main Street
Richmond, KY 40475
859/623-0474
Director: Heather Slone

Program Description: The Richmond Senior Citizen Center provides seniors sixty years and older with socialization, recreation, exercise programs, and nutritious meals. Seniors enjoy participating in exercise programs, using exercise equipment, weekly devotions, recreational games, field trips, educational and health screening programs, and many other activities. These activities enable seniors to remain active and live longer, healthier, more independent lives.

Other services provided through the centers are: information and assistance, transportation, advocacy, counseling, homemaker, outreach, and legal assistance. The program is funded through a combination of federal, state, and local funds, and individual donations.

Service Learning Description: The service learning project at the Richmond Senior Citizens Center would include planning and hosting education events for program participants. Possible topics could include predatory lending, home safety, avoiding scams, etc. as planned by students and approved in advance by the center director.

For all projects:

1. Students will meet with the Richmond Senior Center Director to discuss the project prior to beginning work on the project
2. Students will then carry out the project (in some cases the center's budget may cover some of associated costs but that must be approved in advance by the director who will do the purchasing herself – no students will be permitted to incur expenses or to seek reimbursement for expenses associated with this project)
3. The student work group will appoint one representative to work with the agency's Program Developer in seeking public recognition for the project (newspaper, newsletter, etc.)

KENTUCKY RIVER FOOTHILLS DEVELOPMENT COUNCIL, INC.

Richmond Service Learning Opportunities

Richmond Child Care Center
220 Duncannon Lane
Richmond, KY 40475
859/624-0368
Director: Kathy Shew

Program Description: The Richmond Child Care Center is centrally located in the Richmond Industrial Park to serve the childcare needs of working parents. The center is a cooperative effort between Kentucky River Foothills and the City of Richmond.

The center has extended hours from 6 a.m. to 6 p.m. on weekdays to provide affordable, quality childcare to the working parents in the Industrial Park. The center is licensed to care for children ranging from ages 6 weeks to 12 years. Children enjoy a nutritious breakfast, lunch, and afternoon snack, as well as field trips during the summer and two playground areas.

The facility consists of eight classrooms where children are split by their age level, a commercial kitchen, and two observation rooms, where parents can watch their children through mirrored glass so the children's activities are not disrupted. The center is available to anyone, but priority is given to those who work in the Industrial Park.

Service Learning Description: The service learning project at the Richmond Child Care Center could involve developing safety materials for parents of children (focusing on topics such as internet safety, kidnap prevention, etc. as planned by students and approved in advance by the center director) and holding a resource evening where parents could receive education when they pick up their children at the center.

For all projects:

1. Students will meet with the Richmond Child Center Director to discuss the project prior to beginning work on the project
2. Students will then carry out the project (in some cases the center's budget may cover some associated costs but that must be approved in advance by the director who will do the purchasing herself – no students will be permitted to incur expenses or to seek reimbursement for expenses associated with this project)
3. The student work group will appoint one representative to work with the agency's Program Developer in seeking public recognition for the project (newspaper, newsletter, etc.)

KENTUCKY RIVER FOOTHILLS DEVELOPMENT COUNCIL, INC.

Richmond Service Learning Opportunities

Richmond Transit Service
309 Spangler Drive
Richmond, KY 40475
859/624-2046
Director: David Sowder

Program Description: The Richmond Transit Service is a collaborative effort between the City of Richmond and Kentucky River Foothills Development Council, Inc. The service cost \$1.00 for a day pass with unlimited stops. There are two buses that operate on separate 90-minute loops. The bus stops on campus in front of the Student Services Building.

Service Learning Description: The service learning project for the Richmond Transit Service would include conducting a public awareness campaign of the service by promoting the service to potential riders who may not know about the service or who may be hesitant to use the service for any reason. This could include visiting senior citizen housing programs and other places that elderly or disabled people can be located, speaking with ECU students who don't have transportation (including international students), and promoting the project at clinics, shopping and recreational venues, and other places where potential riders may be located.

For all projects:

1. Students will meet with the Transportation Director to discuss the project prior to beginning work on the project
2. Students will then carry out the project and will work with the Transportation to develop a project budget (in some cases the program's budget may cover some of these costs but that must be approved in advance by the director who will do the purchasing himself – no students will be permitted to incur expenses or to seek reimbursement for expenses associated with this project)
3. The student work group will appoint one representative to work with the agency's Program Developer in seeking public recognition for the project (newspaper, newsletter, etc.)

KENTUCKY RIVER FOOTHILLS DEVELOPMENT COUNCIL, INC.

Richmond Service Learning Opportunities

Supportive Housing Program

309 Spangler Drive

Richmond, KY 40475

859/624-2046

Director: Shelly Bengé

Program Description: People are eligible for the Supportive Housing Program if they live on the street, in an emergency shelter, in places not meant for human habitation, are being evicted within a week, being discharged within a week from an institution in which the person has been a resident for more than 30 days, or fleeing a domestic violence situation. The Supportive Housing Program provides temporary housing/in-depth case management and supportive services to homeless persons or families while working with them to obtain permanent housing. The program also assists families in obtaining other community resources to help the families become self-sufficient.

Service Learning Description: The service learning project for the Supportive Housing Program involves educating program participants on personal safety, how to respond to harassment, and how to maintain a safe home (lighting, locks, safe guarding children, etc.)

For all projects:

1. Students will meet with the Supportive Housing Program Director to discuss the project prior to beginning work on the project
2. Students will then carry out the project (in some cases the center's budget may cover some of associated costs but that must be approved in advance by the director who will do the purchasing herself – no students will be permitted to incur expenses or to seek reimbursement for expenses associated with this project) and will host a resource event where program participants may receive the education
3. The student work group will appoint one representative to work with the agency's Program Developer in seeking public recognition for the project (newspaper, newsletter, etc.)

KENTUCKY RIVER FOOTHILLS DEVELOPMENT COUNCIL, INC.

Richmond Service Learning Opportunities

Hispanic Outreach Program
309 Spangler Drive
Richmond, KY 40475
859/624-2046
Director: Sandra Powell

Program Description: The Hispanic Outreach Program provides advocacy, education and service brokerage to Spanish speaking program participants who are in the process of acculturating into the local culture. Among these services are information and assistance, transportation, advocacy, counseling, outreach, and legal advocacy. The program is funded through a combination of federal, state, and local funds, and individual donations.

Service Learning Description: The service learning project with the Hispanic Outreach Program would include planning and hosting education events for program participants. Possible topics could include predatory lending, home safety, avoiding scams, etc. as planned by students and approved in advance by the center director.

For all projects:

1. Students will meet with the Hispanic Outreach Director to discuss the project prior to beginning work on the project
2. Students will then carry out the project (in some cases the program's budget may cover some of associated costs but that must be approved in advance by the director who will do the purchasing herself – no students will be permitted to incur expenses or to seek reimbursement for expenses associated with this project)
3. The student work group will appoint one representative to work with the agency's Program Developer in seeking public recognition for the project (newspaper, newsletter, etc.)

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Criminal Justice & Police Studies
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Justice & Safety
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	CRJ 313
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Criminal Justice Ethics
<input type="checkbox"/> New Program (Part III)	*Program Title	Criminal Justice
<input type="checkbox"/> Program Revision (Part III)		(Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<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	9.9.2009	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	9.28.2009	Approved <u>Y</u> Disapproved <u> </u>	F CF BEJ
General Education Committee*	NA	Faculty Senate**	NA
Teacher Education Committee*	NA	Board of Regents**	NA
		Council on Postsecondary Edu.***	NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Change catalog description: Students cannot receive credit for both CRJ 313 and CRJ 313S.
Remove cross listing with WGS 313 (University Programs removed the cross listing in the September 2009 CAA meeting.)

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

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

B. The justification for this action: Avoid course credit for S and non-S versions of the same 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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

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

CRJ 313 Criminal Justice Ethics. (3).A. ~~Crosslisted with WGS 313.~~ Prerequisites: CRJ 101 with a grade of "C" or better, sophomore standing, or departmental approval. Examines the moral, legal and normative obligations of the state and criminal justice professionals. Surveys the philosophies and theories of ethics and deviance. Credit will not be awarded to students who have credit for CRJ 313S or ~~WGS 313~~.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CRJ	313	Spring 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
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.	CRJ 101 with a grade of “C” or better
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 CRJ 313S and WGS 313.</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <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 (<u>30 characters</u>) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Criminal Justice & Police Studies Justice & Safety CRJ 406 Critical Issues in Criminal Justice _____ _____ _____
*Provide only the information relevant to the proposal.		
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9.28.2009	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	9.28.2009	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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Add statement to course descriptions. <u>May be retaken for a maximum of six hours on different topics.</u></p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: To help students not to lose hours when taking CRJ 406 twice with different topics.</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.)

CRJ 406 Critical Issues in Criminal Justice. (3), I, II. Prerequisites: CRJ 101 with a grade of "C" or better, sophomore standing, or departmental approval. Examination of the criminal justice system and process with an emphasis on problems and trends. This course provides an analytical overview of justice and its response to the needs of society. May be retaken for a maximum of six hours on different topics.

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)*
CRJ	406	Spring 2010	AS _____ JS X BT _____ EM _____ ED _____ PC _____ HS _____	CJPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>1</u>	
<u>FE</u>	Lecture _____	Laboratory _____	Other _____	
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

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

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9.28.2009	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	9.28.2009.	Approved <input checked="" type="checkbox"/> Disapproved	10/15/09
General Education Committee*	NA	Faculty Senate**	11/2/09
Teacher Education Committee*	NA	Board of Regents**	1/25/10
		Council on Postsecondary Edu.***	

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

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Revise Supporting course requirements. Add the 3 hour requirement of COR. Change the 12 hours back to 9 hours, selected from APS, COR, CRJ, FSE or PLS.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Spring 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>Allows for Greater Flexibility in scheduling.</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.)

Criminal Justice (B.S.)

CIP Code: 43.0103

Page 150 of the 2009-10 Undergraduate Catalog

Major Requirements33 hours

Core.....18 hours
CRJ 101, 313, 331, 388, 400 and an upper division CRJ elective.

CRJ Electives.....15 hours

Select from PLS or CRJ electives or select 3 hours of Foreign Language** or American Sign Language** (ASL) level 200 or above in consultation with major advisor.

Supporting Course Requirements.....12 hours

Three hours from COR, and 9 hours ~~12 hours~~ from APS, COR, CRJ, FSE, PLS or
Select 3 hours of Foreign Language** or American Sign Language** (ASL) level
200 or above in consultation with major advisor.

General Education Requirements.....48 hours

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

University Requirement.....1 hour

JSO 100

Free Electives or Minor.....34 hours

Total Curriculum Requirements128 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input checked="" type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Correctional and Juvenile Justice Studies Justice and Safety COR 300 W Careers and Competencies in CJJS NA (Major ____, Option ____, Minor ____, or Certificate ____)
---	---	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9-28 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	9.28.2009	Approved <input checked="" type="checkbox"/> Disapproved	10/15/09
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 change COR 300 to COR 300 W, a writing intensive course.

A. 2. Effective date: (Example: Fall 2001)
 October 19, 2009 (Fall 2009 S)

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

B. The justification for this action:
 To create a new course that is writing intensive and fulfills the requirement for a writing intensive 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.)

COR 300 W Careers and Competencies in Corrections and Juvenile Justice (3) A. Prerequisites: COR 201 and COR Major or department approval. An intensive writing course that focuses on building critical thinking and communication competencies through an exploration of career options and career-related issues in corrections and juvenile justice. Credit will not be awarded to students who have credit for COR 300.

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)*
COR	300 W	Fall 2009	AS _____ JS <u>x</u> BT _____ EM _____ ED _____ PC _____ HS _____	CORS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. NA	
3	Lecture 3	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1		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: Check all applicable		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

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

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

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

COR 201 AND COR major OR Department Approval

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Credit not allowed with COR 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)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Department of Correctional and Juvenile Justice Studies
Careers and Competencies in CJJS
COR 300 W
3 hours

Instructor Information

Betsy Matthews, Ph.D.

Office: 102 Stratton

Phone: 622-8113

Email: betsy.matthews@eku.edu

Office hours: M 10-12; T 1:30-3:30; R 9-11 OR by appointment

Course Description

An intensive writing course that focuses on building critical thinking and communication competencies through an exploration of career options and career-related issues in corrections and juvenile justice.

Course Prerequisites

COR 201 and ENG 101 are prerequisites for this course.

Uwf gpvNgct plpi 'Qwweqo gu

At the conclusion of this course you should be able to:

- Identify your personal learning style and strengths;
- Articulate, in writing, your level of interest and suitability for a career in corrections and juvenile justice based on knowledge gained through course materials and activities;
- Analyze and summarize sample cases in a way that reflects field-specific writing;
- Apply critical thinking skills to corrections and juvenile justice issues through oral debate and written work;
- Gather relevant information about a contemporary corrections and juvenile justice issue;
- Synthesize information around common issues and themes;
- Draw well-reasoned conclusions about a corrections and juvenile justice issue;
- Prepare and deliver a brief presentation on a contemporary corrections and juvenile justice issue;
- Understand and apply key principles of writing to a variety of writing assignments.

Class Format

This class is designed to be very interactive and experiential. Students are expected to come to class prepared to participate in discussions and class exercises. Guest speakers

will be visiting throughout the semester to provide students with the opportunity to learn more about the corrections and juvenile justice professions.

Course Policies

Attendance: As an adult learner, it is up to you to decide whether or not you come to class. Although I do not keep daily attendance records, there are in-class assignments and exercises for which you must be present to earn points. Thus, frequent absences are likely to hurt your grade.

Excused absences: Absences due to illness or family emergencies will be excused with appropriate documentation. Absences for other reasons will be excused on a case-by-case basis with prior notification. You will be given the opportunity to make up any work missed due to an excused absence.

Late assignments: Please submit hard copies of late assignments directly to me during regular class time; ensure that your assignment is placed in the course homework folder. Unless you have made other arrangements with me, you will lose 5 points for every class period for which the assignment is late. No assignments will be accepted two weeks beyond the due date.

Writing Intensive Course

This course is designed to promote critical thinking and communication skills needed for success in the corrections and juvenile justice studies program and, more importantly, for your future career. To achieve this, you will engage in a significant amount of writing throughout the semester. Writing assignments are varied and reflect the types of writing that you may be expected to do in your job. They also require you to think critically about issues by raising important questions, gathering and assessing relevant information, coming to well-reasoned conclusions and solutions, and recognizing and assessing the implications and practical consequences of policies/practices.

Throughout the semester you will receive feedback from your instructor and your peers. You will have the opportunity to revise and resubmit several of the assignments. I strongly recommend that you maintain a writing portfolio that includes your writing assignments and written feedback. This way, you can use the feedback to enhance your writing and track progress.

Course Texts

There is no required text for this class. Selected readings will be distributed in class or placed on reserved in Justice and Safety Library.

Course Requirements

- 1. One-Minute papers (100 points; 24% of course requirements)** – During 10 class periods throughout the semester, I will be asking you to write a one-minute paper that

reflects on a current event, an assigned reading, or a class lecture or activity. These papers will be requested on a random basis. Each paper is worth 10 points. You will earn all 10 points for a paper that reflects a clear, well-written attempt to address the question asked; you will earn nothing for anything short of that. The purposes of these papers are to 1) measure the extent to which you read assigned work, attend class, and engage in the day's lecture or activity; and 2) provide an opportunity to practice and develop your writing skills.

2. **Case summary and analyses (72 points; 17% of course requirements)** – Three case studies will be used to introduce you to the type of issues faced in the field of corrections and juvenile justice. For each case, you will write a summary and analysis that describes the facts of the case and your recommendations for disposition. In-class exercises will be conducted to discuss the cases and to gain peer feedback on your writing. A revised summary and analysis will be due the following class period. Each summary is worth 24 points.

3. **Is This The Career For Me? Portfolio and Reflection Paper (110 points; 26% of course requirements)** -- Throughout the semester you will maintain a portfolio on activities, readings, exercises, and class notes related to careers in corrections. At the end of the semester you will write a reflection paper based on the information in your portfolio. The tasks involved and the points possible include:
 - career research paper (20)
 - resume (10)
 - cover letter (15)
 - interview reflection paper (15)
 - DWYA assessment (10)
 - portfolio (10)
 - final reflection paper (30)

You will be given the opportunity to revise and resubmit your resume and cover letter based on feedback from your peers, your instructor, and the professional who conducts your mock interview.

4. **Course project (135 points; 33% of course requirements)** -- Throughout the semester, you will be working on a course paper (8-10 pages) and presentation (7-10 minutes) on a corrections/juvenile justice issue of their choosing. Assignments throughout the semester are designed to keep you on task with the project and to provide a basis for me to provide you with ongoing feedback throughout the semester. The tasks and points possible are as follows:
 - Paper topic and project plan due (5)
 - Annotated bibliography (15)
 - Paper outline (10)
 - Draft of paper (15)
 - Draft PowerPoint (10)
 - Presentation (30)
 - Final paper (50)

I will provide you with written feedback on each project task. Peer feedback will be obtained through in-class exercises. I will hold student-instructor conferences during which I will provide you with detailed feedback on your first draft. You will then be given the opportunity to revise and resubmit your paper. In addition to submitting a hard copy of your paper directly to me, you will be required to submit an electronic version through Safe Assignments.

Course Grades

Points will be accumulated as outlined above for a total of 417 points. Course grades will be based on points earned where:

A = 90% or 375 or above
B = 80% or 333-374
C = 70% or 291-332
D = 60% or 250-290
F = 269 or below

Course grades will be maintained in the Grade Center in the course blackboard site. You can track your progress by viewing the “total” column that reports your total number and percentage of points earned. A mid-term grade also will be submitted via ECU direct.

Important dates

Classes Begin: 08/24/09
Add/Drop Deadline: 08/27/09
Withdraw Period: 8/24/09 - 9/25/09
[However, not all dates involve a refund, please see refund schedule below]

Withdraw Refund Schedule
75% Tuition Refund: 8/28/09 - 8/31/09
50% Tuition Refund: 9/1/09 - 9/3/09
25% Tuition Refund: 9/4/09 - 9/6/09

Classes End: 12/19/09

Academic Integrity 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.

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.

Tentative Course Schedule

Week	Topic
Week 1 8/25-27	<ul style="list-style-type: none"> • Introduction to Course, Peers, Major • Introduction to Corrections/Juvenile Justice Careers
Week 2 9/1-3	<ul style="list-style-type: none"> • Making Career Choices • Ethical Dilemmas in Corrections/Juvenile Justice • Explanation of Course Project
Week 3 9/8-10	<ul style="list-style-type: none"> • Decision-making in Corrections/Juvenile Justice • Career Exploration assignment due (10th) • Discussions about findings from career research
Week 4 9/15-17	<ul style="list-style-type: none"> • Library instruction/information literacy (15th) • No class (17th)
Week 5 9/22-24	<ul style="list-style-type: none"> • Critical thinking (elements of thought, intellectual standards) • Writing workshop
Week 6 9/29-10/1	<ul style="list-style-type: none"> • DWYA report (29th) • Amanda Tudor – Self Assessment (29th) • Writing in Correction/Juvenile Justice (1st) • Case study and group work (1st) • Project prospectus due (plan and annotated bibliography) (1st)
Week 7 10/6-8	<ul style="list-style-type: none"> • Case study #1 due (6th) • Prison Tour • Outline of Course Project Paper due (8th)
Week 8 10/13-15	<ul style="list-style-type: none"> • Fall break (13th) • Staff issues (safety, stress, burnout) (15th)
Week 9 10/20-22	<ul style="list-style-type: none"> • Case study #2 (20th) • Characteristics of effective corrections/juvenile justice staff (20th) • Laura Melius – Resumes/Cover letters (22nd)
Week 10 10/27-29	<ul style="list-style-type: none"> • Draft Resumes/cover letter due (27th) • Peer review and consultation (27th) • Draft of Course Project Paper due (29th)
Week 11 11/3-5	<ul style="list-style-type: none"> • Laura Melius - Interviewing skills (3rd) • Individual conferences with Professor for review of draft paper (5th) • Mock Interviews (5th)
Week 12 11/10-12	<ul style="list-style-type: none"> • Individual conferences with Professor (10th) • Mock interviews (10th) • Final Resume/cover letter due, and interview reflection paper due (12th)
Week 13 11/17-19	<ul style="list-style-type: none"> • Tour • Draft of Course Project PowerPoint due (17th) • Career Portfolio and final reflection paper due (19th)
Week 14 11/24-26	<ul style="list-style-type: none"> • Case study #3 due (24th) • Thanksgiving (26th)
Week 15	<ul style="list-style-type: none"> • Project Presentations

12/1-3	
Week 16 12/8-10	<ul style="list-style-type: none">• Project Presentations• Final papers due (10th)
Week 17 12/15-17	<ul style="list-style-type: none">• Finals Week• Project Presentations (15th from 10:30-12:30)

Professor Betsy Matthews
Department of Correctional and Juvenile Justice
Stratton 105

28 September 2009

Dear Betsy:

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

The next step is to get the W course approved by your department curriculum committee, and then on to your college committee. You and your department will need to decide whether you intend to drop the old COR 300 and add the new writing-intensive version in its place, or keep both the old one and the new one. I'm copying this letter to Dr. Kevin Minor, so that he will know officially that your course is approved at the TCAC level.

When you teach COR 300W, 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. Basically, it will be a day-long session in the summer. All W faculty will be invited to attend, and those who attend will receive a stipend.

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. Kevin Minor
Dr. Onda 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 type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input checked="" type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Correctional and Juvenile Justice Studies <hr/> College Justice and Safety <hr/> *Course Prefix & Number COR 300 <hr/> *Course Title (30 characters) Careers and Competencies in CJJS <hr/> *Program Title NA (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	9-28 2009	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	9.28.2009	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA
		Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To drop COR 300 from the curriculum. A. 2. Effective date: (Example: Fall 2001) Spring 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: COR 300 will be replaced with COR 300W to provide students with a major-based writing intensive 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-)

~~COR 300 Careers and Competencies in Corrections and Juvenile Justice (3) A. Prerequisites: COR 201 or department approval. An intensive writing course that focuses on building critical thinking and communication competencies through an exploration of career options and career-related issues in corrections and juvenile justice.~~

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.)



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of the Dean
Dr. David D. Gale, Dean
Dr. Deborah Whitehouse, Assoc. Dean
Julie K. Patterson, Administrative Assistant
Specialist

Rowlett 203
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1523
FAX (859) 622-1140
David.Gale@eku.edu • www.eku.edu
Deborah.whitehouse@eku.edu
Julie.patterson@eku.edu

TO: Council on Academic Affairs

FROM: Deborah Whitehouse
Dr. Deborah Whitehouse, Associate Dean

SUBJECT: Agenda Items

DATE: October 5, 2009

Please include the attached curriculum proposals onto the agenda for the meeting of the Council on Academic Affairs on October 15, 2009.

Environmental Health Science & Clinical Laboratory Science

Course Revisions

CLS201	Introduction to Clinical Pathology	Revise to correct catalog	Spring 2010	CHS 1-2
CLS310	Hematology and Coagulation	Revise course description	Spring 2010	CHS 3-4
CLT201	Urinalysis	Revise course description	Spring 2010	CHS 5-6
CLT202	Hematology	Revise course description	Spring 2010	CHS 7-8
CLT203	Clinical Chemistry	Revise course description	Spring 2010	CHS 9-10
CLT207	Technical Correlations	Revise course description	Spring 2010	CHS11-12
CLT208	Clinical Techniques	Revise course description	Spring 2010	CHS13-14
CLT209	Medical Microbiology	Correct catalog text	Spring 2010	CHS15-16

Dropped Courses

EHS410	Radiological Health	Fall 2010	CHS17
EHS877	Public Health Group Dynamics	Fall 2010	CHS17

Exercise & Sport Science

Course Revisions

PHE470	Internship: Sport Mgt.	Revise course description	Spring 2010	CHS19-20
--------	------------------------	---------------------------	-------------	----------

Occupational Therapy

Course Revisions

OTS402	Pract-OS IV: Advocacy/Research	Revise title, prereq & descript.	Spring 2010	CHS21-24
OTS880	Research in OT	Drop prerequisite	Fall 2010	CHS25-31



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 (<u>30 characters</u>) _____ *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Environmental Health Science & Clinical Lab Science _____ Health Science _____ CLS 201 _____ Introduction to Clinical Pathology _____ _____ _____
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	8/1/09	Graduate Council* NA
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	9/16/09	Council on Academic Affairs Approved <input type="checkbox"/> Disapproved <input checked="" type="checkbox"/>
General Education Committee*	NA	Faculty Senate** NA
Teacher Education Committee*	NA	Board of Regents** NA Council on Postsecondary Edu.*** NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Correct type of course and workload A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To correct error in catalog	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

1. For a new course, provide the catalog text. 2. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and <u>underlines</u> for additions. 3. For a dropped course, provide the current catalog text.	New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) CLS 201 Introduction to Clinical Pathology. (3) II. Open to all students. Techniques common to clinical laboratories. Stresses basic physical and chemical principles of disease process. 4 <u>3</u> Lec/Lab.
--	--

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CLS	201	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	EHCL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture <u>3</u>	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)	
<u>1</u>	<u>3</u>		FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

Course Prefix and No.	
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 __) *Provide only the information relevant to the proposal.	Environmental Health Science & Clinical Lab Science _____ Health Science _____ CLS310 _____ Hematology and Coagulation _____ _____ _____ _____ _____ _____
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	8/1/09	Graduate Council* NA
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	9/16/09	Council on Academic Affairs
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 10/15/09
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: Revise course description A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Revise course to more accurately describe course.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)	
CLS 310 Hematology and Coagulation. (5) I. Prerequisite: enrollment in upper division plan <u>CLS program</u> or departmental approval. Morphology of blood <u>cells</u> , determination of blood parameters and dyscrasias <u>disorders/diseases associated with blood cells; mechanisms</u> <u>biochemistry, and procedures and disorders/diseases</u> in coagulation. 6 <u>3</u> Lec/ <u>4</u> Lab.	

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CLS	310	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	EHCL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture <u>3</u>	Laboratory <u>4</u>	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. _____ enrollment in upper division plan CLS program or departmental approval

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

Curriculum Change Form

Part I

(Check one)	Department Name	Environmental Health Science & Clinical Lab Science	
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Science	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CLT201	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Urinalysis	
<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:	Date		Date
Departmental Committee	8/1/09	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>			
College Curriculum Committee	9/16/09	Council on Academic Affairs	10/15/09
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	NA
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.)

<p>A. 1. Specific action requested: Revise course description</p> <p>A. 2. Effective date: 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: Eliminate a sentence in course, correct catalog information on lecture.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>

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

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

New or Revised* Catalog Text
(*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>CLT 201 Urinalysis. (1) I, II. Prerequisite: admission to CLT program or departmental approval.</p> <p>Clinical lab procedures used in the analysis of urine and other body fluids. Principles, procedures, and significance of analysis of urine, spinal fluid, and other body fluids commonly examined in the clinical laboratory. 4 <u>1</u>Lec/Lab.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CLT	201	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X _____	EHCL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture <u>4</u> <u>1</u>	Laboratory _____ Other _____	Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name _____ College _____ *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title _____ (Major __, Option __; Minor __; or Certificate __) _____ *Provide only the information relevant to the proposal.	Environmental Health Science & Clinical Lab Science _____ Health Science _____ CLT202 _____ Hematology _____ _____ _____
Proposal Approved by:		
	<u>Date</u>	
Departmental Committee	8/1/09	Graduate Council* NA
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	9/16/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 10/15/09
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: Revise course description	_____
A. 2. Effective date: Fall 2010	_____
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	_____
B. The justification for this action: Revise course to more accurately describe course.	
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact: NA	
Operating Expenses Impact: NA	
Equipment/Physical Facility Needs: NA	
Library Resources: NA	

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

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

New or Revised* Catalog Text (*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)	
CLT 202 Hematology. (3) II. Prerequisite: admission to CLT program. Clinical procedures used in hematology and coagulation. <u>Morphology of blood cells, determination of blood parameters and disorders/diseases associated with blood cells; biochemistry, procedures and disorders/diseases in coagulation.</u> 4 <u>3</u> Lec/Lab.	

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CLT	202	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	EHCL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture <u>3</u>	Laboratory _____	Other _____	
			Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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 *Provide only the information relevant to the proposal.	Environmental Health Science & Clinical Lab Science Health Science CLT203 Clinical Chemistry (Major __, Option __; Minor __; or Certificate __)
---	---	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	8/1/09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	NA
College Curriculum Committee	9/16/09	Approved <input checked="" type="checkbox"/> Disapproved	10/15/09
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: Revise course description A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: Revise course description to better reflect course
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA

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

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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) CLT 203 Clinical Chemistry. (3) I. Prerequisite: admission to CLT program. Clinical procedures used in clinical chemistry and parasitology. Introduction to theory and lab procedures, measurement of constituents of body fluids, instrumentation, and clinical interpretation of results in relation to biochemistry of human systems. 4 H_Aec/Lab.
--

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CLT	203	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	EHCL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture <u>1-111</u>	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)	
	1-111		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

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 Environmental Health Science & Clinical Lab Science <hr/> College Health Science <hr/> *Course Prefix & Number CLT207 <hr/> *Course Title (30 characters) Technical Correlations <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	8/1/09	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	Council on Academic Affairs	
	No <input checked="" type="checkbox"/>	Approved <input checked="" type="checkbox"/> Disapproved	10/15/09
College Curriculum Committee	9/16/09	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	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: Revise course description A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: Revise course description to better reflect course
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA

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

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

New or Revised* Catalog Text (*Use strike through for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>CLT 207 Technical Correlations. (2) I, II. Prerequisites: CLT 201, 202, and 203. Relationships among CLT topics. <u>Review of CLT subject areas with emphasis on Stresses mastery of</u> subdisciplines at technician level, clinical significance and interpretation of lab requests. 2 Lec.</p>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CLT	207	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	EHCL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
		Cip Code (first two digits only) 51		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

Curriculum Change Form

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name _____ College _____ *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	Environmental Health Science & Clinical Lab Science _____ Health Science _____ CLT208 _____ Clinical Techniques _____ _____ _____ _____ _____
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	8/1/09	Graduate Council* NA
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	9/16/09	Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 10/15/09
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: Revise course description to more accurately reflect course and change Lab for CHE111 to CHE111L from CHE115 which was previously changed through CAA A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Revise course description to more accurately reflect course	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
CLT 208 Clinical Techniques. (1) I, II. Prerequisite: admission to CLT program or departmental approval. Prerequisite or Corequisite: CHE 111/111L115. Introduction to the laboratory including laboratory techniques, laboratory mathematics, safety, venipuncture, and spectrophotometry. Skills for clinical laboratory practitioners, including laboratory safety, phlebotomy, microscopy, pipetting, universal precautions, and principles of quality assurance.

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)*
CLT	208	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	EHCL
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. _____

CHE 111/111L445.

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 (<u>30 characters</u>) *Program Title (Major __, Option __; Minor __; or Certificate __)	Environmental Health Science & Clinical Lab Science Health Science CLT209 Medical Microbiology *Provide only the information relevant to the proposal.
---	---	--

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	8/1/09	Graduate Council*	NA
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	10/15/09
College Curriculum Committee	9/16/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	NA
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: Correct catalog text A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: Correct catalog, this is all lecture, the lab was broken out into CLT211
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

New or Revised* Catalog Text (*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
CLT 209 Medical Microbiology. (3) A. Study of bacteria, fungi, viruses, and parasites as agents of human disease with emphasis on the pathogenesis, epidemiology, and diagnosis of infectious diseases. 3 Lec/4 Lab.

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CLT	209	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	EHCL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture <u>3</u> Laboratory <u>1</u> 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)	
<u>1</u>	<u>3</u>		FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

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: <u>Exercise and Sport Science</u> College: <u>Health Science</u> *Course Prefix & Number: <u>PHE 470</u> *Course Title (30 characters): <u>Internship: Sport Management</u> *Program Title: _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">9/16/09</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">_____</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">10/15/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	9/16/09	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	_____	Approved <input checked="" type="checkbox"/> Disapproved _____	10/15/09	General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	NA
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	9/16/09	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	_____	Approved <input checked="" type="checkbox"/> Disapproved _____	10/15/09																											
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: Revise catalog description A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Revise catalog description and edit to correct the 50 hour sport management related experience which was already passed by CAA in the program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

	New or Revised* Catalog Text (*Use strikethrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
<p>PHE 470 Internship: Sport Management. (1-6) A. Prerequisite: 2.0 GPA, completion of physical education <u>sport management core and supporting courses and sport management option courses</u>. Students are required to document a minimum of 20 <u>50</u> hours of sport management related experiences prior to enrollment in PHE 470. Supervised experiences in the directing of sports and physical activities in various settings. May be retaken to a maximum of six hours.</p>	

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHE	470	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	ESSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	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)	
			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.	2.0 GPA, completion of <u>physical education sport management core and supporting courses and sport management option courses</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) New Course (Parts II, IV)	Department Name	Occupational Therapy
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Health Sciences
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	OTS 402
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Pract-OS IV: Advocacy/Research.
<input type="checkbox"/> New Program (Part III)	*Program Title	(Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	
<input type="checkbox"/> Program Suspended (Part III)		

Proposal Approved by:	<u>Date</u>	
Departmental Committee	04-14-09	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	9/16/09	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
		10/15/09
		NA
		NA

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

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

A. 1. Specific action requested: To change the course title, prerequisite and description for OTS 402. To delete the corequisites for OTS 402.

A. 2. Effective date: Fall 2010

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

B. The justification for this action: Change course title to match format for the three other occupational science practicum courses. Change in the course description for OTS 422 will more accurately reflect course content. OS student must pass OTS 401 to take course. Change in sequence of OS course offerings and change in admission procedures for option 2 students necessitates the need to delete OTS 432 and OTS 478 as corequisites.

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

<p style="text-align: center;">New or Revised* Catalog Text</p> <p>(*Use strickthrough for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p>OTS 402 Practicum-OS IV: Advocacy/ & Research (3) A. Pre-requisite: OTS 301 and 302 401; Pre- or co-requisites: OTS 432 and OTS 478. <u>Participatory Active learning experiences focusing on in the application of advocacy, health policy, ethics, and research to advance health and wellness. Introduction to participation in policy changes and research activities to advance health care. Course Seminar includes self-reflection and portfolio development completion.</u></p>	
--	--

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
OTS	402	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS X	OCCT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	Pre-requisite: OTS 301 and 302 <u>401</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.	Pre- or co-requisites: <u>OTS 432 and OTS 478</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)			

Eastern Kentucky University
Department of Occupational Therapy
OTS 402 Practicum IV: Advocacy & Research

Instructor: Julya Westfall
E-mail: julya.westfall@eku.edu

Office: 859 622-6324

Catalog Description Pre-requisite: OTS 401 Participatory experiences in the application of advocacy, ethics, and research to advance health and wellness. Course includes self-reflection and portfolio completion.

Student Learning Outcomes

Upon completion of this course, the learner will:

1. Participate in the roles of leader, educator, advocate and researcher
2. Demonstrate strategies to use resources and collaborate with persons, organizations, and populations
3. Participate in campus-community partnership for change
4. Reflect on the ethics of community-based research and advocacy
5. Synthesize concepts of occupational science to inform research and advocacy activities
6. Engage in the design of products which promote health and wellness
7. Demonstrate competency in the integration of curriculum themes through portfolio completion

Required Texts

Readings and other media as relevant to research and advocacy work

Course Requirements

Action Plans, Actions & Products		40%
Wiki Personal Page & Participation	(20% Individual Grade)	
Wiki Team Pages	(20% Team Grade)	
Interview Report		15%
Community Engagement and Blogs		25%
Professional Participation Assessment		20%

Portfolio S/U

Summative portfolio is a *final* assessment of achievement of outcomes and sub-outcomes. A student must receive a satisfactory grade (70% or better) on the summative portfolio to pass OTS-402. If the course instructor determines a portfolio score to be less than satisfactory, two faculty assessors who teach in the Occupational Science Program will independently evaluate the portfolio. At least two of the three assessors must agree that the portfolio is unsatisfactory. If the portfolio is unsatisfactory, the student receives a failing grade in OTS-402 and cannot graduate from the Occupational Science Program until the whole course is successfully repeated.

All requirements must be completed to pass the course. Late assignments will have 10% deducted for each day past due.

Grading Practices:

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

59 and below F

All requirements must be completed to pass course. Assignments are due at date and times posted on the course outline and will be considered late after the posted time. 10% deducted for each day past due.

Student Progress:

Grades are available on the course Blackboard site. Appointments welcomed. Schedule through email or after class. Midterm grades are determined by work completed by 3/3/09. Withdrawal date - March 20, 2009.

Attendance:

Class participation is essential in an experiential course. Each student is to notify the instructor prior to class or community event when he or she will be absent. Not attending class and community events may have a significant negative impact on course grade. Promptly submitted official written documentation of cause for absence may be taken into account by the instructor when scoring the Professional Participation Assessment.

Americans with Disabilities Act ADA 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.

Academic Integrity: Students are expected to abide by the ECU Academic Integrity Policy. A copy of the policy, including definitions, descriptions, and institutional procedures, is available <http://www.academicaffairs.eku.edu/integrity/>



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, Assistant Dean
College of Arts and Sciences



Dr. John Wade, Dean
College of Arts and Sciences

DATE: October 1, 2009

SUBJECT: Agenda items for 10-15-2009 Council on Academic Affairs Meeting

The College of Arts and Sciences submits the following agenda items for consideration at the October 1, 2009 meeting of the Council on Academic Affairs.

AGENDA

Arts and Sciences

Anthropology, Sociology, & Social Work

Course Revisions

SWK 354 Social Work Practice Methods - *Change catalog description and credit hours for course as a result of adding content from SWK 355.*

SWK 355 Social Work Practice Methods II - *Change catalog description and credit hours for course as a result of moving content to SWK 354.*

Program Revision

Social Work (B.S.W) - *Reduce hours to graduate from 128 to 120*

Chemistry

Drop Courses

CHE 471 Physical Chemistry I
CHE 472 Physical Chemistry II
CHE 572 Advanced Physical Chemistry
CHE 772 Advanced Physical Chemistry

New Courses

CHE 574 Physical Chemistry I
CHE 774 Physical Chemistry I
CHE 575 Physical Chemistry II
CHE 775 Physical Chemistry II
CHE 576 Advanced Physical Chemistry
CHE 776 Advanced Physical Chemistry

Program Revision

Chemistry (B.S.) – *Reflect recent curriculum changes and course revisions within program*
Chemistry Master of Science – *Reflect recent curriculum changes/course revisions within program*

Government

Course Revisions

POL 552 Modern Political Theory – *add “credit not allowed with” statement for POL 552W*
POL 553 Contemporary Political Theory – *add “credit not allowed with” statement for POL 553W*
POL 733 Seminar in State and Local Politics – *Remove POL 101 as pre-requisite*
LAS 735 Municipal Law – *Remove pre-requisite LAS 220*
POL 752 Modern Political Theory – *add “credit not allowed with” statement for W- and cross-listed courses*
POL 753 Contemporary Political Theory – *add “credit not allowed with” statement for W- and cross-listed courses*

Program Revision

Bachelor of Arts Political Science – *Reduce hours from 128 to 120.*

Mathematics and Statistics

Course Revisions

STA 500 Applied Statistical Inference – *remove “credit not allowed with ECO 320; STA 521” from course description*
STA 700 Applied Statistical Inference – *remove “credit not allowed with ECO 320; STA 521” from course description and revise course description*

New Course

MAE 872 Mathematics in the Curriculum

Music

New Course

MUS 310 Topics in Music

Physics and Astronomy

Course Revisions

PHY 131 College Physics I – *revise course description of contact hours*
PHY 132 College Physics II - *revise course description of contact hours*
PHY 201 University Physics I - *revise course description of contact hours*
PHY 202 University Physics II - *revise course description of contact hours*

Department of Philosophy and Religion

Course Revisions

PHI 552 Modern Political Theory – *revise description to ensure students don't receive credit for W and non-W versions of the same course*
PHI 553 Contemporary Political Theory – *revise description to ensure students don't receive credit for W and non-W versions of the same course*
PHI 752 Modern Political Theory – *add "credit not allowed with" statement for W- and cross-listed courses*
PHI 753 Contemporary Political Theory – *add "credit not allowed with" statement for W- and cross-listed courses*

Department of Psychology

New Degree Program*

Bachelor of Science - Animal Studies

*The New Program proposal will be distributed for information and preliminary discussion. It will return in a future CAA meeting as an actionable item .

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 & S</u> *Course Prefix & Number <u>SWK 354</u> *Course Title (<u>30 characters</u>) <u>Social Work Practice Methods</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>4/30/09</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 <u>09/14/2009</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>10/15/09</u> General Education Committee* _____ NA Faculty Senate** _____ NA Teacher Education Committee* _____ N/A Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Change catalog description and credit hours for course as a result of adding content from SWK 355. This change, along with changing the SWK 355 credit hours will result in a more uniform distribution of credits in the social work curriculum.	
A. 2. Effective date: Spring 2010	
A.3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
A. The justification for this action: Some course content is being moved from SWK 355 which will increase the content for SWK 354.	
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 ~~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.)

SWK 354 Social Work Practice Methods. ~~(2)~~ (3) I, II. Corequisite: SWK 350. ~~Weekly two-hour laboratory.~~ Focuses on interactional activities and exercises that foster the development of interviewing skills, data collection, contracting, synthesis, assessment, and use of relationship skills.

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)*
SWK	354	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
2 3	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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 & S</u> *Course Prefix & Number <u>SWK 355</u> *Course Title (<u>30 characters</u>) <u>Social Work Practice II</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>4/30/09</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 <u>09/14/2009</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>10/15/09</u> General Education Committee* _____ NA Faculty Senate** _____ NA Teacher Education Committee* _____ N/A Board of Regents** _____ NA Council on Postsecondary Edu.*** _____ NA		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Change catalog description and credit hours for course as a result of moving content to SWK 354. This change will result in a more uniform distribution of credits in the social work curriculum. A. 2. Effective date: Spring 2010 A.3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
A. The justification for this action: Course content (contracting skills) is being moved to SWK 354 which will decrease the content for SWK 355.	
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 ~~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.)

SWK 355 Social Work Practice II. (5)-(3) I, II. Prerequisites: SWK 350, 354, and SOC 232. Addresses the social work process with groups and families with a focus on planning assessments, intervention, implementation, and evaluation of practice strategies. Facilitation of psycho-educational groups to practice group work skills. ~~A weekly laboratory develops skills in these areas. Work with families and groups will be emphasized.~~

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)*
SWK	355	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
5 3	Lecture _____	Laboratory _____	Other _____	
Cip Code (first two digits only)				
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>ANSW</u> College <u>A&S</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ <u>Social Work B.S.W.</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>04/30/09</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 <u>09/14/2009</u> Approved <u>x</u> Disapproved _____ <u>10/15/09</u> General Education Committee* _____ NA Faculty Senate** _____ <u>11/2/09</u> Teacher Education Committee* _____ NA Board of Regents** _____ <u>1/25/10</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.) Reduce total number of credit hrs needed for graduation by revising the credit hour requirement for the major along with the free electives credit hours.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: Course revisions resulting in credit hour changes plus total credit hour requirement change is made to reflect broader university revision to baccalaureate degree requirements for graduation.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NA</p> <p>Operating Expenses Impact: NA</p> <p>Equipment/Physical Facility Needs: NA</p> <p>Library Resources: NA</p>
--	--

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

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

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.)

SOCIAL WORK (B.S.W.)

CIP Code: 44.0701

Major Requirements~~49~~ 48 hours

SWK 210, 225, 310, 335, 340, 350, 354 (~~2~~), 355 (~~5~~), 360, 390, 410, 455 and 490 (12).

Supporting Course Requirements15 hours

POL 101, PSY 200, SOC 131, 232, and 400.

General Education Requirements42 hours

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

University Requirement1 hour

ASO 100.

Free Electives~~21~~ 14 hours

To broaden their experience and knowledge, students are encouraged to complete their programs with electives selected from anthropology, child development, economics, health, foreign language, law enforcement, political science, psychology, recreation, sociology, special education, and speech.

Total Curriculum Requirements~~128~~ 120 hours

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 <u>Chemistry</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CHE 574</u> *Course Title <u>(30 characters)</u> <u>Physical Chemistry I</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 1/18/08	<u>Date</u> 9/4/2009
		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	<u>Date</u> 4/27/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>10/15/09</u>
General Education Committee*	NA	Faculty Senate** <u>NA</u>
Teacher Education Committee*	NA	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 form a new course to replace the previous physical chemistry course (CHE 471) that reflects appropriate content for physical chemistry. The CHE 574 format will also allow the course to be cross-listed with a graduate course (CHE 774). 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: Every incoming chemistry graduate student at EKU should have a general understanding of physical chemistry. However, if a physical chemistry preparation course is needed for an incoming graduate student, there is not one currently available. This course is part of a new Physical Chemistry sequence that would allow a graduate student to take such a course without creating a low enrollment 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 ~~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.)

CHE 574 Physical Chemistry I. (3) A. Prerequisite: CHE 361 with a "C" (2.0) or better. Prerequisites or Corequisites: MAT 224 and PHY 131 or 201. A study of thermodynamic properties in physical and chemical systems; electrochemical processes; rates and mechanisms of chemical reactions. Credit will not be awarded to students who have credit for CHE 471.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters) <u>CHE</u>	Course Number (3 Digits) <u>574</u>	Effective Term (Example: Fall 2001) <u>Fall 2010</u>	College/Division: AS <u>x</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* <u>CHEM</u>
<u>Credit Hrs.</u> <u>3</u>	<u>Weekly Contact Hrs.</u> <u>Lecture 3</u> <u>Laboratory 0</u> <u>Other</u> _____		<u>Repeatable Maximum No. of Hrs.</u> _____	
<u>Schedule Type*</u> (List all applicable) <u>1</u>	<u>Work Load</u> (for each schedule type) <u>3</u>	<u>Grading Mode*</u> <u>N</u>	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>CHE 361 (C) or (2.0)</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>MAT 224 and PHY 131 or 201</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>CHE 471</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 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 <u>Chemistry</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CHE 774</u> *Course Title <u>(30 characters)</u> <u>Physical Chemistry I</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 1/18/08	<u>Date</u> Pending
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved _____
		Faculty Senate**
		Board of Regents**
		Council on Postsecondary Edu.***
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
	<u>Date</u> 4/27/2009	<u>Date</u> 10/15/09
	NA	NA
	NA	NA
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To form a new course to replace the previous physical chemistry course (CHE 471) that reflects appropriate content for physical chemistry. The CHE 774 format will also allow the course to be cross-listed with an undergraduate course (CHE 574).</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>Every incoming chemistry graduate student at EKU should have a general understanding of physical chemistry. However, if a physical chemistry preparation course is needed for an incoming graduate student, there is not one currently available. This course is part of a new Physical Chemistry sequence that would allow a graduate student to take such a course without creating a low enrollment course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

New or Revised* Catalog Text

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

CHE 774 Physical Chemistry I. (3) A. Prerequisite: CHE 361 with a "C" (2.0) or better. Prerequisites or Corequisites: MAT 224 and PHY 131 or 201. A study of thermodynamic properties in physical and chemical systems; electrochemical processes; rates and mechanisms of chemical reactions.

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 ~~strickthrough~~ 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 ~~strickthrough~~ 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>CHE</u>	Course Number (3 Digits) <u>774</u>	Effective Term (Example: Fall 2001) <u>Fall 2010</u>	College/Division: AS <u>x</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* <u>CHEM</u>
<u>Credit Hrs.</u> <u>3</u>	<u>Weekly Contact Hrs.</u> <u>Lecture 3</u> <u>Laboratory 0</u> <u>Other</u> _____		<u>Repeatable Maximum No. of Hrs.</u> _____	
			<u>Cip Code (first two digits only)</u> <u>40</u>	
<u>Schedule Type*</u> (List all applicable) <u>1</u>	<u>Work Load</u> (for each schedule type) <u>3</u>	<u>Grading Mode*</u> <u>N</u>	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>CHE 361 (C) or (2.0)</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>MAT 224 and PHY 131 or 201</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.)

**CHE 574/774 (Physical Chemistry I)
Spring 2010 Syllabus**

Instructor Information

Jason Fuller

Office: Moore 319

Email: jason.fuller@eku.edu

Office hours: TBA

Course description

CHE 574/774, Physical Chemistry I. (3) A. Prerequisite: CHE 361 with a "C" (2.0) or better. Prerequisites or Corequisites: MAT 224, PHY 131 or 201. A study of thermodynamic properties in physical and chemical systems; electrochemical processes; rates and mechanisms of chemical reactions.

Required materials

The required text is, D. A. McQuarrie and J. D. Simon, *Physical Chemistry: A Molecular Approach*. In addition to this text you will need a scientific calculator. Additional literature reading will be assigned.

Student Learning Outcomes

Upon completion of the course work all students will be able to:

1. Predict P, V, T, and n relations for real and ideal gases
2. Compare real and ideal gases in term of intermolecular forces, critical phenomena, etc.
3. Describe P, V, T, and n behavior in terms of the kinetic molecular theory of gases
4. Identify State functions and exact differentials
5. Grammatically and mathematically define the 1st, 2nd, and 3rd, laws of thermodynamics
6. Use the laws of thermodynamics and thermodynamic restrictions to calculate heat, work, and changes in internal energy, enthalpy, entropy, Gibbs energy and Helmholtz energy
7. Derive and use Maxwell relationships
8. Use thermochemical data to calculate changes in enthalpy, entropy, and Gibbs energy for chemical reactions
9. Define equilibrium in terms of Gibbs reaction energy
10. Identify and define electrochemical cells, cell notation
11. Derive and use Nernst equation
12. Use phase diagrams to describe physical changes in both pure substances and two component mixtures.
13. Describe and design experimental methods for determining reaction order and rate laws
14. Derive and use 0th, 1st, and 2nd order integrated rate equations
15. Define and predict reaction mechanisms
16. Use reaction rate theory to rationalize experimental observations

774 Only

17. Research and defend a current physical chemistry topic that is independent of the regular lecture topics.
18. Recognize the connection between current physical chemistry topics and lecture topics.

Grading Policy

<u>Catagories</u>	<u>Weight (574)</u>	<u>Weight (774)</u>	<u>Grade Scale</u>	
Attendance	5%	5%	A	90-100%
Homework	20%	15%	B	80-89%
Quizzes	10%	5%	C	70-79%
Other (771 only)		10%	D	60-69%
Exams	40%	40%	F	<60%
Final (ACS)	25%	25%		
	100%	100%		

The record of grades will be maintained in the Blackboard Grade Center

Attendance policy

Attendance will be recorded and graded as follows:

- ≤ 1 unexcused absence, 5%
- 2 unexcused absences, 4%
- 3 unexcused absences, 2%
- >3 unexcused absences, 0%

The last day to add or drop this class is Monday, January 18th, 2010. The last day to withdraw from this class (with a "W" grade) is Friday, March 19th, 2010.

Homework

Homework will be web based and administered online and can be accessed on as well as off campus (www.webassign.net). You will be required to purchase an access code and register at this site. Two automatic extensions will be granted per assignment with a penalty of 10% per extension. Do not wait until the last minute to do a homework assignment as sometimes servers are down and therefore not inaccessible. Technology failure is not a valid excuse. The lowest homework grade will be dropped.

Quizzes

There will be periodic, unannounced 1-2 question quizzes. The lowest quiz grade will be dropped

Other (CHE 774)

At least 10% of the course grade will be based on reviews of current topics, additional homework and exam questions, and/or other reading assignments. The format and description as well as acceptable journals/sources for current topic reviews is posted on the course Blackboard site. Additionally, graduate students will present an oral presentation explaining a topic not covered in the regular lecture schedule. These topics include: Equations of States Used to Describe Real Systems, Deviations From Ideality in Ionic Solutions, Complex Kinetics, or other instructor approved topic.

Exams

There will be three in class exams. 774 only: There will 1-2 additional questions per exam for 774 students only. These questions will be based on the current topic reviews, oral presentations and additional readings (see Other) and may require the integration of different reading assignments.

Final Exam

Programmable calculators are prohibited for the final exam. The final exam is a standardized ACS exam and no make-up will be available.

Academic honesty

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course (see <http://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 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.

Tentative Schedule

Week 1	Jan 11 - Jan 15	Chapters 16-21
Week 2	Jan 18 - Jan 22	
Week 3	Jan 25 - Jan 29	
Week 4	Feb 1 - Feb 5	
Week 5	Feb 8 - Feb 12	Exam 1
Week 6	Feb 15 - Feb 19	Chapters 22-26
Week 7	Feb 22 - Feb 26	
Week 8	Mar 1 - Mar 5	
Week 9	Mar 8 - Mar 12	
Week 10	Mar 15 - Mar 19	Exam 2
Week 11	Mar 22 - Mar 26	Chapters 27-30
Week 12	Mar 29 - Apr 2	
Week 13	Apr 5 - Apr 9	
Week 14	Apr 12 - Apr 16	
Week 15	Apr 19 - Apr 23	Exam 3
Week 16	Apr 26 - Apr 30	Review
Week 17	May 1 - May 5	Final Exam

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 <u>Chemistry</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CHE 575</u> *Course Title <u>(30 characters)</u> <u>Physical Chemistry II</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 1/18/08	<u>Date</u> Graduate Council* _____ Council on Academic Affairs _____
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	<u>Date</u> 4/27/2009	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>10/15/09</u>
General Education Committee*	NA	Faculty Senate** _____ <u>NA</u>
Teacher Education Committee*	NA	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 form a new course to replace the previous physical chemistry course (CHE 472) that reflects appropriate content for physical chemistry. The CHE 575 format will also allow the course to be cross-listed with a graduate course (CHE 775). 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: Every incoming chemistry graduate student at EKU should have a general understanding of physical chemistry. However, if a physical chemistry preparation course is needed for an incoming graduate student, there is not one currently available. This course is part of a new Physical Chemistry sequence that would allow a graduate student to take such a course without creating a low enrollment 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 ~~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.)

CHE 575 Physical Chemistry II. (3) A. Prerequisite: CHE 361 with "C" (2.0) or better. Prerequisite or Corequisite: MAT 225 and PHY 132 or 202. An introduction to quantum mechanics as applied to model, atomic, and molecular systems; applications of atomic and molecular spectroscopy; introduction to computational chemistry. Credit will not be awarded to students who have credit for CHE 472.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters) <u>CHE</u>	Course Number (3 Digits) <u>575</u>	Effective Term (Example: Fall 2001) <u>Fall 2010</u>	College/Division: AS <u>x</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* <u>CHEM</u>
<u>Credit Hrs.</u> <u>3</u>	<u>Weekly Contact Hrs.</u> <u>Lecture 3</u> <u>Laboratory 0</u> <u>Other</u> _____		<u>Repeatable Maximum No. of Hrs.</u> _____	
<u>Schedule Type*</u> (List all applicable) <u>1</u>	<u>Work Load</u> (for each schedule type) <u>3</u>	<u>Grading Mode*</u> <u>N</u>	<u>Class Restriction, if any: (undergraduate only)</u> FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>CHE 361 (C) or (2.0)</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>MAT 225 and PHY 132 or 202</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>CHE 472</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 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 <u>Chemistry</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CHE 775</u> *Course Title <u>(30 characters)</u> <u>Physical Chemistry II</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 1/18/08	<u>Date</u> Graduate Council* _____ Council on Academic Affairs _____ Approved <input checked="" type="checkbox"/> Disapproved _____ <u>10/15/09</u> Faculty Senate** _____ <u>NA</u> Board of Regents** _____ <u>NA</u> Council on Postsecondary Edu.*** _____ <u>NA</u>
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
	<u>Date</u> 4/27/2009	
	<u>Date</u> NA	
	<u>Date</u> 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 form a new course to replace the previous physical chemistry course (CHE 472) that reflects appropriate content for physical chemistry. The CHE 775 format will also allow the course to be cross-listed with an undergraduate course (CHE 575).</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>Every incoming chemistry graduate student at EKU should have a general understanding of physical chemistry. However, if a physical chemistry preparation course is needed for an incoming graduate student, there is not one currently available. This course is part of a new Physical Chemistry sequence that would allow a graduate student to take such a course without creating a low enrollment course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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 775 Physical Chemistry II. (3) A. Prerequisite: CHE 361 with "C" (2.0) or better. Prerequisite or Corequisite: MAT 225 and PHY 132 or 202. An introduction to quantum mechanics as applied to model, atomic, and molecular systems; applications of atomic and molecular spectroscopy; introduction to computational chemistry.

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) <u>CHE</u>	Course Number (3 Digits) <u>775</u>	Effective Term (Example: Fall 2001) <u>Fall 2010</u>	College/Division: AS <u>x</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* <u>CHEM</u>
<u>Credit Hrs.</u> <u>3</u>	<u>Weekly Contact Hrs.</u> <u>Lecture 3</u> <u>Laboratory 0</u> <u>Other</u> _____		<u>Repeatable Maximum No. of Hrs.</u> _____	
<u>Schedule Type*</u> (List all applicable) <u>1</u>	<u>Work Load</u> (for each schedule type) <u>3</u>	<u>Grading Mode*</u> <u>N</u>	<u>Class Restriction, if any: (undergraduate only)</u> FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>CHE 361 (C) or (2.0)</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

Course Prefix and No.	<u>MAT 225 and PHY 132 or 202</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.)

**CHE 575/775 (Physical Chemistry II)
Fall 2009 Syllabus**

Instructor Information

Jason Fuller

Office: Moore 319

Email: jason.fuller@eku.edu

Office hours: 1:00-3:00 Wednesday, Mem. Sci. 279A

Course description

CHE 575/775, Physical Chemistry II. (3) A. Prerequisite: CHE 361 with "C" (2.0) or better. Prerequisite or Corequisite: PHY 132 or 202, and MAT 225. An introduction to quantum mechanics as applied to model, atomic, and molecular systems; applications of atomic and molecular spectroscopy; introduction to computational chemistry.

Required materials

The required text is, D. A. McQuarrie and J. D. Simon, *Physical Chemistry: A Molecular Approach*. In addition to this text you will need a scientific calculator. Additional literature reading will be assigned.

Student Learning Outcomes

Upon completion of the course work all students will be able to:

1. Define and interpret de Broglie wavelength, wave-particle duality, blackbody radiation, and the uncertainty principle
2. Recognize and perform calculation using eigenfunction/eigenvalue relations
3. List and interpret the postulates of quantum mechanics
4. Construct and interpret quantum mechanical operators and commutators
5. Define and interpret wavefunctions
6. Use wavefunctions and the Schrödinger equation to describe the Particle in a Box, Harmonic Oscillator and Rigid Rotor
7. Use wavefunctions to predict probability densities
8. Construct hydrogenic atomic orbitals
9. Construct and interpret electronic configurations and term symbols of atomic species
10. Define, interpret and apply approximate methods (e.g. Variation Theory) to model, atomic and molecular systems
11. Construct molecular orbitals from atomic orbitals
12. Construct and interpret molecular orbital diagrams and use to predict molecular transitions and term symbols
13. Define and identify a group, symmetry elements, and matrix representation of a symmetry element
14. Assign a shape or molecular to a particular point group
15. Use character tables to reduce representations and to predict orbital symmetry and transition probabilities
16. Apply model quantum mechanical systems to atomic and molecular systems in order to predict and interpret atomic and molecular spectra
17. Define and discuss basic computational methodologies

775 Only

18. Research and defend a current physical chemistry topic that is independent of the regular lecture topics.
19. Recognize the connection between current physical chemistry topics and lecture topics.

Grading Policy

<u>Catagories</u>	<u>Weight (575)</u>	<u>Weight (775)</u>	<u>Grade Scale</u>	
Attendance	5%	5%	A	90-100%
Homework	20%	15%	B	80-89%
Quizzes	10%	5%	C	70-79%
Other (701 only)		10%	D	60-69%
Exams	40%	40%	F	<60%
Final (ACS)	25%	25%		
	100%	100%		

The record of grades will be maintained in the Blackboard Grade Center

Attendance policy

Attendance will be recorded and graded as follows:

- ≤ 1 unexcused absence, 5%
- 2 unexcused absences, 4%
- 3 unexcused absences, 2%
- >3 unexcused absences, 0%

The last day to add or drop this class is Sunday, August 30th, 2009. The last day to withdraw from this class (with a "W" grade) is Friday, October 30th, 2009.

Homework

There will be approximately one homework set per chapter. Homework questions will be end of chapter problems and other hand-outs. Individual homework assignments will be posted in Blackboard and will be due the day of the class meeting following completion of that chapter's material.

Quizzes

There will be periodic, unannounced 1-2 question quizzes. The lowest quiz grade will be dropped

Other (CHE 775)

At least 10% of the course grade will be based on reviews of current topics, additional homework and exam questions, and/or other reading assignments. The format and description as well as acceptable journals/sources for current topic reviews is posted on the course Blackboard site. Additionally, graduate students will present an oral presentation explaining a topic not covered in the regular lecture schedule. These topics include: Second Order Perturbation Theory, Two Dimensional interpretation of any of the Model Systems, Applications of Group Theory, Spectroscopy, or other instructor approved topic.

Exams

There will be three in class exams. 775 only: There will 1-2 additional questions per exam for 775 students only. These questions will be based on the current topic reviews, oral presentations and additional readings (see Other) and may require the integration of different reading assignments.

Final Exam

Programmable calculators are prohibited for the final exam. The final exam is a standardized ACS exam and no make-up will be available.

Academic honesty

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course (see <http://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 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.

Tentative Schedule

Week 1	Aug 24 - Aug 28	Chapters 1-5
Week 2	Aug 31 - Sep 4	
Week 3	Sep 7 - Sep 11	
Week 4	Sep 14 - Sep 18	
Week 5	Sep 21 - Sep 25	Exam 1
Week 6	Sep 28 - Oct 2	Chapters 6-10
Week 7	Oct 5 - Oct 9	
Week 8	Oct 12 - Oct 16	
Week 9	Oct 19 - Oct 23	
Week 10	Oct 26 - Oct 30	Exam 2
Week 11	Nov 2 - Nov 6	Chapters 11-15
Week 12	Nov 9 - Nov 13	
Week 13	Nov 16 - Nov 20	
Week 14	Nov 23 - Nov 27	
Week 15	Nov 30 - Dec 4	Exam 3
Week 16	Dec 7 - Dec 11	Review
Week 17	Dec 14 - Dec 18	Final Exam

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 <u>Chemistry</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CHE 576</u> *Course Title (30 characters) <u>Advanced Physical Chemistry</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 1/18/08	<u>Date</u> Graduate Council* _____ Council on Academic Affairs _____ Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>10/15/09</u> Faculty Senate** _____ <u>NA</u> Board of Regents** _____ <u>NA</u> Council on Postsecondary Edu.*** _____ <u>NA</u>
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
	<u>Date</u> 4/27/2009	
	<u>Date</u> NA	
	<u>Date</u> 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 form a new course to replace the previous physical chemistry course (CHE 572) that reflects appropriate content for physical chemistry. The CHE 576 format will also allow the course to be cross-listed with a graduate course (CHE 776). A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To prevent confusion in the cross-listed undergraduate/graduate physical chemistry sequence.	
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.)

CHE 576 Advanced Physical Chemistry. (3) A. Prerequisite: CHE 575 (MAT 353 Recommended) or departmental approval. Intermediate and advanced topics in thermodynamics, kinetics, structure and bonding. Credit will not be awarded to students who have credit for CHE 572.

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) <u>CHE</u>	Course Number (3 Digits) <u>576</u>	Effective Term (Example: Fall 2001) <u>Fall 2010</u>	College/Division: AS <u>x</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* <u>CHEM</u>
<u>Credit Hrs.</u> <u>3</u>	<u>Weekly Contact Hrs.</u> <u>Lecture 3</u> <u>Laboratory 0</u> <u>Other</u> _____		<u>Repeatable Maximum No. of Hrs.</u> _____	
<u>Schedule Type*</u> (List all applicable) <u>1</u>	<u>Work Load</u> (for each schedule type) <u>3</u>	<u>Grading Mode*</u> <u>N</u>	<u>Class Restriction, if any: (undergraduate only)</u> FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>CHE 575</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	<u>CHE 572</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 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 <u>Chemistry</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>CHE 776</u> *Course Title (30 characters) <u>Advanced Physical Chemistry</u> *Program Title _____ (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 1/18/08	<u>Date</u> Pending
		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
	<u>Date</u> 4/27/2009	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <u>10/15/09</u>
College Curriculum Committee		Faculty Senate**
General Education Committee*	NA	NA
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To form a new course to replace the previous physical chemistry course (CHE 772) that reflects appropriate content for physical chemistry. The CHE 776 format will also allow the course to be cross-listed with an undergraduate course (CHE 576).	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To prevent confusion in the cross-listed undergraduate/graduate physical chemistry sequence.	
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.)

CHE 776 Advanced Physical Chemistry. (3) A. Prerequisite: CHE 575 (MAT 353 Recommended) or departmental approval. Intermediate and advanced topics in thermodynamics, kinetics, structure and bonding. Credit will not be awarded to students who have credit for CHE 772.

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) <u>CHE</u>	Course Number (3 Digits) <u>776</u>	Effective Term (Example: Fall 2001) <u>Fall 2010</u>	College/Division: AS <u>x</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)* <u>CHEM</u>
<u>Credit Hrs.</u> <u>3</u>	<u>Weekly Contact Hrs.</u> <u>Lecture 3</u> <u>Laboratory 0</u> <u>Other</u> _____		<u>Repeatable Maximum No. of Hrs.</u> _____	
			<u>Cip Code (first two digits only)</u> <u>40</u>	
<u>Schedule Type*</u> (List all applicable) <u>1</u>	<u>Work Load</u> (for each schedule type) <u>3</u>	<u>Grading Mode*</u> <u>N</u>	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	<u>CHE 575</u>
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	<u>CHE 772</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.)

**CHE 776/576 (Physical Chemistry II)
Fall 2010 Syllabus**

Instructor Information

Jason Fuller

Office: Moore 319

Email: jason.fuller@eku.edu

Office hours: 1:00-3:00 Wednesday, Mem. Sci. 279A

Course description

CHE 776/576 Advanced Physical Chemistry. (3) A. Prerequisite: CHE 575 (MAT 353 Recommended) or departmental approval. Intermediate and advanced topics in thermodynamics, kinetics, structure and bonding. Credit will not be awarded to students who have credit for CHE 772.

Required materials

Any calculus based Physical Chemistry text and instructor provided materials. Additional literature reading will be assigned.

Student Learning Outcomes

Upon completion of the course work all students will be able to:

1. Recognize and perform calculation using eigenfunction/eigenvalue relations
2. List and interpret the postulates of quantum mechanics
3. Construct and interpret quantum mechanical operators and commutators
4. Define and interpret wavefunctions
5. Construct and interpret electronic configurations and term symbols of atomic species
6. Define, interpret and apply approximate methods (e.g. Variation Theory) to model, atomic and molecular systems
7. Carry out basic quantum mechanical calculations using matrix methods
8. Construct and interpret molecular orbital diagrams and use to predict molecular transitions and term symbols
9. Apply model quantum mechanical systems to atomic and molecular systems in order to predict and interpret atomic and molecular spectra
10. Define and discuss computational methodologies
11. Connect the microscopic and macroscopic descriptions of matter through statistical thermodynamics
12. Grammatically and mathematically define the 1st, 2nd, and 3rd, laws of thermodynamics
13. Use the laws of thermodynamics and thermodynamic restrictions to calculate heat, work, and changes in internal energy, enthalpy, entropy, Gibbs energy and Helmholtz energy
14. Derive and use Maxwell relationships
15. Describe and design experimental methods for determining reaction order and rate laws
16. Derive and use 0th, 1st, and 2nd order integrated rate equations
17. Derive and use integrated rate equations describing complex kinetics

776 only

18. Research and defend a current physical chemistry topic that is independent of the regular lecture topics.
19. Recognize the connection between current physical chemistry topics and lecture topics.

Grading Policy

Catagories	Weight (576)	Weight (776)	Grade Scale	
Attendance	10%	5%	A	90-100%
Homework	20%	15%	B	80-89%
Quizzes	10%	5%	C	70-79%
Other (776 only)		10%	D	60-69%
Exams	35%	40%	F	<60%
Final	25%	25%		
	100%	100%		

The record of grades will be maintained in the Blackboard Grade Center

Attendance policy

Attendance will be recorded and graded as follows:

≤ 1 unexcused absence, 5%

2 unexcused absences, 4%

3 unexcused absences, 2%

>3 unexcused absences, 0%

The last day to add or drop this class is August 29th, 2010. The last day to withdraw from this class (with a "W" grade) is Friday, October 29th, 2010.

Homework

There will be approximately one homework set per topic. Homework questions will be provided as hand-outs or posted in Blackboard and will be due the day of the class meeting following completion of that chapter's material.

Quizzes

There will be periodic, unannounced 1-2 question quizzes. The lowest quiz grade will be dropped

Other (CHE 776)

At least 10% of the course grade will be based on reviews of current topics, additional homework and exam questions, and/or other reading assignments. The format and description as well as acceptable journals/sources for current topic reviews is posted on the course Blackboard site. Additionally, graduate students will present an oral presentation explaining a topic not covered in the regular lecture schedule. These topics include: Second Order Perturbation Theory, Multi-dimensional interpretation of any of the Model Systems, Spectroscopy, or other instructor approved topic.

Exams

There will be three in class exams. 776 only: There will 1-2 additional questions per exam for 776 students only. These questions will be based on the current topic reviews, oral presentations and additional readings (see Other) and may require the integration of different reading assignments.

Final Exam

Programmable calculators are prohibited for the final exam. The final exam is the 2001 comprehensive physical chemistry exam (ACS) and no make-up will be available.

Academic honesty

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course (see <http://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 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.

Tentative Schedule

Week 1	Aug 23 - Aug 28	Quantum Mechanics and Spectroscopy
Week 2	Aug 30 - Sep 3	
Week 3	Sep 6 - Sep 10	
Week 4	Sep 13 - Sep 17	
Week 5	Sep 20 - Sep 24	Exam 1
Week 6	Sep 27 - Oct 1	Statistical and Classical Thermodynamics
Week 7	Oct 4 - Oct 8	
Week 8	Oct 11 - Oct 15	
Week 9	Oct 18 - Oct 22	
Week 10	Oct 25 - Oct 29	Exam 2
Week 11	Nov 1 - Nov 5	Reaction Dynamics
Week 12	Nov 8 - Nov 12	
Week 13	Nov 15 - Nov 19	
Week 14	Nov 22 - Nov 26	
Week 15	Nov 29 - Dec 3	Exam 3
Week 16	Dec 6 - Dec 10	Review
Week 17	Dec 13 - Dec 17	

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>Chemistry</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Chemistry (B.S.)</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 09/10/08	<u>Date</u> 9/4/09
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input type="checkbox"/>	
Departmental Committee	4/27/2009	Graduate Council* <u>9/4/09</u>
College Curriculum Committee	NA	Council on Academic Affairs _____
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved _____ <u>10/15/09</u>
Teacher Education Committee*	NA	Faculty Senate** <u>11/2/09</u>
		Board of Regents** <u>1/25/10</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.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To update the Chemistry B.S. program to reflect recent department course changes. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The Chemistry B.S. program is being updated since changes in the department courses have occurred.	
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.)

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.)

Chemistry (B.S.)

CIP Code: 40.0501

Major Requirements.....41-45 hours

Chemistry Core.....28-29 hours

CHE CHE 111, 111L 445, 112, 112L 446 or 112HL 446H, 325, 361, 362, 361L 366, 362L 367, 574 474, 575 472, 473 and must include one of the following options:

Options**

Biochemistry.....13 hours

CHE 480, 481, 525, 530, 531, 532.

Chemistry.....16 hours

CHE 480, 481, 515, 525, 530, 550. For the program to be approved by the ACS, the student must elect six additional hours of advanced chemistry courses.

Supporting Course Requirements.....22-34 hours

Biochemistry.....34 hours

BIO 121; 131 or 141; 315 or 320; MAT 124*, 224, 225, PHY 201, 202.

Chemistry.....22 hours

MAT 124*, 224, 225, PHY 201, 202. A year of foreign language is recommended.

General Education Requirements.....30-33 hours

Standard General Education program, excluding blocks II, IVB, VII (QS), and VIII (6 hours) (chemistry) or course blocks II, IVA, IVB, VII (QS), and VIII (6 hours) (biochemistry). Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement.....1 hour

ASO 100.

Free Electives.....22-27 hours

Total Curriculum Requirements.....128 hours

* A preparatory course in mathematics (MAT 109) may be required before admission to calculus.

** CHE 349 or 349 A-N

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 Chemistry <hr/> College Arts and Sciences <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Master of Science - Chemistry (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	Date 1/18/2008	
		Date 9/4/09
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Departmental Committee		Graduate Council* <u>9/4/09</u>
College Curriculum Committee	4/27/2009	Council on Academic Affairs <u>10/15/09</u>
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> Faculty Senate** <u>11/2/09</u>
Teacher Education Committee*	NA	Board of Regents** <u>1/25/10</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.)

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

Program revision to reflect changes in course numbering

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:

A revision is necessary to reflect a change in the numbering for the Advanced Physical Chemistry 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 ~~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.)

Curriculum for the Chemistry Program

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

The program shall include the following:

Chemistry Core	15 hours
CHE 760, 776 772, 822, 850, 880, 890.	
Electives	9 hours
800-level Chemistry, including selected topics courses6 hours	
Any graduate level course in the sciences or mathematics3 hours	
Thesis	6 hours
CHE 895.....6 hours	
Non-thesis Option	6 hours
CHE 892.....3 hours	
Three additional hours of graduate course work3 hours	
Total Curriculum Requirements	30 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)	Department Name	Government
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	POL 552
<input type="checkbox"/> Hybrid Course (TCAC, "S," "W")	*Course Title (30 characters)	Modern Political Theory
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)	(Major ____, Option ____, Minor ____, or Certificate ____)	
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/18/2009	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		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	10/15/09
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 change catalog description: Students cannot receive credit for both POL 552 and POL 552W
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:	Avoid course credit for W and non-W versions of same 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 ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
POL 552 Modern Political Theory. (3) A. Cross-listed as PHI 552. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552, PHI 552W or POL 552W.

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 ~~strickthrough~~ 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 ~~strickthrough~~ 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	552	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY 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.	Credit not allowed with PHI 552, PHI 552W or POL 552W.
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 (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>Government</u> College: <u>Arts & Sciences</u> *Course Prefix & Number: <u>POL 553</u> *Course Title (30 characters): <u>Contemporary Political Theory</u> *Program Title: _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">2/18/2009</td> <td>Graduate Council*</td> <td style="text-align: center;">pCE</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td></td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">10/15/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	2/18/2009	Graduate Council*	pCE	<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"/>	10/15/09	General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	NA
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	2/18/2009	Graduate Council*	pCE																											
<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"/>	10/15/09																											
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 change catalog description: Students cannot receive credit for both POL 553 and POL 553W 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: Avoid course credit for W and non-W versions of same 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:	

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 553 Contemporary Political Theory. (3) A. Cross-listed as PHI 553. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553, PHI 553W or POL 553W.

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	553	Fall 2010	AS X JS BT EM ED PC HS	GOVN
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 will not be awarded to students who have credit for PHI 553, PHI 553W or POL 553W.
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name: <u>Government</u> College: <u>Arts and Sciences</u> *Course Prefix & Number: <u>POL 733</u> *Course Title (30 characters): <u>Seminar State & Local Politics</u> *Program Title: _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																									
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%; border: none;">Departmental Committee</td> <td style="width: 20%; border: none; text-align: center;"><u>Date</u> 04/13/09</td> <td style="width: 30%; border: none;">Graduate Council*</td> <td style="width: 20%; border: none; text-align: center;"><u>Date</u> Pending</td> </tr> <tr> <td style="border: none;"><i>Is this a SACS Substantive Change?</i></td> <td style="border: none; text-align: center;"> Yes*** <input type="checkbox"/> No <input type="checkbox"/> </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;"></td> <td style="border: none;">Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="border: none; text-align: center;">10/15/09</td> </tr> <tr> <td style="border: none;">General Education Committee*</td> <td style="border: none; text-align: center;">N/A</td> <td style="border: none;">Faculty Senate**</td> <td style="border: none; text-align: center;">N/A</td> </tr> <tr> <td style="border: none;">Teacher Education Committee*</td> <td style="border: none; text-align: center;">N/A</td> <td style="border: none;">Board of Regents**</td> <td style="border: none; text-align: center;">N/A</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; text-align: center;">N/A</td> </tr> </table>			Departmental Committee	<u>Date</u> 04/13/09	Graduate Council*	<u>Date</u> Pending	<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs		College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	10/15/09	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
Departmental Committee	<u>Date</u> 04/13/09	Graduate Council*	<u>Date</u> Pending																							
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs																								
College Curriculum Committee		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	10/15/09																							
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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To remove the prerequisite POL 101</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: The Graduate School has indicated that undergraduate prerequisites are not appropriate for graduate courses. In addition, we typically waive this requirement for graduate students but since this is a 500/700 course, when the prerequisite was first initiated it was applied to both levels of the course.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: The MPA administrative assistant will not have to spend time processing overrides into the class for graduate students.</p> <p>Operating Expenses Impact: none</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>

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

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

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

New or Revised* Catalog Text

(*Use ~~strickethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
 POL 733 Seminar in State and Local Politics. (3) A. ~~Prerequisite: POL 101 or instructor approval.~~ A topical analysis of the institutions, policies, and administration of American state and local government. May be retaken to a total of six credit hours, provided subject matter differs each time.

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)*
POL	733	Fall 2010	AS x ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS ___	GOVN
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.	POL 101 or instructor approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

(Check one) <input 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>Arts and Sciences</u> *Course Prefix & Number: <u>LAS 735</u> *Course Title (30 characters): <u>Municipal Law</u> *Program Title: _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input type="checkbox"/> College Curriculum Committee General Education Committee* Teacher Education Committee*	<u>Date</u> April 13, 2009 <u>Date</u> 4/27/2009 N/A N/A	Graduate Council* <u>Pending</u> Council on Academic Affairs _____ Approved <input checked="" type="checkbox"/> Disapproved _____ <u>10/15/09</u> Faculty Senate** <u>N/A</u> Board of Regents** <u>N/A</u> Council on Postsecondary Edu.*** <u>N/A</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 remove the prerequisite LAS 220 A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: The Graduate School has indicated that undergraduate prerequisites are not appropriate for graduate courses. In addition, we typically waive this requirement for graduate students but since this is a 500/700 course, when the prerequisite was first initiated it was applied to both levels of the course. C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: The MPA administrative assistant will not have to spend time processing overrides into the class for graduate students. 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 ~~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.)
 LAS 735 Municipal Law. (3) A. ~~Prerequisite: LAS 220 or director's approval.~~ Practical legal problems confronting municipal officials including: government and public official liability, ordinances, tax levies, bonding, zoning, soliciting, licensing, open meetings, personnel, cut-back management, elections, and other issues.

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)*
LAS	735	Fall 2010	AS x ___ JS ___ BT ___ EM ___ ED ___ PC ___ HS ___	GOVN
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.	LAS 220 or director's approval
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Government
Syllabus for **LAS 735 Municipal Law, CRN _____**
3 credit hours
Semester and Year

James D. Chaney, J.D., M.B.A.
Counsel for Member Legal Services
Kentucky League of Cities
859-977-3719

JD.Chaney@eku.edu

Dept. of Government Phone: 859-622-5931

Contacting the instructor and making appointments: Students may reach the instructor at the EKU email address above. You may leave a message for me at the Department of Government or you may reach me by calling the KLC phone number. Generally, the instructor will respond on the same day. Meetings may be scheduled by appointment. In addition, the instructor will be available at least 15 minutes prior to the start of each class meeting and will be available after all regular class meetings for discussions with students.

Catalogue Course Description

LAS 735, Municipal law. Practical legal problems confronting municipal officials including: government and public official liability, ordinances, tax levies, bonding, zoning, soliciting, licensing, open meetings, personnel, cutback management, elections, and other issues.

The course is designed for students with interest in the administration of city government and will emphasize many of the common issues handled by elected city officials as well as city administrators and city managers in the operation of city government. The course will cover laws impacting municipalities with focus on Kentucky municipal law.

Text:

City Officials Legal Handbook, 2007 edition, Kentucky League of Cities.

Student Learning Outcomes:

- 1) Evaluate the role of municipal governments in the United States and Kentucky.
- 2) Analyze the form, structure, powers, limitations, and required procedures of city governments in Kentucky.
- 3) Apply municipal law to current problems facing city governments in the United States and Kentucky.

Evaluation Methods:

Midterm Exam	25%
Comprehensive Final Exam	45%
Research paper	20%
Participation	10%

Student Progress:

The instructor will use the grading center in Blackboard to keep students apprised of their performance.

Attendance Policy:

While attendance is not mandatory, students should be cautious about missing class since participation represents a significant portion of the final grade.

Last Date to Drop the Course: ____**Disability Statement**

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

Academic Integrity Statement

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

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

Course Requirements

Attendance and Participation - 10% of the student's final grade will be based on class participation and in-class assignments. Students should always be prepared for class and expect to add to class discussion. While attendance is not mandatory, students should be cautious about missing class since participation represents a significant portion of the final grade.

Midterm Exam - June 4, 2008. The midterm exam will cover class sessions and reading material assigned through the June 2 class meeting. The exam will likely consist of a combination of multiple choice questions and short essay questions. Part of the June 2 class meeting will be dedicated for questions and discussion of the midterm exam.

Research Paper – The student will determine the topic of his or her research paper. The paper may be on any topic involving municipal law or the operation of municipal government. For example, topics may include, telecommunications regulation, smoking ban ordinances, the changing/unchanging nature of home rule or an examination of how home rule varies from state to state, unfunded mandates to city governments, pension issues, tax issues, methods of maximizing citizen participation in public meetings, the role of city governments in immigration, education, or transportation, or the impact of federal and state environmental regulations on city governments. It may be state specific or may be a national perspective.

Students should submit their paper topic to the instructor in writing at the June 2 class meeting. Papers are due and must be presented before the class at the June 23 class meeting. Each presentation should last between 10 and 20 minutes and students should be prepared to answer questions from classmates and the instructor.

The paper should be in typewritten format using 12 point font, double spaced on 8.5 X 11 paper with one inch margins. The length of the paper shall be no greater than 20 pages and no less than 10 pages, excluding a list of works cited. The student's final grade on the research paper will be based on the paper's quality of content and on the presentation.

Final Exam - June 25, 2008. The final exam will be comprehensive and will cover all class sessions and any reading assignments included on the syllabus or posted on blackboard. Part of the June 23 class meeting will be dedicated for questions and discussion of the final exam.

Course Outline:

May 19

- Overview of course requirements and syllabus
- Introductions

May 21

- The nature and function of cities
 - *COLH, Chapter 1*
 - *McQuillin Excerpts*
- Relationship between municipal government and the federal and state governments
 - *COLH, Chapter 3, pages 29-36*
 - *Lexington Fayette County Food and Beverage Association v. Lexington-Fayette Urban County Government (Lexington smoking ban case).*
 - *Sanitation District No. 1 of Shelby County v. Shelby County*

- *Kentucky Constitution Section 156b and KRS 82.082 (Home Rule Statute)*

May 28

- City incorporation
 - *COLH, Chapter 2, pages 13-14*
 - *Saylor v. Town of Wallins*
- Annexation and boundary changes
 - *COLH, Chapter 2, pages 15-28*
 - *Jewell v. City of Bardstown*
 - *City of Louisville v. Fiscal Court of Jefferson County*
 - *Louisville Shopping Center v. City of St. Matthews*
 - *City of Burnside v. Bryant*
- The structure and form of city government
 - *COLH, Chapter 3, pages 37-40*
 - *COLH, Chapter 4*
 - *KRS 83A.130, KRS 83A.140 and KRS 83A.150*
 - *Smith v. Falk*
 - *KY OAG 84-3*
 - *KY OAG 83-176*
 - *KY OAG 82-351*

June 2

- Appointed city officials and employees
 - *COLH, Chapter 6*
 - *COLH, Chapter 7*
 - *Caldwell County Fiscal Court v. Paris*
- Ethics of city officials and employees
 - *COLH, Chapter 8*
 - *Ethics Exercises*
- Midterm review

June 4

- Midterm Examination
- Meetings on paper topics

June 9

- City ordinances
 - *COLH, Chapter 10*
 - *Merritt v. City of Campbellsville*
 - *Helm v. Citizens to Protect the Prospect Area*
- City police powers
 - *COLH, Chapter 19*

June 11

- City finances and taxation
 - *COLH, Chapter 14*
 - *COLH, Chapter 15*
 - *COLH, Chapter 16*
 - *COLH, Chapter 17*
 - *COLH, Chapter 18*

June 16

- Sunshine in City Government (Open Meetings and Open Records Laws)
 - *COLH, Chapter 11*
 - *COLH, Chapter 13*

- Provision of City Services
 - *Johnson v. Reasor*

June 18

- Employment issues and city government
 - *COLH, Chapter 9*

- Governmental and city official liability
 - *42 U.S.C. § 1983*

June 23

- Research paper presentations
- Review for Final Exam

June 25

- Final Exam

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"/> 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 Government <hr/> College Arts and Sciences <hr/> *Course Prefix & Number POL 752 <hr/> *Course Title (30 characters) Modern Political Theory <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 2/19/2009	<u>Date</u> Pending
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
		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 prevent students from receiving credit for both POL 752 and POL 552W or PHI 552W.	
A. 2. Effective date: Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To change the catalog description so that it accurately reflects course equivalents.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None	

Part II. Recording Data for Revised Course

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised* Catalog Text

(*Use ~~strikeout~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
POL 752 Modern Political Theory. (3) A. Cross-listed as PHI 752. Examination of Western political thought from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552, PHI 552W, POL 552, POL 552W or PHI 752.

Part III. Recording Data for Revised Program

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

New or Revised* Program

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

Part IV. Recording Data for a Revised Course (Record only **changed** course information.) ***Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	752	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	GOVN
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Grading Mode**		Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	
			SO _____	
			JR _____	
			SR _____	
	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		<div style="border: 2px solid black; padding: 5px; text-align: center;"> FOR BANNER USE ONLY Date of data entry _____ Data entry person _____ </div>	
	Thesis _____			
	Internship _____			
	Independent Study _____			
	Practicum _____			

Co-Requisites and Prerequisites

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
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 PHI 552, PHI 552W, POL 552, POL 552W or PHI 752.
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	Government	
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	POL 753	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Contemporary Political Theory	
<input type="checkbox"/> New Program (Part III)	*Program Title		
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/19/2009	Graduate Council*	Pending
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	04/30/2009	Approved <input checked="" type="checkbox"/> Disapproved	10/15/09
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*		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:	To prevent students from receiving credit for both POL 753 and POL 553W or PHI 553W.
A. 2. Effective date:	Fall 2010
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	

B. The justification for this action:	To change the catalog description so that it accurately reflects course equivalents.
--	--

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

Part II. Recording Data for Revised Course

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised* Catalog Text

(*Use ~~strikeout~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
POL 753: Contemporary Political Theory. (3) A. Cross-listed as PHI 753. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553, PHI 553W, POL 553, POL 553W or PHI 753.

Part III. Recording Data for Revised Program

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

New or Revised* Program

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

Part IV. Recording Data for a Revised Course (Record only **changed** course information.) ***Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
POL	753	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	GOVN
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)		Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	
			SO _____	
			JR _____	
			SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<p>FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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 will not be awarded to students who have credit for PHI 553, PHI 553W, POL 553, POL 553W or PHI 753.
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Department of Government Arts & Sciences Political Science B.A. (Major <u> x </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	05/05/09	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	09/14/2009	Approved <input checked="" type="checkbox"/> Disapproved
General Education Committee*	N/A	Faculty Senate** 10/15/09
Teacher Education Committee*	N/A	Board of Regents** 11/2/09
		Council on Postsecondary Edu.*** 1/25/10
*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 decrease the total number of hours required for a Bachelor of Arts degree in Political Science from 128 to 120.</p> <p>A. 2. Effective date: (Example: Fall 2001) 08/1/09</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>	<p>B. The justification for this action: Reducing the total graduation credits from 128 to 120: Widespread discussions have occurred across Eastern Kentucky University's campus regarding the need for students to be able to graduate with a basic undergraduate degree in 4 years by taking a full load (15 credits/semester). This action within the Political Science Program would align us with many other departments within the College of Arts and Sciences who are seeking to achieve the same outcome. We are able to make this change while maintaining the integrity of our program. By reducing free electives to 38 hours, students will be able to achieve this goal.</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>	

Library Resources: None

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

Political Science B.A.

CIP Code 45.1001

Departmental Degree Requirements

Major Requirements33 hours

POL 101, 212, 220, 280, 370 or 374, 551 or 552 or 553.

An additional 12 hours of POL courses, all of which must be numbered 300 or above. No more than six hours of POL courses numbered 300 or above may be taken prior to completing POL 280. Diversity Requirement: 3 hours from POL 345, 347, 373, 376, 445, 446, 464, or an appropriate POL course approved by the Chair.

No more than 6 hours of POL 349 may be applied toward major requirements.

(To identify courses in international relations, comparative government, American government, public administration and methodology see the note preceding POL course descriptions.)

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

ASO 100.

Free Electives46 38 hours

Total Curriculum Requirements~~128~~ 120 hours

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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>Mathematics and Statistics</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>STA 500</u> *Course Title (30 characters) <u>Applied Statistical Inference</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>August 19, 2008</u> Graduate Council* _____ <i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee <u>4/27/2009</u> Approved <input checked="" type="checkbox"/> Disapproved _____ <u>10/15/09</u> General Education Committee* <u>NA</u> Faculty Senate** _____ <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** _____ <u>NA</u> Council on Postsecondary Edu.*** _____ <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To remove the credit not allowed with ECO 320 since that course has changed, to remove the credit not allowed with STA 521 since that is inappropriate, and to clean up catalog language. A. 2. Effective date: (Example: Fall 2001) Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This is a change to update course equivalencies based on course changes across campus.	
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 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.)

STA 500 Applied Statistical Inference. (3) A. Designed for students in all areas. A general background in statistical methods including normal distributions, point and interval estimation, hypothesis testing, linear correlation and regression, analysis of variance, and use of statistical software ~~analysis packages~~. Credit will not be awarded to students who have credit for ~~ECO 320 or~~ ECO 848 or EPY 843 or PSY 301 or QMB 300 or QMB 850 or STA 271 or STA 320 ~~or STA 521~~.

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)*
STA	500	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Other _____		Cip Code (first two digits only)	
		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.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	Credit will not be awarded to students who have credit for ECO 320 or ECO 848 or
Course Prefix and No.	EPY 843 or PSY 301 or QMB 300 or <u>QMB 850</u> or STA 271 or STA 320 or STA 521 .
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>Mathematics and Statistics</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>STA 700</u> *Course Title (30 characters) <u>Applied Statistical Inference</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.																													
Proposal Approved by: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">August 19, 2008</td> <td>Graduate Council*</td> <td style="text-align: center;">9/4/2009</td> </tr> <tr> <td colspan="2"> Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">4/27/2009</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td style="text-align: center;">10/15/09</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	August 19, 2008	Graduate Council*	9/4/2009	Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs		College Curriculum Committee	4/27/2009	Approved <input checked="" type="checkbox"/> Disapproved _____	10/15/09	General Education Committee*	NA	Faculty Senate**	NA	Teacher Education Committee*	NA	Board of Regents**	NA			Council on Postsecondary Edu.***	NA
	<u>Date</u>		<u>Date</u>																											
Departmental Committee	August 19, 2008	Graduate Council*	9/4/2009																											
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs																												
College Curriculum Committee	4/27/2009	Approved <input checked="" type="checkbox"/> Disapproved _____	10/15/09																											
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 remove the credit not allowed with ECO 320 since that course has changed, to remove the credit not allowed with STA 521 since that is inappropriate, and to clean up catalog language;	
A. 2. Effective date: (Example: Fall 2001) Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This is a change to update course equivalencies based on course changes across campus.	
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 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.)

STA 700 Applied Statistical Inference. (3) A. Designed for students in all areas. A general background in statistical methods including normal distributions, point and interval estimation, hypothesis testing, linear correlation and regression, analysis of variance, and use of statistical software ~~analysis packages~~. Credit will not be awarded to students who have credit for ~~ECO 320 or~~ ECO 848 or EPY 843 or PSY 301 or QMB 300 or QMB 850 or STA 271 or STA 320 ~~or STA 521~~.

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)*
STA	700	Fall 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Other _____		Cip Code (first two digits only)	
		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.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

Course Prefix and No.	Credit will not be awarded to students who have credit for ECO 320 or ECO 848 or
Course Prefix and No.	EPY 843 or PSY 301 or QMB 300 or <u>QMB 850</u> or STA 271 or STA 320 or STA 521 .
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"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Mathematics and Statistics Arts & Sciences MAE 872 Mathematics in the Curriculum
Proposal Approved by:		
	Date 1/16/2008	Date 3/30/2009
		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"/> 10/15/09
General Education Committee*	N/A	Faculty Senate** N/A
Teacher Education Committee*	3/24/2009	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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a cross- numbered Mathematics Course to correspond with Mathematics in the Curriculum (EME 872) from the Department of Curriculum and Instruction in the College of Education</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: This course is being taught by Faculty in the Department of Mathematics and Statistics, by qualified Departmental faculty; Cross numbering of EME 872</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Affected course can be taught by personnel in the Department of Mathematics and Statistics without overload implications.</p> <p>Operating Expenses Impact: Meets needs of College of Arts and Sciences and the College of Education.</p> <p>Equipment/Physical Facility Needs: N/A</p> <p>Library Resources: N/A</p>

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

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

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

MAE 872 Mathematics in the Curriculum. (3) A. Cross-listed as EME 872. Exploration of trends, concepts, and issues involved in modern mathematics programs. Research findings are examined and multisensory materials are presented. Credit does not apply toward M.S. (non-teaching) degree requirements for programs offered within this department. Credit is not allowed with EME 872.

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)*
<u>MAE</u>	<u>872</u>	Spring 2010	AS <input checked="" type="checkbox"/> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	MTST
<u>Credit Hrs.</u>	<u>Weekly Contact Hrs.</u>		Repeatable Maximum No. of Hrs. <u>N/A</u>	
<u>3</u>	<u>Lecture 3</u> <u>Laboratory</u> _____ <u>Other</u> _____		Cip Code (first two digits only) <u>27</u>	
Schedule Type* (List all applicable)	<u>Work Load</u> (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR _____	
<u>W</u>	<u>3</u>		SO _____ SR _____	
<u>B</u>	<u>3</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 <u>N/A</u>		
		Internship <u>N/A</u>		
		Independent Study <u>N/A</u>		
		Practicum <u>N/A</u>		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
Course Prefix and No.	
Test Scores/Other	
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>Cross-listed as EME 872</u>
Course Prefix and No.	
Course Prefix and No.	

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

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

A. Department of Mathematics and Statistics
MAE 872
Course Title: Mathematics in the Curriculum
Credit Hours: 3

Dr. Robert Thomas
Spring 2009
Monday 6 to 8:55 pm
Wallace 431

Instructor Email: robert.thomas@eku.edu **PHONE:** (859) 622-2964 **OFFICE:** Wallace 302

B. Course Description: Exploration of trends, concepts, and issues involved in modern mathematics programs. Research findings will be examined and multi-sensory materials are presented.

C. Text: Teaching Learners Who Struggle; Richardson, Sherman, et al., ISBN 0136135573

D. Student Learning Outcomes

Participants will demonstrate the ability to:
(analyze, synthesize, formulate, apply, and critique)

1. Critique major research findings and their implications for a contemporary mathematics program.
2. Analyze knowledge of authorities in the field and their contributions to mathematics instruction in the elementary and/or middle schools.
3. Diagnose and identify major problems of teaching mathematics in the elementary and/or middle school.
4. Formulate a greater understanding of and insight into the structure of the Hindu-Arabic number system.
5. Develop greater competency in using and evaluating newer instructional methods and materials for modern Elementary and/or Middle School mathematics programs.
6. Update understandings and skills necessary to analyze the outcomes of a modern elementary and/or middle school mathematics program.
7. Analyze trends and issues confronting the educator in the development of a modern mathematics curriculum for the elementary and/or middle school.

NCTM Teaching Standards

Standard 7: Dispositions

Support a positive disposition toward mathematical processes and mathematical learning.

Indicators:

- 7.1 Attention to equity
- 7.2 Use of stimulating curricula
- 7.3 Effective teaching
- 7.4 Commitment to learning with understanding
- 7.5 Use of various assessments
- 7.6 Use of various teaching tools including technology

Standard 8: Knowledge of Mathematics Pedagogy

Formulate a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Indicators

- 8.1 Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages.
- 8.2 Selects and uses appropriate concrete materials for learning mathematics.

- 8.3 Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.
- 8.4 Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.
- 8.5 Participates in professional mathematics organizations and uses their print and on-line resources.
- 8.6 Demonstrates knowledge of research results in the teaching and learning of mathematics.
- 8.7 Uses knowledge of different types of instructional strategies in planning mathematics lessons.
- 8.8 Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.
- 8.9 Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas.

E. 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.

F. Topical Outline

- 1. The foundations of a modern mathematics program
 - a. Historical
 - b. Philosophical
 - c. Sociological
 - d. Psychological

- 2. The importance of Structure in Mathematics
 - a. What is structure?
 - b. Decimal system of numeration
 - c. Order
 - d. Commutative, Associative and Distributive properties
 - e. Identify elements, closure
 - f. Pairs of numbers

- 3. The teacher as an intelligent guide in critical areas
 - a. Inductive vs. deductive reasoning
 - b. Discovery and experimentation
 - c. Meaning and Significance
 - d. Ideas, understanding, concepts and generalizations
 - e. The scientific method

- 4. A developmental mathematics program
 - a. The spiral concept
 - b. The sequence of topics
 - c. Grade placement of content
 - d. Horizontal expansion vs. vertical acceleration

5. Providing for individual differences
 - a. Grouping within grade levels
 - b. Differentiation of assignments
 - (1) For students of different cultures and backgrounds
 - (2) For students on different learning levels
 - c. Individualized instruction
 - d. Multiple-track organizations

6. Developing the intangibles of mathematics
 - a. Interest
 - b. Attitude
 - c. Creativity
 - d. Resourcefulness

7. Reading and language skills in mathematics
 - a. Nature of reading and language skills
 - b. Source of difficulty and preventative techniques
 - c. Activities and devices
 - (1). Providing for slow readers
 - (2). Providing for students whose language is different

8. Instructional Media for a modern elementary school mathematics program
 - a. Psychological considerations
 - b. Selection
 - c. Application
 - d. Evaluation

9. The role of practice in a modern elementary school mathematics program
 - a. Psychological foundations
 - b. Individualizing practice materials
 - c. Enriching practice materials
 - d. Evaluating practice outcomes

10. Evaluation in a modern elementary school mathematics program
 - a. Use and evaluation of existing standardized tests
 - b. Case study techniques
 - c. Teacher-made evaluation instruments
 - d. Diagnosis - the key to a successful evaluation program

11. The area of problem solving
 - a. Psychological principles
 - b. Promising techniques
 - c. Evaluating the problem-solving program

12. Contemporary trends and issues
 - a. Use of the computer
 - b. Educational television
 - c. Experimental programs
 - d. Instructional materials

13. Technology in the Classroom

- a. Computers
 - b. Calculators
 - c. CAI (Computer Assisted Instruction)
 - d. Other
14. Standardized Testing
- a. KATS
 - b. CTBS
 - c. Curricular Changes
15. Role of Teachers as Curriculum Leaders
- a. Programs
 - b. Leadership
 - c. Politics
16. Current Trends in Elementary Mathematics Education
- a. What's new?
 - b. What's popular?
 - c. What does the research show?
17. Current Trends In Middle School Mathematics Education
- a. What's new?
 - b. What's popular?
 - c. What does the research show?
18. Research
- a. What does research say about best practices?
19. Instruction
- a. What type of instruction is being used in Mathematics education?
 - b. Direct Instruction/Collaborative or Group Learning/Discovery Learning
- G. Course Requirements
- 1. Selected readings from recent journals
 - 2. Lectures and discussions
 - 3. Selected technological resources
 - 4. Preparation and use of instructional materials
 - 5. Group reports and/or presentations from study committees
 - 6. Use of resource personnel from philosophy, sociology and psychology
 - 7. Demonstrations/Presentations with individuals and small groups of children
 - 8. Independent work
- H. Evaluation Methods
- 1. Written assignments
 - 2. Classroom participation/Projects/Other
 - 3. Classroom presentation
 - 4. Electronic Discussions
 - 5. Examinations
- I. 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.)

J. The last day to drop this course with a “W” is March 20th, 2009.

K. **OFFICE HOURS:**

W/F:	By appointment.
Monday:	5:00 to 6:00 pm
	By appointment: 3:00 to 5:00 pm
T/TH:	2:00 to 3:15 pm
	4:45 to 6:00 pm
	By appointment: 12:00 to 2:00 pm

L. **On-Line Component of MAE 872**

You will be required to use Blackboard as a portion of this class. In order to do this, you must activate your student email account.

Notification through the EKU email system is an official form of communication at EKU.

Students are expected to check their EKU e-mail at least once each day.

When you use email, you MUST include your name in the body of the email and the course you are taking.

The computer keeps track of student use of Blackboard; the instructor has access to how much use you made of this online component.

All notification of grades will be done via the returned work and via Blackboard.

The course will also utilize the Wimba on-line interactive teaching and learning system.

For more information, go to www.wimba.com.

M. **GRADING PROCEDURES:**

Midterm Exam	100 points
Projects/Quizzes/Papers/Instructor Grade	200 points
Presentation	100 points
Presentation Reflection	50 points
Discussion Board	50 points
Comprehensive Final Exam	200 points

There will be 700 points possible.

(Points will be converted to % scores and grades will be assigned as per the scale below)

N. GRADING SCALE:

Mid-term grade: The midterm grade will be the average of the midterm exam and any other collected assignments up to that date.

Course grade:

Points:	630 or more	560 - 629	490 - 559	420 - 489
Grade:	A	B	C	D

O. Academic Honesty/Behavior:

1. Anyone violating the usual standards for academic honesty, for example, anyone attempting to obtain or exchange information regarding any quiz or test, or anyone using a fraudulent excuse to qualify for a make-up, may receive a course grade of 'F'. Cheating includes buying, selling, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing.
2. Anyone behaving in a disruptive manner or refusing to follow the usual standards for academic behavior may receive a course grade of 'F' and may be barred from attending class.

P. TESTS: The midterm exam and Final Exam will cover topics from readings, presentations and other assignments. If you are absent from class on the day of a test or quiz, and you do not make arrangements to make it up prior to the next class meeting, you will take a zero on that test. Usual make-up time will be before (or possibly after) class (during office hours).

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 <u>Music</u> College <u>Arts and Sciences</u> *Course Prefix & Number <u>MUS 310</u> *Course Title <u>(30 characters)</u> <u>Topics in Music: _____</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	04/10/09	Graduate Council* NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	09/14/2009	Council on Academic Affairs _____
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 10/15/09
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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To offer a new topics course in music</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>We have not offered a Topics course before and we have faculty that would be able to offer different content than currently exists in the catalog. The music industry majors have MUS specific electives and a recording arts course would be beneficial to them.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>None, current faculty can teach this course within their load.</p> <p>Operating Expenses Impact:</p> <p>NA</p> <p>Equipment/Physical Facility Needs:</p> <p>NA</p> <p>Library Resources:</p> <p>No extra 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 ~~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.)

MUS 310 Topics in Music: (1-3). Selected topics in music, music technology, or applied musical skills. May be retaken to a maximum of 6 hours if topic is different.

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

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~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)*
MUS	310	Fall 2010	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	MUSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
1-3	Lecture <input type="checkbox"/> Laboratory <input type="checkbox"/> Other <input type="checkbox"/>		Cip Code (first two digits only) <u>50</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	1-3	N	FR <input type="checkbox"/> JR <input type="checkbox"/> SO <input type="checkbox"/> SR <input 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 <input type="checkbox"/>		
		Internship <input type="checkbox"/>		
		Independent Study <input type="checkbox"/>		
		Practicum <input type="checkbox"/>		

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

EASTERN KENTUCKY UNIVERSITY
Department of Music
MUS 310

Course Title: **Special Topics in Music: Fundamentals of Audio Productions**
Credit Hours: 2
TBA, Fall 2010

Instructor: Chris Munson
Office: Foster Building
Office Telephone: (859) 622-1355
Email: chris.munson@eku.edu
Office hours: M-F 1-2 p.m. or by appointment.

Catalog Course Description

MUS 310. Topics in Music: _____ (1-3). May be retaken to a maximum of 6 hours if topic is different. Selected topics in music, music technology, or applied musical skills.

This course is intended to provide an in depth understanding of the principles of audio production. Topics covered will include: sound and hearing, acoustics and psychoacoustics, monitoring, microphone characteristics and placement, analog and digital consoles, hard-disk recording, signal processing, and non-linear editing. The majority of the class is based on lecture and demonstration and culminates with some hands-on experience. Students will complete the course with a command of the terminology, concepts, techniques, and equipment used in modern recording studios.

Text

- Audio in Media 8th Edition: Stanley R. Alten

Student Learning Outcomes

Students will identify terminology and concepts specific to recording studios and live sound reinforcement.

Students will apply concepts from the physics of sound and fundamentals of sound design to work with recording equipment.

Students will demonstrate the skills necessary to seek internships or entry level positions in the recording industry.

Assessment of Learning

Homework Policy

Homework will consist of outside reading and listening projects. Due dates will be announced in class. There will be a deduction of **one letter grade** for each class period that an assignment is late.

Grading

Assignments – 10%

Tests – 40%

Final Exam – 25%

Attendance – 25%

Grading Scale

For the final grade, the following grading scale will be used:
 90 - 100%=A, 80 - 89%=B, 70 - 79%=C, 60 - 69%=D, 0 - 59%=F

Student Progress:

The instructor will provide students with information on their progress in the course at least once prior to midterm. Blackboard will be updated regularly for this course.

Attendance

Attendance is mandatory and crucial in succeeding at this course and accounts for 25% of the overall grade. Students are allowed two (2) unexcused absences during the semester. Each subsequent unexcused absence will result in the loss of 2.5% of the attendance grade. Absences due to medical and family emergencies will be excused with proper notification or documentation (if necessary).

Disability

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from OSID and present them to the course instructor to discuss any academic

accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone (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.

Course Requirements

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

Class participation is a major element in this course. The majority of audio production techniques and concepts presented in this course can be accomplished and understood several different ways and typically contain an artistic, aesthetic, or subjective element. Therefore students are encouraged to express their opinion and / or ask questions regarding the subject matter.

Course Outline

Week 1 – Sound and Hearing

Week 2 – Frequency, Loudness, and Acoustical Phase

Week 3 – Spatial Hearing and Studio Design

Week 4 – Loudspeaker selection, placement, and calibration

Week 5 – Operational principles of microphones and transduction

Week 6 – Microphone selection, polar patterns, and special purpose microphones

Week 7 – Features of analog and digital consoles

Week 8 – Patching and routing

Week 9 – Digital audio, sampling, quantization, and digital media

Week 10 – Signal processing and plug-ins: spectrum and time processors

Week 11 – Amplitude processors

Week 12 – Microphone placement: close and distant miking techniques

Week 13 – Multi-microphone placement techniques

Week 14 – Sound design and using your ears

Week 15 – Fundamentals of mixing

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

Part I

(Check one)	Department Name	Physics and Astronomy	
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	PHY 131	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	College Physics I	
<input type="checkbox"/> New Program (Part III)	*Program Title		
<input type="checkbox"/> Program Revision (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/16/2008	Graduate Council*	N/A
<i>Is this a SACS Substantive Change?</i>	Yes*** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee		Council on Academic Affairs	10/15/09
General Education Committee*	N/A	Approved <input checked="" type="checkbox"/> Disapproved	N/A
Teacher Education Committee*	3/24/2009	Faculty Senate**	N/A
		Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To change the catalog description to more accurately reflect the course delivery.

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

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

B. The justification for this action:
 to more accurately reflect the course delivery

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs: N/A

Part II. Recording Data for Revised Course

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised* Catalog Text

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

PHY 131 College Physics I. (5) I, II. Prerequisite or Corequisite: MAT 107 or a minimum score of 20 on the mathematics portion of the ACT or a minimum score of 510 on the math portion of the SAT or departmental approval. Fundamental ideas of mechanics, heat, and sound. Credit will not be awarded to students who have credit for PHY 201. ~~4 Lec/3 Lab~~ 6 Lec/Lab. Gen. Ed. IVB or VII (NS).

Part III. Recording Data for Revised Program

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

New or Revised* Program

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

Part IV. Recording Data for a Revised Course (Record only changed course information.) *Required

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHY	131	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHAS
Credit Hrs.	Weekly Contact Hrs. Lecture 4 Laboratory 3 Other _____ <u>6</u> <u>Lec/</u> <u>Lab</u>		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only) FR _____ SO _____ JR _____ SR _____	
			Major Restrictions, if any: FR _____ SO _____ JR _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<div style="border: 2px solid black; padding: 10px; text-align: center;"> <p>FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p> </div>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

<input type="checkbox"/> (Check one)	Department Name	Physics and Astronomy
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts & Sciences
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	Physics 132
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	College Physics II
<input type="checkbox"/> New Program (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/16/2008	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		Approved <input checked="" type="checkbox"/> Disapproved	10/15/09
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*	3/24/2009	Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A
<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.) To change the catalog description to more accurately reflect the course delivery.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2010</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: to more accurately reflect the course delivery</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact:</p> <p>Operating Expenses Impact:</p> <p>Equipment/Physical Facility Needs: N/A</p> <p>Library Resources: N/A</p>

Part II. Recording Data for Revised Course

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised* Catalog Text

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

PHY 132 College Physics II. (5) I, II. Prerequisite: PHY 131. Fundamental ideas of electricity, magnetism, optics, and modern physics. Credit will not be awarded to students who have credit for PHY 202. ~~4 Lec/3 Lab~~ 6 Lec/Lab. Gen. Ed. IVB or VII (NS).

Part III. Recording Data for Revised Program

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

New or Revised* Program

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

Part IV. Recording Data for a Revised Course (Record only **changed** course information.) ***Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*			
PHY	132	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHAS			
Credit Hrs.	Weekly Contact Hrs. Lecture <u>4</u> Laboratory <u>3</u> Other <u>6</u> <u>Lec/</u> <u>Lab</u>		Repeatable Maximum No. of Hrs. _____				
Schedule Type** (List all applicable)			Cip Code (first two digits only)				
Work Load (for each schedule type)		Grading Mode**		Class Restriction, if any: (undergraduate only)			
				FR _____			
				SO _____			
				JR _____			
				SR _____			
		Major Restrictions, if any:		FR _____			
				SO _____			
				JR _____			
				SR _____			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		<p>FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p>			
		Thesis _____					
		Internship _____					
		Independent Study _____					
		Practicum _____					
Co-Requisites and Prerequisites							
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)							
Course Prefix and No. _____							
Course Prefix and No. _____							
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)							
Course Prefix and No. _____							
Course Prefix and No. _____							
Test Scores _____							
Minimum GPA (when a course grouping or student cumulative GPA is required) _____							
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)							
Course Prefix and No. _____							
Test Scores _____							
Minimum GPA (when a course grouping or student cumulative GPA is required) _____							
Equivalent Course(s): (credit not allowed with; or formerly:)							
Course Prefix and No. _____							
Course Prefix and No. _____							
Course Prefix and No. _____							
Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).							
Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" 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 College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major , Option ; Minor ; or Certificate) *Provide only the information relevant to the proposal.	Physics and Astronomy Arts & Sciences PHY 201 University Physics I Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
Proposal Approved by:		<u>Date</u> 8/18/2009
Departmental Committee		<u>Date</u> N/A
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	N/A	10/15/09
General Education Committee*	N/A	N/A
Teacher Education Committee*	N/A	N/A

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To change the catalog description to more accurately reflect the course delivery.

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

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

B. The justification for this action:
 To change the catalog description to more accurately reflect the course delivery.

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs: N/A

Part II. Recording Data for Revised Course

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised* Catalog Text

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

PHY 201 University Physics I. (5) I. Prerequisite: MAT 124 or 124H or MAT 261 or departmental approval.
Composition and resolution of forces, laws of equilibrium, Newton's laws of motion, work and energy, momentum, simple harmonic motion, hydrodynamics, heat phenomena. Credit will not be awarded for both PHY 131 and PHY 201. ~~4 Lec/3 Lab~~ 6 Lec/Lab. Gen. Ed. IVB or VII (NS).

Part III. Recording Data for Revised Program

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

New or Revised* Program

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

Part IV. Recording Data for a Revised Course (Record only changed course information.) *Required

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*			
PHY	201	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHAS			
Credit Hrs.	Weekly Contact Hrs. Lecture 4 Laboratory 3 Other _____ <u>6</u> <u>Lec/</u> <u>Lab</u>		Repeatable Maximum No. of Hrs. _____				
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Cip Code (first two digits only)				
			Class Restriction, if any: (undergraduate only)				
			Major Restrictions, if any:				
			FR _____	FR _____			
			SO _____	SO _____			
			JR _____	JR _____			
			SR _____	SR _____			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____				
		Thesis _____					
		Internship _____					
		Independent Study _____					
		Practicum _____					
Co-Requisites and Prerequisites							
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)							
Course Prefix and No. _____							
Course Prefix and No. _____							
Prerequisite(s): (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)							
Course Prefix and No. _____							
Course Prefix and No. _____							
Test Scores _____							
Minimum GPA (when a course grouping or student cumulative GPA is required) _____							
Co-Requisite(s) and/or Prerequisite(s) Combination (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)							
Course Prefix and No. _____							
Test Scores _____							
Minimum GPA (when a course grouping or student cumulative GPA is required) _____							
Equivalent Course(s): (credit not allowed with; or formerly:)							
Course Prefix and No. _____							
Course Prefix and No. _____							
Course Prefix and No. _____							
Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).							
Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" 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 College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major , Option ; Minor ; or Certificate) *Provide only the information relevant to the proposal.	Physics and Astronomy Arts & Sciences PHY 202 University Physics II Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> Faculty Senate** Board of Regents** Council on Postsecondary Edu.***								
Proposal Approved by:		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 50%;"><u>Date</u></th> <th style="width: 50%;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">8/18/2009</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>	<u>Date</u>	<u>Date</u>	8/18/2009	N/A				
<u>Date</u>	<u>Date</u>									
8/18/2009	N/A									
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		<table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">10/15/09</td> </tr> <tr> <td style="width: 50%; text-align: center;">N/A</td> <td style="width: 50%; text-align: center;">N/A</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">N/A</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">N/A</td> </tr> </tbody> </table>		10/15/09	N/A	N/A		N/A		N/A
	10/15/09									
N/A	N/A									
	N/A									
	N/A									
College Curriculum Committee General Education Committee* Teacher Education Committee*		<table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">10/15/09</td> </tr> <tr> <td style="width: 50%; text-align: center;">N/A</td> <td style="width: 50%; text-align: center;">N/A</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">N/A</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">N/A</td> </tr> </tbody> </table>		10/15/09	N/A	N/A		N/A		N/A
	10/15/09									
N/A	N/A									
	N/A									
	N/A									
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.										

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the catalog description to more accurately reflect the course delivery. A.2. Effective date: (Example: Fall 2001) Spring 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To change the catalog description to more accurately reflect the course delivery.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Operating Expenses Impact: Equipment/Physical Facility Needs: N/A	

Part II. Recording Data for Revised Course

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised* Catalog Text

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

PHY 202 University Physics II. (5) II. Prerequisite: PHY 201. Prerequisite or Corequisite: MAT 224 or departmental approval. Electrostatics, electric potential, dielectrics, A.C. and D.C. circuits, magnetic fields, Faraday's Law, sound, wave motion, geometrical and physical optics. Credit will not be awarded for both PHY 132 and PHY 202.4 Lec/3 Lab ~~6 Lec/Lab~~ Gen. Ed. IVB or VII (NS).

Part III. Recording Data for Revised Program

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

New or Revised* Program

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

Part IV. Recording Data for a Revised Course (Record only **changed** course information.) ***Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHY	202	Spring 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHAS
Credit Hrs.	Weekly Contact Hrs. Lecture 4 Laboratory 3 Other _____ <u>6</u> <u>Lec/</u> <u>Lab</u>		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)	Work Load (for each schedule type)	Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	FR _____
			SO _____	SO _____
			JR _____	JR _____
			SR _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input 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>Philosophy and Religion</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>PHI 552</u> *Course Title (30 characters) <u>Modern Political Theory</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date <u>March 19, 2009</u> Graduate Council* _____ Date <u>NA</u> Departmental Committee _____ Council on Academic Affairs _____ <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Approved <input checked="" type="checkbox"/> Disapproved <u>10/15/09</u> College Curriculum Committee _____ Faculty Senate** _____ <u>NA</u> General Education Committee* <u>NA</u> Board of Regents** _____ <u>NA</u> Teacher Education Committee* <u>NA</u> Council on Postsecondary Edu.*** _____ <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change catalog language to ensure that students cannot receive credit for the W and non-W versions of the same course A. 2. Effective date: Fall 2009. Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To ensure that students cannot receive credit for the W and non-W versions of the same 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:	

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.)

PHI 552 Modern Political Theory. (3) A. Cross-listed as POL 552. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for POL 552, POL 552W or PHI 552W.

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)*
PHI	552	Fall 2009 Fall 2010	AS <input type="checkbox"/> X JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	PHRE
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	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.	Credit not allowed with POL 552, POL 552W or PHI 552W.
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) X
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.)

PHI 552 (cross-listed as POL 552)
Modern Political Theory
3 hours
Phone: 859-622-5931(POL)
859-264-1146(home)
Sara.Zeigler@eku.edu
www.people.eku.edu/zeiglers

Dr. Zeigler
Fall 2007
Office : 113 McCreary

Messages may be left with the department secretary (McCreary 113) or on my machine at home. I do not mind being called at home, but please limit such calls to reasonable hours. I check e-mail daily.

Course Objectives and Procedures:

The search for truth is more precious than its possession.
-Albert Einstein

All great truths begin as blasphemies.
-George Bernard Shaw

We will spend the semester struggling with the political questions that preoccupy modern political theorists, thus building a strong foundation in the key concepts and works of modern political thought. Through discussion and writing, students will acquire an understanding of the assigned texts, analyze the questions posed by the theorists and critically evaluate the answers provided. Active participation by students prepared to engage in rigorous (yet civil) discussions of the texts is a necessary component of the course. Students are encouraged to voice reactions and criticisms freely, regardless of whether their remarks coincide with the views of classmates, theorists, or the instructor.

Catalog Copy: POL 552: Modern Political Theory. (3) A. Cross-listed as PHI 552. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552, PHI 552W or POL 552W.

Drop Date: _____. You will receive written feedback on your first exam prior to this date.

The following required text is available in the bookstore or through online vendors..

Wootton, David (ed). 1996. Modern Political Thought: Readings from Machiavelli to Nietzsche. Indianapolis: Hackett Publishing.

Any additional readings will be distributed by the instructor or made available on the web page.

Students will be divided into four groups, A, B, C, and D. Each day, one group will be responsible for explaining and defending the text, while other class members pose questions and

criticisms. Each class session will commence with a brief (5-10 minutes) overview of the key arguments made in the assigned reading. This overview will be provided by members of the group assigned to explain the text. Group members may divide the assignment among themselves for purposes of presentation or may alternate presentation responsibilities. Duties should be divided evenly among group members and members are strongly encouraged to discuss the texts and the overview outside of class.

On Fridays, class sessions will be conducted online. The group responsible for the presentation that day will be responsible for posing discussion questions in the forum on Blackboard. Each group member must pose at least one GOOD question no later than 10am on Friday. Each class member must respond to at least two discussion questions, posting responses online. The threaded discussions will begin on Friday – students will have until Monday at 10:10am (class time) to post responses. Participation in online discussions will be graded. Responses must meet a 400-word minimum.

University Disability Statement:

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

Grading Scale: All students should read the “Philosophy of Grading” document posted in Blackboard under “course documents.”

A= at least 90% of total points possible

B= at least 80% of total points possible

C=at least 70% of total points possible

D=at least 60% of total points possible

Course Requirements:

1. 2 one-hour online examinations. (30 points each, 60 total)
2. One take-home final examination. (60 points)
3. Participation in class discussions, as described above. (30 points)
4. Participation in online discussions. There are 13 sessions. Each session is worth five points, for a total of 60 points. You may skip one without penalty. Choose wisely
5. Paper Outline: 10 points
6. One 8-10 page paper, to be submitted through Safe Assignments in Blackboard 40 points.

All exams will be in essay format and will be open-book, open-note. The take-home exam and the paper must be typewritten. Should you have questions regarding proper citation of sources, consult the instructor.

Lucid, well-organized writing is essential to effective communication and will be considered in evaluating written work.

Policies, Procedures, Admonitions and Advice:

1. **Attendance Policy:** The course is designed as a conference and the success of that format depends upon the presence of well-prepared conferees. Students who neglect to attend class demonstrate contempt for their classmates, the instructor and themselves. This will not be tolerated. More than eight unexcused absences may result in automatic failure of the course. Because I regard failure to fulfill responsibilities to one's group as a particularly egregious dereliction of duty, each unexcused absence on a day when your group is "on" will count as two absences. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), documentable illness (yours or your child's) and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. Students who fail to attend class regularly should also expect such negligence to be reflected in their participation grades.
2. **Preparation:** Students who have not read the assigned texts are not welcome in class.
3. **Make-up Examinations:** As examinations will be available online for a period extending over several days, makeup examinations are given only under extraordinary circumstances.
4. **Late Papers:** A five-point per day penalty may be imposed on late papers. The take-home final may not be submitted after the deadline, except in emergencies (as defined by the instructor). If it is necessary for a student to submit a final exam after the deadline, the student may receive an Incomplete so that the submission of other students' grades will not be delayed.

5. **Academic Integrity:**

Students are advised that ECU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu. Questions regarding the policy may be directed to the Office of Academic Integrity. Students have an affirmative obligation to review and comply with all standards articulated on the ECU Academic Integrity website, in addition to the course specific standards outlined below.

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.

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.

6. Use of Books and Notes during Examinations: All examinations are open-book, open-note. Guides such as "Cliff Notes" or "Encarta" (or anything in the genre) shall darken neither your door nor that of the classroom. Ever.

7. Extra credit: There is NO extra credit available in this class. Seek help when you need it (I really will help you) and get it right the first time!

Student Learning Objectives and Assessment Methods:

Political Science Student Learning Objectives:

Critical Thinking: Students will become more discerning critical thinkers and observers of political events, personalities, messages and processes by applying theories and methodologies of political science and through effective oral and written communication.

Substantive Knowledge: Students will acquire political literacy and will demonstrate understanding of the institutional processes and values that underpin political behavior and events.

Course Objectives:

Critical Thinking: Students will demonstrate an understanding of major contemporary political thinkers by analyzing the underlying principles, comparing and evaluating specific works and applying the concepts to contemporary political dilemmas.

Substantive Knowledge: In their written work (paper, examinations and discussion postings), students will analyze the key concepts of different theoretical works and differentiate among foundational assumptions.

TENTATIVE SCHEDULE

Aug 20: Introduction, review of syllabus and requirements
Aug 22: Machiavelli, Discourses, pp. 59-81. (A)
Aug 24: **ONLINE:** Machiavelli, Discourses, continued, pp. 81-91 (B)
Aug 27: Introduction to section, Calvin, pp. 93-121(C).
Aug 29: Hobbes pp. 121-132. (D)
Aug 31: **ONLINE:** Hobbes, pp. 132-158.(A)
Sept. 3: Labor Day
Sept. 5: Hobbes, pp. 159-172. (B)
Sept 7: **ONLINE:** Hobbes, pp.173-187 (C).
Sept 10: Hobbes, pp. 187-204. (D)
Sept 12: Hobbes, pp.204-222 (A)
Sept 14: **ONLINE:** Hobbes, pp. 222-248 (B).
Sept 17: **First Examination**
Sept. 19: Locke, pp.303-316. (C)
Sept. 21: **ONLINE** Locke, pp.316-334. (D)
Sept 24: Locke, pp. 334-349. (A)
Sept 26: Locke, pp. 349-363. (B)
Sept 28: **ONLINE** Locke, pp. 363-386.
Oct 1: Hume, pp. 387-396. (C).
Oct 3: Rousseau, 397-415 (D)
Oct 5: **ONLINE** Rousseau, pp. 415-448. (A)
Oct. 8: Fall Break
Oct 10: Rousseau, The Social Contract, pp.464-490. (B)
Oct 12: **ONLINE** Rousseau, The Social Contract, pp.490-514. (C)
Oct 15: Rousseau, The Social Contract, pp.514-534 (D)
Oct 17: Burke, pp. 551-572 (A).
Oct. 19:**ONLINE** Kant, pp. 573-577(B)
Oct. 22: Reading Day
Oct 24: : Bentham, 579-588. (C)
Oct. 26: **ONLINE** Bentham, 589-604 (D) **Last day to drop class.**
Oct 29: Mill, pp. 605-636(A). **Paper outline due in class.**
Oct 31: Mill, 636-648(B)
Nov 2: **ONLINE**, Mill, 648-672(C)
Nov 5 :Mill, 672-701 (D)

Nov 7: Mill, 701-719. (A)
Nov. 9: **Papers due. No new reading**
Nov.12 : Mill, 719-733. (B)
Nov. 14: Marx, 735-741, 790-797 (C).
Nov.16 : **ONLINE** Marx, 826-846 (D)
Nov. 19: **Second examination.**
Nov 21: Thanksgiving holiday
Nov 23: Thanksgiving holiday
Nov. 26: Marx, pp. 865-873 (A)
Nov 28: Nietzsche, pp;. 895-906(B)
Nov. 30: **ONLINE** Nietzsche, pp. 906-924(C).
Dec 3: Nietzsche, 924-946 (D).
Dec.5: Anarchism, Emma Goldman (web reading)
Dec 7: Review, distribution of take-home final exam (come to class).

The take-home final examination is due at the scheduled exam time for this class in the instructor's office or box. Students may, of course, return exams earlier than the deadline. The take-home exam is not intended to be a research paper - students should rely on course materials, discussions and their own intellectual abilities to respond to questions. Exams must be typed or word-processed.

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>Philosophy and Religion</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>PHI 553</u> *Course Title <u>(30 characters)</u> <u>Contemporary Political Theory</u> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee <u>March 19, 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 <input checked="" type="checkbox"/> Disapproved _____ <u>10/15/09</u> General Education Committee* <u>NA</u> Faculty Senate** <u>NA</u> Teacher Education Committee* <u>NA</u> Board of Regents** <u>NA</u> Council on Postsecondary Edu.*** <u>NA</u>		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change catalog language to ensure that students cannot receive credit for the W and non-W versions of the same course A. 2. Effective date: Fall 2010 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To ensure that students cannot receive credit for the W and non-W versions of the same 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:	

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.)

PHI 553 Contemporary Political Theory. (3) A. Cross-listed as POL 553. Examination of Western political theory from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for POL 553, POL 553W or PHI 553W.

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)*
PHI	553	Fall 2010	AS X JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHRE
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	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.	Credit not allowed with POL 553, POL 553W or PHI 553W.
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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 Philosophy and Religion <hr/> College Arts and Sciences <hr/> *Course Prefix & Number PHI 752 <hr/> *Course Title (30 characters) Modern Political Theory <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> March 19, 2009	<u>Date</u> Pending
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
		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 prevent students from receiving credit for both PHI 752 and POL 552W or PHI 552W.	
A. 2. Effective date: Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To change the catalog description so that it accurately reflects course equivalents.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None	

Part II. Recording Data for Revised Course

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised* Catalog Text

(*Use ~~strikeout~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
PHI 752 Modern Political Theory. (3) A. Cross-listed as POL 752. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for POL 552, PHI 552, POL 552W, PHI 552W or POL 752.

Part III. Recording Data for Revised Program

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

New or Revised* Program

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

Part IV. Recording Data for a Revised Course (Record only **changed** course information.) ***Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	752	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHRE
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)		Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			Major Restrictions, if any:	
			FR _____	
			SO _____	
			JR _____	
			SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<p>FOR BANNER USE ONLY</p> <p>Date of data entry _____</p> <p>Data entry person _____</p>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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 will not be awarded to students who have credit for POL 552, PHI 552, POL 552W, PHI 552W or POL 752.
Course Prefix and No.	
Course Prefix and No.	

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

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

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> 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 Philosophy and Religion <hr/> College Arts and Sciences <hr/> *Course Prefix & Number PHI 753 <hr/> *Course Title (30 characters) Contemporary Political Theory <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> March 19, 2009	<u>Date</u> Pending
		Graduate Council*
		Council on Academic Affairs
		Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>
		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 prevent students from receiving credit for both POL 753 and POL 553W or PHI 553W.	
A. 2. Effective date: Fall 2010	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To change the catalog description so that it accurately reflects course equivalents.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None	

Part II. Recording Data for Revised Course

1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.

New or Revised* Catalog Text

(*Use ~~strikeout~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
PHI 753 Contemporary Political Theory. (3) A. Cross-listed as POL 753. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553, PHI 553W, POL 553, POL 553W or POL 753.

Part III. Recording Data for Revised Program

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

New or Revised* Program

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

Part IV. Recording Data for a Revised Course (Record only **changed** course information.) ***Required**

Course prefix* (3 letters)	Course Number* (3 Digits)	Effective Term* (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
PHI	753	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PHRE
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type** (List all applicable)		Grading Mode**	Cip Code (first two digits only)	
			Class Restriction, if any: (undergraduate only)	
			FR _____	
			SO _____	
			JR _____	
			SR _____	
		Major Restrictions, if any:	FR _____	
			SO _____	
			JR _____	
			SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

Co-Requisites and Prerequisites

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

Course Prefix and No.	
Course Prefix and No.	

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

Course Prefix and No.	
Course Prefix and No.	

Test Scores

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

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

Course Prefix and No.	
Test Scores	

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

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

Course Prefix and No.	Credit will not be awarded to students who have credit for <u>PHI 553, PHI 553W, POL 553, POL 553W or POL 753.</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)			



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Arts and Sciences
Department of Psychology
521 Lancaster Avenue
Richmond, KY 40475

Robert Brubaker, Ph.D.
Professor and Chair
859 622-1105
robert.brubaker@eku.edu

TO: Council on Academic Affairs

FROM: Robert Brubaker, Chair
Psychology Department

DATE: October 8, 2009

RE: Animal Studies Degree Program

Attached is a proposal to offer a B.S. degree in Animal Studies. This interdisciplinary program will be administratively housed in the Psychology Department and coordinated by Dr. Robert Mitchell, a Foundation Professor in Psychology. Although several universities in the U.S. and other countries offer courses and specializations in Animal Studies, none offer the major. The Environmental Scan conducted by Dr. Mitchell and his colleagues in the participating ECU departments documents student demand for such a major and describes a number of potential career paths.



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

Part I

<input type="checkbox"/> (Check one)	Department Name	Psychology
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Animal Studies
<input checked="" type="checkbox"/> New Program (Part III)		(Major <u>xx</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<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	08/28/2009	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	<u> </u>
College Curriculum Committee		Approved <u> </u> Disapproved <u> </u>	DISCUSSION ITEM
General Education Committee*	NA	Faculty Senate**	<u> </u>
Teacher Education Committee*	NA	Board of Regents**	<u> </u>
		Council on Postsecondary Edu.***	<u> </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 major, "Animal Studies."

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:

Animal Studies is a new, stimulating, and challenging cross-disciplinary field of study, incorporating applied fields, science and humanities. At present, no university has an Animal Studies major, though others are seeking to develop one and several have minors. EKU has a diversity of existing courses well suited to this field of study, and has faculty in diverse departments who are experts in this field. The major itself provides students with a rich, in-depth liberal arts education with the possibility to develop their knowledge in applied fields, science, or arts and humanities. See attached justification for more reasons to create an Animal Studies major at EKU.

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

Personnel Impact:
None. Existing faculty satisfy all needs for the program.

Operating Expenses Impact:
None. Existing department and college institutional support is satisfactory.

Equipment/Physical Facility Needs:
None. Existing facilities are adequate.

Library Resources:

None necessary; some new journals and books may be requested.

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 PSYCHOLOGY

Chair

Dr. Robert Brubaker

(859) 622-1105

Cammack 127

Faculty

**D. Beal, T. Botts, R. Brubaker, M. Bundy, C. Clement,
J. Flanagan, D. Florell, J. Gore, A. Hale, J. Henning,
A. Lawson, R. Lorden, D. Mercer, R. Mitchell, T. Nowak, R.
Osbaldiston, J. Palmer, R. Perrine, ~~J. Robinson~~, S. Wilson, M.
Winslow, and D. Wygant.**

Baccalaureate Degrees

Psychology (B.S.)

CIP Code: 42.0101

(Psychology Program Information will be placed before ANS information. Current catalog page number for Psychology: 92-93)

ANIMAL STUDIES (B.S.)

CIP Code: 30.9999

Faculty

R. Brubaker (Psychology), B. Freed (Anthropology, Sociology, & Social Work), A. Lawson (Psychology), R. Lorden (Psychology), P. Kopacz (English), S. McSpirit (Anthropology, Sociology, & Social Work), R. Mitchell (Psychology), L. Newhart (Philosophy & Religion), L. Noblitt (Government), R. Perrine (Psychology), B. Pratt (Agriculture), N. Santangelo (Biology), S. Sumithran (Biology), and S. Tsiang (English)

Program Objectives

Animal Studies (ANS) is an interdisciplinary major that concentrates on nonhuman animals, their interactions and relationships with people, and the mutual influences humans and nonhuman animals have on each other's existence, evolution, and history. Students in Animal Studies receive training in sciences, humanities, and applied fields. Within their cross-disciplinary training, students will choose to emphasize at least one of these areas of study. Graduates of the program will gain knowledge of and be able to evaluate ideas about nonhuman animals, humans, and their mutual influences informatively from diverse perspectives. Upon completion of the ANS degree, graduates will be able to (1) analyze contexts and events concerning animals knowledgeably and from diverse points of view; (2) elucidate the motives and consequences for diverse human-animal interactions; (3) evaluate the impacts of human uses of and attitudes toward animals on individuals and communities, and on evolution and history; (4) integrate cross-disciplinary ideas into an awareness of divergent perspectives on animals and humans; and (5) use skills and expertise in understanding animals and humans to obtain employment.

Major Requirements 53-55 hours

ANS 200, and courses in the following groups:

- (1) Arts & Humanities: ANS 320; PHI 390; SOC 300; ANS 310, 497, or three hours of a relevant arts or humanities course (12 hours).
- (2) Science: ANT 306 or 371; BIO 141; BIO 316 or 550; PSY 333 (14 hours).
- (3) Application: AGR 125; ANT 370; LAS 306 or BIO 380; three hours of a relevant applied learning or study abroad course (12 hours).
- (4) Capstone: ANS 400 or PSY 401 or other relevant thesis option.
- (5) Electives: an additional 9-11 hours in relevant courses, as approved by student's advisor or department head.

Supporting Course Requirements 10 hours

ANT 120, 201; BIO 121.

General Education Requirements 39 hours

Standard General Education program, excluding blocks IVA, VB, VII(NS). Refer to Section Four of this *Catalog* for details on the General Education and University requirements

University Requirement 1-3 hours

GSO 100 or GSD 101.

Free Electives 13-17 hours

Total Curriculum Requirements 120 hours

Proposed Major in Animal Studies (Expanded)

Major Requirements 53-55 hours

Introductory course (3 credits)

ANS 200 Introduction to Animal Studies (3)

Arts and Humanities requirements (12 credits)

ANS 320 Animals in History (3)

PHI 390 Animal Ethics (3)

SOC 300 Sociology of Animal-Human Relations (3)

Plus choose one of the following:

ANS 310 Animals in Literature (3)

ANS 497 Topics in Animal Studies: _____ (3)

Or a course relevant to animal studies from an arts and/or humanities perspective.

Science requirements (14 credits)

BIO 141 General Zoology (4)

PSY 333 Comparative Psychology (3)

Plus choose one of the following:

ANT 306 Human Evolution (3)

ANT 371 Primate Ecology and Sociality (3)

Plus choose one of the following:

BIO 316 Ecology (4) (*required for several upper-division BIO courses*)

BIO 550 Animal Behavior (4)

Applied requirements (12 credits)

AGR 125 Principles of Animal Science (3)

ANT 370 Primate Conservation (3)

Plus choose one of the following:

LAS 306 Animals and the Law (3)

BIO 380 Wildlife Law and Law Enforcement (3)

Plus choose one of the following:

One applied learning course (*e.g., AGR 349, BIO 349, ENG 349, HIS 349, JOU 349, PHI 349, PSY 349, PUB 349*), or

One study abroad course relevant to Animal Studies (3)

Electives (9-11 hours)

Choose several courses, devised with student's advisor, to develop student's knowledge in student's area of interest in Animal Studies

Capstone (3 credits)

Choose one of the following (or other relevant Senior Seminar or Thesis option):

ANS 400 Senior Seminar: _____.

PSY 401 Senior Thesis

Supporting Course Requirements 10 hours

Area IVA BIO 121, Principles of Biology (4)

Area VB ANT 120, Introduction to Cultural Anthropology (3)

Area VII(NS) ANT 201, Introduction to Physical Anthropology (3)

General Education Requirements 39 hours

Standard General Education program, excluding blocks IVA, VB, VII(NS).

University Requirement 1-3 hours

Choose one of the following

GSO 100 Academic Orientation (1)

GSD 101 Foundations for Learning (3)

Free Electives 13-17 hours

Total Curriculum Requirements 120 hours

Proposal to Establish an Interdisciplinary Animal Studies Major at ECU

Proposal Contents:

Justification (including Background and Why at ECU?)	2-7
Environmental Scan	8-10
Model Curriculum for Animal Studies Major	11

Appendices:

CVs of Faculty in Animal Studies

Letters of Support

Justification for Animal Studies major at EKU.

Background

Nonhuman animals are an omnipresent, yet often unattended to, part of human existence. We care for, hunt, slaughter, eat, travel miles to see, pet, watch, pass laws about, love, fear, and think about a variety of animals. We play with our dogs and cats, and eat someone else's cows and chickens. We learn many lessons in childhood about animals, and our first stories are replete with animals and their sometimes humanized lives. As adults we still use animals as metaphors and tropes (e.g., "lamb of God") to think about others, our selves, and human activities. (Think of Orwell's *Animal Farm*, or EKU President Whitlock's 2009 "state of the university" address to the faculty—e.g., "In any bacon and egg breakfast, the chicken is involved but the pig is committed.") We compare or contrast humans and animals linguistically to vilify or elevate humans. Humans have been viewed as animals, and animals as human, with the precise point of differentiation between the two at times obscure, at other times perfectly clear. (When the terribly disfigured "Elephant Man" in the David Lynch movie of the same name is finally cornered after being chased through the streets by a mass of people horrified by his appearance, he cries "I am not an animal. I am a human being.") How we act toward animals directly influences our lives and society: the introduction of slaughterhouses into an area dramatically increases crime, and people who commit even one act of animal abuse are more likely to commit other criminal offenses than matched individuals who don't abuse animals. Legislators and citizens institute laws against the inhumane treatment of animals and the extinction of species, and the American Humane Society celebrated its 130th anniversary in 2007. Veterinarians-in-training are being told to take a course in literature as part of their professional development to instill empathy toward animals and clients. Books of photographs of animals are hot commodities in bookshops. Animals are and have always been objects of human fascination and intrinsic to human existence: humans would not have evolved beyond a subsistence stage of survival without the domestication of animals, and major conquests of land in history would have been impossible without the horse. Animals are essential to us. We would not be who, what, and where we are today without them.¹

Given this background, it is not surprising that Animal Studies is a growing field in academia. It has grown from several directions. Biologists have always studied animals from an objective perspective, but Darwin's theory of evolution by means of natural selection forced a return to the psychological and anthropological study of animals, often as a way to understand the evolution of the human mind. Ethologists of the early 20th century pursued the study of animals in their natural state, including humans in their purview. The scientific study of the human relationship with animals came into focus from anthropology, psychology, ethology, sociobiology, environmentalism, and health medicine, and the journal *Anthrozoös* was instituted in 1987 to study this field; *Society & Animals* followed in 1993. Both journals have published broadly, including articles from sciences and humanities (though tending to focus more on social science). The ethical and moral dimensions of the human treatment of animals have also influenced the field, beginning with Peter Singer's 1975 *Animal liberation*, in which a utilitarian position on

the use and treatment of animals is proposed. Singer's book, as well as primate researchers' discussions of apes having a "theory of mind," re-invigorated a philosophical interest in animal mind that had largely disappeared following Aristotle and his influence. (Most responses to Darwin's arguments about animal mind were psychological or theological, rather than philosophical.) In 1984, sociobiologist E. O. Wilson proposed that the popular appeal of animals and nature is based on human nature with his biophilia hypothesis, arguing that this human fascination is genetically based. These ideas engendered numerous scientific studies about human-animal relations and interactions. Although scholars in the humanities have attended to animals in human history for centuries, it is Harriet Ritvo's history, *The animal estate: The English and other creatures in the Victorian age*, published in 1987, to which the recent upsurge of historical interest toward animals is often attributed. Ritvo showed how essential animals were not only to England's development, but also to how English people thought of and about themselves. Also influential was Donna Haraway's 1987 *Primate visions: Gender, race and nature in the world of modern science*, which examined the cultural presuppositions constraining the development of the science of primatology. Steven Baker's 1993 *Picturing the beast* focused attention on the omnipresent, but rarely theorized, representations of animals in art. Historians, philosophers, and art historians became aware of how conflicted and confused our relationships with and ideas about animals are, making animals in human history a ripe field for exploration. (As one author put it in the Wikipedia entry about Animal Studies, "Given the complexity of human-animal relations, one aspect of animal studies is to emphasize that animals are very like us, and yet not at all like us, in interesting ways.") Nigel Rothfels' *Representing animals* 2000 symposium and later edited volume further institutionalized Animal Studies in the humanities and incorporated literature, art, and culture studies. Two university presses, Columbia and Chicago (through Reaktion Books), now support series in Animal Studies. Within each domain (biology, philosophy, history, etc.), explorations about animals can become parochial, but the field of Animal Studies has expanded even further to incorporate all explorations of animals. That is why a major in Animal Studies makes use of knowledge and points of view from all these fields (and others). However much scholars focus on the human bonding with, uses of, relations with, attitudes toward, and representations of animals, most scholars agree that it is important to understand animals in their own right as well.

At the present time, Animal Studies has the two journals already mentioned, as well as one society (ISAZ: International Society for AnthroZoology) and its international annual conference. For the scientist, the Animal Behavior Society is another society that also sponsors an international annual conference. Both societies are extremely supportive of undergraduate involvement and presentation of research. Although several universities in Europe, Canada, and New Zealand, and a few in the US, have courses and specializations in Animal Studies, there is as yet no major in Animal Studies. (There are, of course, majors in Animal Science, which is an applied field usually concerning farm animals or wildlife; students in the proposed ECU Animal Studies major are required to take at least one course in Animal Science through the Department of Agriculture, and can take courses in wildlife biology.) In the US, a few institutions have some related academic specializations:

- Notre Dame de Namur University in Belmont, CA has a Sociology degree with an “Animals in Human Society” concentration.
- Carroll College in Helena, Montana has a Human-Animal Bond program with its own degree within the Psychology department; this is an applied program mostly using psychological techniques for working with animals.
- Humane Society University, apparently an online teaching affiliate of the Humane Society, offers 30 hours toward an Animal Studies degree, and requires students to take the rest of their coursework from other universities.
- Michigan State University has a graduate specialization in Animal Studies, and some of the faculty hope to develop an Animal Studies major.

If the Animal Studies program were to be approved, ECU would be the first university in the US with an undergraduate degree in Animal Studies, and would potentially gain students from around the globe.

Animal Studies as a Major at ECU

The Animal Studies (ANS) major at ECU would provide students with a means to become knowledgeable about animals and their relationship with humans from diverse perspectives, and simultaneously experience and learn from a strong, traditional liberal arts education. The proposed major incorporates training in and exposure to a diversity of fields of knowledge, including applied fields, sciences, and the arts and humanities.

Animal Studies is an interdisciplinary major that concentrates on nonhuman animals, their interactions and relationships with people, and the mutual influences humans and nonhuman animals have on each other’s existence, evolution, and history. Students in Animal Studies receive training in sciences, humanities, and applied fields. Within their cross-disciplinary training, students will choose to emphasize at least one of these areas of study. Graduates of the program will learn to analyze, apply, and evaluate existing ideas, and develop new ideas about nonhuman animals, humans, and their mutual influences. Their cross-disciplinary training will encourage them to think critically about issues from diverse perspectives. Upon completion of the ANS degree, graduates will be able to (1) critically analyze contexts and events concerning animals from diverse points of view; (2) explain, analyze, and evaluate the motives and consequences for diverse human-animal interactions; (3) analyze and evaluate the impacts of human uses of and attitudes toward animals on individuals and communities, and on evolution and history; (4) integrate cross-disciplinary ideas into an awareness of divergent perspectives on animals and humans; and (5) apply skills and expertise in understanding animals and humans to obtain employment.

The Vision of the Animal Studies program is to broaden students’ perceptions of animals, of animals’ relationships with humans, and of humans’ relationships with animals. (The vision for our students is discussed below.)

The Mission of the Animal Studies program is preparing students to be knowledgeable about and understand nonhuman animals and the relationships between humans and animals from diverse perspectives in arts and humanities, the sciences, and applied fields.

The lives of animals, the human-animal connection, the complexities of human-animal relationships, ethical and moral concerns about animals, representations of animals and humans, and the significance of animals in human evolution, history, culture, and civilization are all aspects of this knowledge and understanding.

Remarkably, many ECU professors in a diversity of areas of expertise are knowledgeable about animals in some capacity. This includes professors not only in the areas one would expect, such as agriculture, anthropology, biology, and psychology, but also in less traditionally animal-related fields, such as literature, sociology, philosophy, and government. (In fact, most of these professors worked amicably together to develop the Animal Studies major, and are now listed as faculty for the proposed Animal Studies program.) Across the fields of study represented at ECU, animals are viewed as meat, metaphor, vectors of disease transmission, companions, objects of fantasy, legal entities, biological ancestors, objects of beauty, mental entities, and objects of ethical and moral concern. Other ECU professors, in film studies, art history, and humanities, though not experts in Animal Studies, have offered to provide their knowledge in developing courses for the major in the future. Faculty in Psychology (Robert Mitchell, Rosanne Lorden) have been offering courses studying captive monkeys in France (Paris) and free-ranging sea lions in Ecuador (Galápagos) for several years. Robert Mitchell is developing a course to study captive gorillas in Spain (Barcelona), and Ben Freed in Anthropology is developing courses for students to study lemurs in Madagascar. Comparative (Animal) Psychology is currently being offered for the first time at ECU, and the class filled within two weeks of availability.

Not only does ECU already have the faculty to fulfill the vision and mission of the proposed Animal Studies major, but the major fulfills several of the mission goals of ECU. It most obviously embodies two goals: developing and enhancing an environment facilitating intellectual curiosity, cultural opportunities and problem solving abilities for members of the university community; and promoting learning through high-quality programs, research and support services. Intellectual curiosity is the underpinning of the Animal Studies major; without it, no student would be interested. And, with its promotion of learning from courses in multiple departments in Arts and Sciences, and one in Business and Technology, Animal Studies will become a high-quality program and support other high-quality programs at the same time. The interdisciplinary nature of the program will encourage interaction and research among faculty in diverse departments. Robert Mitchell is already at work to bring an international conference on Animal Studies to ECU; he recently co-organized (with Julie Smith, a University of Wisconsin faculty in Languages and Literature) a conference in Toronto on “The minds of animals,” which is potentially being turned into a volume for the Columbia University Press “Animal Studies” series. In addition, the Animal Studies major has the potential to fulfill a third mission goal, to increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky. According to the University of Kentucky’s Equine Research Center, “horses are Kentucky’s top agricultural cash crop.”

Housing of the Animal Studies program in Psychology makes sense for several reasons. The department Chair, Robert Brubaker, is supportive of the program. Robert Mitchell is the main initiator of the program, and three other Animal Studies faculty members (Adam Lawson, Rosanne Lorden, Rose Perrine) are also in the Psychology Department. Psychology, thus, is the department providing the most faculty members in support of the program. In addition, students interested in the psychology of animals, or the human-animal bond, are expected to be the most likely candidates for the major (though of course we expect students interested in biology and primatology to apply as well).

The Animal Studies degree offers a traditional liberal arts education, but with more cross-disciplinary depth and less narrow training. In addition to the General Education requirements, in which students experience lower division courses in diverse fields, the Animal Studies courses mostly require students to experience upper division courses in diverse fields. The 53-56 hours of required courses are necessary to provide the students with broad and in-depth exposure to these diverse fields, and allow for elaboration (via restricted electives) relevant to their chosen area of interest within Animal Studies.

The Animal Studies major should assist students in getting a job at least as much as any other liberal arts degree. The liberal arts degree is valued by employers in a variety of job settings. A student who has earned a degree in Animal Studies should have an even greater ability to take diverse perspectives into account than students in many other majors, because of their experiences dealing with multiple perspectives in their courses. In our multicultural society, such an ability will be a valuable asset in many work environments. But the Animal Studies major offers more than this. The specific jobs available for students in Animal Studies will depend to some degree on their area of focus. In addition to this broad education, students can concentrate on specialized areas for particular jobs they want to target. The Animal Studies major offers 9-11 hours of relevant electives, and 13-17 hours of free electives, from which students can choose. Their advisor (most likely Robert Mitchell, at least initially) will have a list of available courses at ECU that can assist students in developing skills in diverse areas relevant to future jobs. Students who focus on biology or wilderness studies, or on agricultural studies, can approach jobs in more applied fields. Students wishing to pursue work in animal advocacy can examine journalism, photography, art, and other areas for support. Those who wish to develop skill in writing about nature and animals can elect to take courses in literature to harness their potential. The possibilities are many, and students can choose their own direction in collaboration with an advisor, who will provide important mentoring and facilitation of the student's career.

People all over the world are making decisions and being asked to make decisions about animals every day that affect both animals and people. Many questions arise: How should people deal with animals that are a threat to human life? How should people deal with animals that are making human life difficult? How important is maintaining biodiversity? How important are the lives of particular animals or particular species? How important is the maintenance of wildlife and the presence of animals in people's lives? How can we convince people to comply with federal laws mandating the preservation of species that the people do not want preserved? How can we teach animals to help people? Can we

help people to care better of their pets? Should we hunt and eat animals? How have animals influenced human evolution? Are human conceptualizations of animals coherent? Is it helpful to anthropomorphize animals to help children develop empathy? How are contradictory cultural practices like dogfighting and dog shows sustained? How can we develop empathy toward animals so as to thwart cruelty? How can we develop understanding between and bring together people with diverse perspectives on animals (e.g., perspectives based on moral, ethical, or cultural concerns)? Students with a degree in Animal Studies will have examined responses to questions like these from a diversity of disciplines and approaches, and so will be knowledgeable about the different methods of approach to these questions and should be able to provide answers based on that knowledge. While some existing minors might allow students to provide a reasoned response to some of these questions, no existing major brings the interdisciplinary expertise that can allow a student to answer all of these questions in interesting and intelligent ways. Students in Animal Studies should be able to apply their knowledge and experience with many disciplines to answer diverse questions.

The time is ripe for the creation of the Animal Studies major at ECU. Animal Studies is a developing field that is relatively open at the moment. ECU can provide some guidance for the development of the field. Several faculty members are committed to the program, and some have developed or are planning to develop courses in arts and humanities relevant to the major. (There are already enough scientific and applied courses upon which to build the major, and faculty teaching these courses in Agriculture, Anthropology, Biology, and Psychology have been involved in the creation of the major.) The Psychology department, where the major will be housed, is committed to the program. Students are engaged by animals, and the program has the potential to draw students from all over the US, and perhaps the globe. With the Animal Studies program, ECU has the possibility of starting something intellectually challenging, novel, and on the cutting edge of academia.

Footnote:

1. Although some statements in this document derive from direct experience in the history of Animal Studies, or from obvious web or other references, a few require citation.

Arluke, A., Levin, J., Luke, C., & Ascione, F. (1999). The relationship of animal abuse to violence and other forms of antisocial behavior. *Journal of Interpersonal Violence, 14*, 963-975.

Fitzgerald, A. J., Kalof, L., & Dietz, T. (2009). Slaughterhouses and increased crime rates: an empirical analysis of the spillover from "The Jungle" into the surrounding community. *Organization & Environment, 22*, 158-184.

Kalof, L., & Resl, B. (Eds.) (2007). *A cultural history of animals* (Vol. 1-6). New York: Berg Publishers.

Shapiro, K. J. (2008). *Human-animal studies: Growing the field, applying the field*. Ann Arbor: Animals & Society Institute

Stone, E. A., & Weisert, H. A. (2004). Introducing a course in veterinary medicine and literature into a veterinary curriculum. *Journal of the American Veterinary Medicine Association, 224*, 1249-1253.

Environmental Scan for Animal Studies Major

(An environmental scan is presented. It is somewhat reduplicative of the Justification.)

I. Internal

Related EKU Programs

Because the major is interdisciplinary, there are several programs that have some degree of overlap. The most obvious is Biology. Students in the Animal Studies major would be required to take 3 BIO courses: 121, 141, and either 316 or 550. Of course there are other BIO courses that can be taken for the major, and these can be taken for any other major as well (as long as supporting courses are in place). There were two Biology faculty members on the Animal Studies committee who supported the inclusion of these BIO courses. Anthropology, Sociology and Social Work is also providing 3 courses: ANT 370, SOC 300, and either ANT 371 or 306. As with Biology, there were two faculty members from this department (one from SOC, one from ANT) on the Animal Studies committee who supported the inclusion of these courses. The Animal Studies major was not viewed as being in competition with BIO, ANT, or SOC majors.

As discussed in the Justification, animals have been and continue to be objects of fascination to many people. Students can be expected to find the major interesting, and will be drawn to learn from a diversity of disciplines sustained by that interest and curiosity. The major fulfills several of the mission goals of EKU. It most obviously embodies two mission goals: developing and enhancing an environment facilitating intellectual curiosity, cultural opportunities and problem solving abilities for members of the university community; and promoting learning through high-quality programs, research and support services. Intellectual curiosity is the underpinning of the Animal Studies major; without it, no student would be interested. And, with its promotion of learning from courses in multiple departments in Arts and Sciences, and one in Business and Technology, Animal Studies will become a high-quality program and support other high-quality programs at the same time. The interdisciplinary nature of the program will encourage interdisciplinary interaction and research among faculty.

EKU Student Demand

Students in psychology have expressed some interest in the animal studies major. When the Comparative Psychology course (about animals) was offered, the course filled quickly and several students requested overrides. These students appear very interested in understanding animals, and bring a diversity of issues and ideas about animals to the class. At Spotlight Day and other expos where the Psychology major is promoted, several students spontaneously ask about studying animals in Psychology. To get more direct evidence of interest in the Animal Studies major, we asked 124 EKU psychology students taking classes in the Fall 2009 semester to answer a questionnaire that describes the Animal Studies major. The questionnaire asked students to read about the major, and then

asked them to rate how likely they would have been to choose Animal Studies as a first or second major. Fifteen (15) students believed that they would have been *likely* or *very likely* to choose to major in Animal Studies, and 20 others believed that they would have been *somewhat likely* to choose it as a major. In addition, 16 other students believed that they would have been at least somewhat likely to choose Animal Studies as a second major (though not as a first major). These responses suggest a surprising 40% interest rate from psychology majors: 28% showing some interest in Animal Studies as a first major, and 12% showing some interest as a second major.

II. External

Demand for graduates

The types of jobs available for students in Animal Studies will depend on their area of focus. The major offers 9-11 hours of relevant electives, and 13-17 hours of free electives, from which students can choose. Their advisor (most likely Robert Mitchell, at least initially) has a list of available courses at ECU that can assist students in developing skills in diverse areas relevant to future jobs. Students who focus on biology or wilderness studies, or on agricultural studies, can approach jobs in more applied fields. Students wishing to pursue work in animal advocacy can examine journalism, photography, art, and other areas for support. The possibilities are up to the student to work out with his or her advisor, who will provide important mentoring and facilitation of the student's career.

The Animal Studies degree offers a traditional liberal arts education, but with more cross-disciplinary depth and less narrow training. In addition to the General Education requirements, in which students experience lower division courses in diverse fields, the Animal Studies course mostly require students to experience upper division courses in diverse fields. The 53-56 hours of required courses are necessary to provide the students with broad and in-depth exposure to these diverse fields, and allow for elaboration (via restricted electives) relevant to their chosen area of interest within Animal Studies. If the skills that students develop in their area of expertise is not fruitful, the fact that they have obtained an excellent traditional liberal arts education should serve them well in whatever job they obtain.

Student demand from outside ECU

Given the fascination that many people around the world show in animals, the Animal Studies major would likely interest students outside those already attending ECU.

Competing institutions

Although several universities in Europe, Canada, and New Zealand, and a few in the US, have courses and specializations in Animal Studies, there is as yet no major in Animal Studies. (There are, of course, majors in Animal Science, which is an applied field usually concerning farm animals or wildlife; students in the proposed ECU Animal

Studies major are required to take at least one course in Animal Science through the Department of Agriculture, and can take courses in wildlife biology.) In the US, a few institutions have some related academic specializations:

- * Notre Dame de Namur University in Belmont, CA has a Sociology degree with an “Animals in Human Society” concentration.
- * Carroll College in Helena, Montana has a Human-Animal Bond program with its own degree within the Psychology department; this is an applied program mostly using psychological techniques for working with animals.
- * Humane Society University, apparently an online teaching affiliate of the Humane Society, offers 30 hours toward an Animal Studies degree, and requires students to take the rest of their coursework from other universities.
- * Michigan State University has a graduate specialization in Animal Studies, and some of the faculty hope to develop an Animal Studies major.

If the Animal Studies program were to be approved, ECU would be the first university in the US with an undergraduate degree in Animal Studies, and would potentially gain students from around the globe.

Model Curriculum for Animal Studies Major

	FALL SEMESTER	SPRING SEMESTER
YEAR 1	GSD 101 3 HRS ANS 200 3 HRS GEN ED 6 HRS GEN ED VB (ANT 120) 3 HRS <p style="text-align: right;">15 HRS</p>	ANS 320 3 HRS GEN ED 3 HRS GEN ED 6 HRS GEN ED IVA (BIO 121) 4 HRS <p style="text-align: right;">16 HRS</p>
YEAR 2	BIO 141 4 HRS PHI 390 3 HRS GEN ED VII(NS) (ANT 201) 3 HRS GEN ED 6 HRS <p style="text-align: right;">16 HRS</p>	ANS 310 or 497 3 HRS GEN ED 6 HRS ANT 370 3 HRS Free Elective 3 HRS <p style="text-align: right;">15 HRS</p>
YEAR 3	AGR 125 3 HRS GEN ED 6 HRS SOC 300 3 HRS BIO 316 or 550 3 HRS <p style="text-align: right;">15 HRS</p>	GEN ED 6 HRS LAS 306 or BIO 380 3 HRS ANT 306 or 371 3 HRS PSY 333 3 HRS <p style="text-align: right;">15 HRS</p>
YEAR 4	GEN ED 6 HRS Applied Learning* 3 HRS Restricted Electives 3 HRS Free Electives 3 HRS <p style="text-align: right;">15 HRS</p> <p>*Or students can do a relevant study abroad, probably during summer.</p>	Free Electives 7 HRS Restricted Electives 3 HRS ANS 400 or PSY 401 3 HRS <p style="text-align: right;">13 HRS</p>

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>Psychology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANS 200</u> *Course Title (30 characters) <u>Introduction to Animal Studies</u> *Program Title _____ (Major <u> </u> x, Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <u>08/31/2009</u> <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* <u>NA</u> Teacher Education Committee* <u>NA</u>	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 approve a new course for the Animal Studies 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: An introductory course for the area of Animal Studies is needed for students to gain knowledge of the field.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None. Existing faculty can teach this course.</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.)

ANS 200 Introduction to Animal Studies. (3), A. A survey of the field of animal studies, focusing on animals' lives and histories, and the human experience of animals as food, as objects of entertainment, spectacle and science, as companions, and as representations.

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)*
ANS	200	Fall 2010	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>xx</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 _____ 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.)

Eastern Kentucky University, Animal Studies, Department of Psychology
INTRODUCTION TO ANIMAL STUDIES CRN: xxxxx
ANS 200 (3 CREDIT HOURS) FALL 2010 TR 9:30-10:45 (224 Cammack)

Instructor: Dr. Robert Mitchell
114 Cammack; PHONE: 622-3122 [answer machine] e-mail: robert.mitchell@eku.edu
Office hours: TBA Last day to drop:

Texts:

- Boyle, G. C. (1993). **Descent of man**. Penguin.
- Bulliet, R. W. (2005). **Hunters, herders, and hamburgers: The past and future of human-animal relationships**. Columbia University Press.
- Flynn, C. (ed.) (2005). **Social creatures**. Lantern Press.
- Fudge, E. (2007). **Animal**. Reaktion Press.
- Kalof, L., & Fitzgerald, A. (eds.) (2007). **The animals reader: The essential classic and contemporary writings**. Berg. (K&F)
- Pezzenti, John, Jr. (2001). **Shooting bears: The adventures of a wildlife photographer**. (pp. 156-191). Rizzoli. (This will be supplied.)

Course Description: A survey of the field of animal studies, focusing on animals' lives and histories, and the human experience of animals as food, as objects of entertainment, spectacle and science, as companions, and as representations.

Student learning outcomes and Evaluation methods: The course will introduce students to the field of animal studies by reading, discussing, thinking, and writing about various traditions in the field, including biology, psychology, sociology, history, anthropology, and literature. At the end of this course students should be able to:

- A. Understand diverse scientific methodologies to study the psychology of animals.
How this objective is evaluated: Exam questions, term paper.
- B. Read, evaluate and talk knowledgeably about scientific research on the psychology of animals. How this objective is evaluated: Class discussion, class presentation.
- C. Understand diverse aspects of animal psychology, specifically learning, memory, representation, intelligence, knowledge, innovation, culture, communication, development, emotion, social skill, consciousness, and theory of mind. How this objective is evaluated: Class discussion, quizzes, exam questions.
- D. Analyze one topic in comparative psychology in depth. How this objective is evaluated: Term paper, class presentation.
- E. Integrate text and journal material. How this objective is evaluated: Term paper, class presentation.

Course grade will be based on class discussion (60 pts.), the quizzes (125 pts.), the film review (20 pts.), and the exams (60 pts.). TOTAL: 265 points. Cutoffs for: **A=90%; B=80%; C=70%; D=60%; F=below 60%**.

Student Progress: Students will be sent an email prior to 14th class telling them their grade in the course at that point, based on the total percentage of points received for classroom participation, quizzes, and the first exam.

Course requirements:

1. **Attendance and Discussion:** To achieve the course objectives, attendance is required. Class attendance presumes class participation. For each class attended, students receive no points if they fail to attend (for whatever reason), 1 point if they attend but do not communicate their ideas, and 2 points if they participate in discussion of the reading material, for a maximum of **60 points**. (There are 30 discussion-based classes.) Students who miss class receive no point for that day (no matter what the reason). Students who miss classes will likely do poorly on exams. Readings will consist of assigned chapters in the texts, as well as some outside readings. Students are required to read and discuss assigned material.

2. **Quizzes:** For most (27) classes, quizzes worth 5 points each will be given at the beginning of the class to test students on their mastery of the reading material. Quizzes will be multiple choice (and perhaps fill in the blank). The two quizzes with the lowest grade will be dropped. There are no make-up quizzes; the maximum that can be earned on quizzes is **125 points**.

3. **Essay exams:** Three take-home essay exams (the last the final) will be given, mostly covering material discussed in class and from the readings. However, some questions may require independent research. About 5-10 questions will be given to students before the exam (usually a week before), and the exam will require answers to 2 of these questions (each worth 10 points), some or all of which can be selected by the student (i.e., I may require that all students answer some questions). Each exam will be worth 20 points. Answers to each question must be typed, double-spaced, and (not including the question itself) **at least 3 full pages long**, but no more than 5 pages long (Font Times 12, margins 1 inch maximum on all sides). To receive credit, a student must provide answers that satisfy the questions asked; simply providing lots of information tangentially or unclearly relevant to the questions is not appropriate. Total possible: **60 points**.

4. **Film review:** Students will select a film to observe, either on their own or one shown by the professor in the evening, and will write a 5-page double-spaced typed review of the film, bringing ideas discussed in class into focus to illuminate how the animal is used in the film. This review will be due by the 24th class, and is worth **20 points**.

READINGS

<u>Class#</u>	<u>Topic</u>	<u>Readings</u>	<u>Essay questions given/due:</u>
1	Welcome: Thinking with animals		
2	<i>Animal</i>	Fudge (pp. 1-66)	
3	<i>Animal</i>	Fudge (pp. 67-112)	
4	<i>Animal</i>	Fudge (pp. 113-166)	
5	Philosophy & Ethics	K&F (pp. ix-xi, 1-22)	
6	Philosophy & Ethics 2	K&F (pp. 23-50)	
7	Human-animal studies	Flynn, Part 1; Pezzenti	
8	Human-animal research	Flynn, Part 2	

9	Attitudes & Ethics toward animals	Flynn, Part 5	
10	Psychology of animals	K&F (pp. 53-90)	EXAM 1 questions given
11	Psychology of animals 2	K&F (pp. 91-110)	
12	Animals as domesticates & food	K&F (pp. 113-157)	
13	Animals as domesticates & food 2	K&F (pp. 158-189)	(Exam 1 due)
14	Animals and oppression	Flynn, Part 7	
15	Historical & cultural perspectives	Flynn, Part 3	
16	Animals in culture	Flynn, Part 4	
17	Animals as spectacle & sport	K&F (pp. 191-218)	
18	Animals as spectacle & sport 2	K&F (pp. 219-244)	
19	Animals as symbols	K&F (pp. 247-269)	EXAM 2 questions given
20	Animals as symbols 2	K&F (pp. 270-301)	
21	Animals in science	K&F (pp. 303-348)	
22	Animals in science 2	K&F (pp. 349-374)	(Exam 2 due)
23	Philosophy & Social movements	Flynn, Part 9	
24	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 1-70)	
25	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 71-120)	
26	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 121-188)	
27	<i>Hunters, herders & hamburgers</i>	Bulliet (pp. 189-224)	
28	Abuse and psychopathology	Flynn, Part 6	Final Exam questions given
29	Living with animals	Flynn, Part 8	
30	Animals in fiction	Boyle (pp. 3-16, 37-46, 99-108, 185-196)	
	Final		(Final exam due)

Final notes: Departmental Writing Statement: Students in all animal studies courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

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

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

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

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

Part I

(Check one)	Department Name	Psychology
xx New Course (Parts II, IV)	College	Arts & Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	ANS 310
Hybrid Course ("S," "W")	*Course Title (30 characters)	Animals in Literature
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major __x__, Option ____, Minor ____, or Certificate ____)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	08/31/2009	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 ____ Disapproved ____
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To approve a new course for the Animal Studies 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:
Animals in literature is a significant focus in the area of Animal Studies.

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

Personnel Impact:
None. Existing faculty can teach this course.

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.)

ANS 310. (3) A. Prerequisite: ANS 200(C) or ENG 102 or ENG 105(B) or HON 102, or instructor approval. The course surveys the rhetorical and thematic use of animals in imaginative texts.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ANS	310	Fall 2011	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>xx</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 _____ 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.	ANS 200(C) or ENG 102 or ENG 105(B) or HON 102 or instructor approval.
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Animal Studies, Department of Psychology
Syllabus for **ANS 310, Animals in Literature** CRN: xxxxx
3 credit hours
Fall 2011 TR: 9:30-10:45am

Dr. Paula Kopacz
Case Annex 390
Paula.Kopacz@eku.edu
Case Annex 467
Phone: 622-3088
Office Hours: MTWRF 1-3 p.m.

Catalogue Course Description: ANS 310. (3) I, II. Prerequisite: ENG 102 or 105 or HON 102, or instructor approval. A survey of the rhetorical and thematic use of animals in imaginative texts.

Texts:

Adams, Maureen. *Shaggy Muses: The Dogs Who Inspired Virginia Woolf, Emily Dickinson, Elizabeth Barrett Browning, Edith Wharton, and Emily Brontë*. New York: Random House, (Ballantine), 2007.

Aesop. "The City Mouse and the Country Mouse." In *Aesop's Fables*. New York: Barnes & Noble, 2003.

Coetzee, J.M. *The Lives of Animals*. London: Profile Books, 2000.

De Brunhoff, Jean. *Bonjour, Babar!: The Six Unabridged Classics by the Creator of Babar*. New York: Random House, 2000.

Kafka, Franz. "The Metamorphosis." Project Gutenberg E-text.
www.gutenberg.org/files/5200/5200-h/5200-h.htm.

London, Jack. *The Call of the Wild*. New York: San Val, Dover Thrift Editions, 1990.

Melville, Herman. *Moby-Dick*. New York: Norton, 2002.

Orwell, George. *Animal Farm*. Centennial Edition. New York: Plume, 2003.

Sewell, Anna. *Black Beauty*. Project Gutenberg E-text. www.gutenberg.org/etext/11860.

Shelley, Mary. *Frankenstein*. New York: Norton, 1995.

Swift, Jonathan. *Gulliver's Travels, Book Four*. New York: Norton, 2001.

Thoreau, Henry David. "The Battle of the Ants" in *Walden*. New York: Norton, 2008.

Student Learning Outcomes:

By the end of the course students will:

1. Analyze different rhetorical modes which use animals;
2. Classify different literary strategies using animals;
3. Apply to contemporary issues significant ethical, philosophical, and social concerns addressed through animal literature; and
4. Evaluate the effectiveness of animals used in various literary works

Evaluation Methods: See details on Blackboard.

Study Questions			50 points
Mid-Term Exam	100		points
Paper: 5-10 pages	200		points
Final Exam			<u>150 points</u>
		Total	500 points

Study Questions: Students will be provided with 10 questions spread throughout the course that require reflection on the reading material. Students will be required to write 500 word responses to each.

Paper: Students will choose a topic from among those discussed, and will write a typed double-spaced paper about it, in MLA style; the paper will be 5-10 pages of text (references and title page do not count).

Essay exams: Two take-home essay exams will be given, one at mid-term and a cumulative one for the final.

Grading:

A = 450-500 points

B = 410-449

C = 360-414

D = 310-359

F = below 310

Student Progress:

Grades will be maintained on the course Blackboard site. Students should consult with the professor at any time regarding their work in the course.

Attendance Policy: Because this is a discussion class that aims at improving your critical thinking skills, your participation is expected at every class. Beyond 10% absences, your final grade will be lowered five points for each absence. Attendance will be taken at the beginning of each class. If you arrive late, you must have the attendance record corrected on that day in order to get attendance credit.

Last Date to Drop the Course:

Course Requirements: In addition to regular attendance, students should read the material prior to coming to class, and should be prepared to contribute to class discussion.

Written requirements include Study Questions, a 5-10 page essay, a mid-term exam, and a cumulative final exam.

Course Outline:

Unit I: Animals in Children's Literature (Metaphor)

Aesop, *The City Mouse and the Country Mouse*
De Brunhoff, *Babar*
Sewell, *Black Beauty*

Unit II: Animals and Allegory

Orwell, *Animal Farm*
Thoreau, "The Battle of the Ants"

Unit III: Animals and Symbolism

Swift, *Gulliver's Travels, Book Four*
Kafka, "The Metamorphosis"
Melville, *Moby Dick*

Mid-Term Exam

Unit IV: Man's Interaction with Animals

London, *The Call of the Wild*
Shelley, *Frankenstein*

5-10 page Essay due

Unit V: Man Thinking about Animals

Adams, *Shaggy Muses*
Coetzee, *The Lives of Animals*

Final Exam

Writing Statement: Students in all courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

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

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

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

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>Psychology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANS 320</u> *Course Title (30 characters) <u>Animals in History</u> *Program Title _____ (Major <u> </u> x, Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <u>08/31/2009</u> <i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>	Graduate Council* _____ Council on Academic Affairs _____	Approved <u> </u> Disapproved <u> </u> Faculty Senate** _____ Board of Regents** _____ Council on Postsecondary Edu.*** _____
College Curriculum Committee _____ General Education Committee* <u>NA</u> Teacher Education Committee* <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 approve a new course for the Animal Studies 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: Students should be knowledgeable about the place of animals in Western history to be competent in Animal Studies.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Existing faculty can teach this course. 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.)

ANS 320 Animals in History. (3) A. Prerequisite: ANS 200(C) or instructor approval. A survey of the history of animals in European and American cultures, from prehistory to the modern age. Animals are examined as food, objects of entertainment and knowledge, companions, and representations.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ANS	320	Fall 2011	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>xx</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 _____ 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.	ANS 200(C) or instructor approval
Course Prefix and No.	

Test Scores

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University, Animals Studies, Department of Psychology
ANIMALS IN HISTORY CRN: xxxxxx
ANS 320 (3 credits) SPRING 2011 TR 9:30-10:45 (224 Cammack)

Instructor: Dr. Robert W. Mitchell
114 Cammack Building PHONE: 622-3122 e-mail: robert.mitchell@eku.edu
Office hours: TBA Last day to **drop** class:

Texts:

- Brantz, D., & Mauch, C. (eds.) (2008). **Animals in history**. Rowman & Littlefield. (B&M)
- Coleman, J. T. (2004). **Vicious: Wolves and men in America**. Yale University Press.
- Creager, A. N. H., & Jordan, W. C. (eds.) (2002). **The animal/human boundary**. University of Rochester Press. (C&J)
- Fudge, E. (2002). A left-handed blow: Writing the history of animals." In N. Rothfels (ed.), **Representing animals** (pp. 3-18). Indiana University Press. (Supplied.)
- Henninger-Voss, M. (ed.) (2002). **Animals in human history**. University of Rochester Press. (Voss)
- Kalof, L. (2007). **Looking at animals in human history**. Purdue University Press.

Course Description: Prerequisite: ANS 200(C) or instructor approval. A survey of the history of animals in European and American cultures, from prehistory to the modern age. Animals are examined as food, objects of entertainment and knowledge, companions, and representations. Students will become familiar with diverse approaches to history, and will develop their knowledge of a particular historical topic through independent reading and research. The class will employ mostly discussion format with some lectures.

Student learning outcomes and Evaluation methods: The course will introduce students to the significance of animals in human (particularly European and North American) histories through reading, discussion, thinking, and writing. At the end of this course students should be able to:

- A. Understand diverse historical approaches to animals in human history. How this objective is evaluated: Quizzes, exam questions.
- B. Read, evaluate and talk knowledgeably about historical research on the significance of animals in Euro-American histories. How this objective is evaluated: Class discussion.
- C. Know about human attitudes toward and uses of animals throughout history, and about the effects of animals' work and activity on human history. How this objective is evaluated: Class discussion, quizzes, exam questions.
- D. Analyze one topic in the significance of animals in human histories in depth. How this objective is evaluated: Term paper.
- E. Integrate material read. How this objective is evaluated: Exam questions, term paper.

Course grade will be based on class discussion (50 pts.), the quizzes (100 pts.), the exams (60 pts.), and the term paper (100 pts.). TOTAL: 310 points.

Grading: 310 pts. possible. Cutoffs for: **A=90%; B=80%; C=70%; D=60%; F=below 60%.**

Student Progress: Students will be sent an email prior to 14th class telling them their grade in the course at that point, based on the total percentage of points received for classroom participation, quizzes, and the first exam.

Course requirements:

1. **Attendance and Discussion:** To achieve the course objectives, attendance is required. For each class, students receive no points if they miss class (no matter what the reason). Students receive 1 point if they attend class but do not communicate ideas, and 2 points if they participate in discussion of the reading material, for a maximum of **50 points**. (There are 25 discussion-based classes.) Readings will consist of assigned chapters in the texts. Students are required to read and discuss assigned material.

2. **Quizzes:** For most (22) classes, quizzes worth 5 points each will be given at the beginning of the class to test students on their mastery of the reading material. Quizzes will be multiple choice (and perhaps fill in the blank). The two quizzes with the lowest grade will be dropped. There are no make-up quizzes; the maximum that can be earned on quizzes is **100 points**.

3. **Essay exams:** Two take-home essay exams will be given, mostly covering material discussed in class and from the readings. However, some questions may require independent research. About 5-10 questions will be given to students before the exam, and the exam will require answers to 3 of these questions (each worth 10 points), some or all of which can be selected by the student (i.e., I may require that all students answer some questions). Each exam will be worth 30 points. Answers to each question must be typed, double-spaced, and (not including the question itself) **at least** 3 full pages long, but no more than 5 pages long (Font Times 12, margins 1 inch maximum on all sides). To receive credit, a student must provide answers that satisfy the questions asked; simply providing lots of information tangentially or unclearly relevant to the questions is not appropriate. The two exams will be worth up to **60 points** total.

4. **Term paper:** Students will choose a topic from among those discussed, and will write a typed double-spaced paper about it; the paper will be 15 pages of text (references and title page do not count). Students can use material from the course to write their paper, but they must also use other related articles, books, or book chapters discovered on their own (or with help from the professor). The paper can be a book review of an important book on the history of animals; or it can be a research paper, in which the student explores a historical topic, obtaining relevant books and articles. Possible books to review and research topics will develop as we engage in reading and discussion. The paper is worth up to **100 pts**.

READINGS

<u>Class#</u>	<u>Topic</u>	<u>Readings</u>	<u>Essay questions provided for:</u>
1	Welcome: Thinking with animals <i>Overview</i>		
2	Prehistory and antiquity	Kalof (Ch. 1-2)	

3	Middle ages	Kalof (Ch. 3), Voss (Ch. 1)	
4	Middle ages 2	C&J (Ch. 1-3)	
5	Renaissance	Kalof (Ch. 4)	
6	Enlightenment	Kalof (Ch. 5)	
7	Early modern Europe & America	C&J (Ch. 4-5)	
8	Early modern Europe & America 2	C&J (Ch. 6)	
9	Modernity	Kalof (Ch. 6)	
10	WORK ON PAPER		
<i>Diversity</i>			
11	Discuss progress on paper	Provide overview of progress	
12	Animal/human boundary	C&J (Ch. 7-8)	EXAM 1
13	Animal/human boundary 2	C&J (Ch. 9-10)	
14	WORK ON EXAM		
15	Hunting	Voss (Ch. 4-5)	(Exam 1 due)
16	Hunting 2	Voss (Ch. 6)	
17	The zoo	Voss (Ch. 7-8)	
18	Women & animals	Voss (Ch. 9 & 11)	
19	WORK ON PAPER		
20	Discuss progress on paper	Provide overview of progress	
21	Women & animals 2	Voss (Ch. 10), D&M (Ch. 1)	
22	Science	Voss (Ch. 12-13)	
23	Animal rights	D&M (Ch. 5-6)	
24	Dogs	D&M (Ch. 2-4)	
25	Assorted animal histories	D&M (Ch. 7-10)	(Paper due)
26	Assorted animal histories 2	D&M (Ch. 11-14)	EXAM 2
27	Wolves	Coleman (Intro., Ch. 1-3)	
28	WORK ON EXAM		
29	Wolves 2	Coleman (Ch. 4-6)	
30	Wolves 3	Coleman (Ch. 7-9+)	
	Final		(Exam 2 due)

Final notes: Departmental Writing Statement: Students in all courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

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

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

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

this EKU e-mail address.

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

Part I

(Check one)	Department Name	Government
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	LAS 306
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	Animals and the Law
<input type="checkbox"/> New Program (Part III)	*Program Title	Animal Studies
<input type="checkbox"/> Program Revision (Part III)		(Major <u>x</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	
Departmental Committee	8/30/09	Graduate Council*
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee		Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*		Faculty Senate** <input type="checkbox"/>
Teacher Education Committee*		Board of Regents** <input 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 add a new course on animals and the law.

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

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

B. The justification for this action:
The Animal Studies Major needs to include courses that apply legal concepts to animals as part of the course of study.

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

Personnel Impact:
None; course can be taught by Prof. Lynnette Noblitt

Operating Expenses Impact:
None.

Equipment/Physical Facility Needs:
None.

Library Resources:
We already have appropriate journals and legal search engines available to EKU students.

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.)

LAS 306 Animals and the Law. (3) A. The study of topics that relate to the status of animals under the law. The course focuses upon cases, legislation, and cultural values toward animals world-wide. Does not count toward paralegal requirements.

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)*
LAS	306	Fall 2010	AS <input type="checkbox"/> JS <input type="checkbox"/> BT <input type="checkbox"/> EM <input type="checkbox"/> ED <input type="checkbox"/> PC <input type="checkbox"/> HS <input type="checkbox"/>	GOVT
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 22	
1	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		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.)

SYLLABUS LAS 306 ANIMALS AND THE LAW

Prof. Lynnette Noblitt, Esq.

Office: McCreary 124

Phone: (859) 622-1025

E-mail: lynnette.noblitt@eku.edu

Office Hours: [Times and Days], other times by appointment.

Course Description

LAS 306 Animals and the Law. (3) A. The study of several topics that relate to the status of animals under the law. The course focuses upon cases, legislation, and cultural values toward animals world-wide. Does not count toward paralegal requirements.

Required Text and Materials

Favre, David; Animal Law: Welfare, Interests, and Rights. (Aspen Law and Business Publishing: 2008).

Other materials will be provided in class or will be available in the library and/or on the Internet.

Department of Government Learning Objectives

Animal Law meets the following learning objectives adopted by the ECU Department of Government pursuant to the strategic plan for Eastern Kentucky University:

1. **Diversity:** Students will develop a greater awareness of the importance of diverse citizenry and the role of law in preventing discrimination based upon race, ethnicity, religion, socioeconomic status, gender, sexual orientation, disabilities, age, and cultural or national background. Students will read and examine pertinent cases and/or current events to gain an introduction to one or more diversity issues and the relevant role of law.
2. **Theory and Content of Law:** Students will gain knowledge about the foundations, functions, terminology, sources of law (legal authority), and court structure and procedure. Students will read case law and legally-related materials, including the course text, to gain understanding of the development of law and the means by which law is made and studied.
3. **Critical and Creative Thinking:** Students will improve ability to evaluate the foundations, functions, and applications of the law so that they are able to identify implications and consequences of the law, integrate multiple perspectives about the law, and develop a logical line of reasoning for conclusions about the law and propose novel solutions to problems identified.

Student Learning Outcomes

In this course students will:

1. comprehend the substance and theory of existing laws relating to animals.
2. apply basic concepts of property, tort, contract, and constitutional law to animals in a variety of situations presented in selected hypotheticals.
3. analyze the consequences and implications of current and proposed animal laws.
4. synthesize various perspectives throughout society on animals and integrate these perspectives into evaluation of animal laws.
5. evaluate critically and creatively the law related to animals and propose novel solutions to problems identified.
6. communicate in both written and oral form about current, proposed, and novel animal laws and the related implications and conclusions.

Evaluations

Students will demonstrate learning through the following: writing assignments, participation in class discussion, quizzes, and exams.

Course Policies

Written Assignments

All written assignments will be graded on the basis of their organization, quality of analysis, accuracy, thoroughness, use of text, lecture, and other sources, grammar, and evidence of careful proofreading.

Late Assignments

All assignments must be turned in at the designated time. There will be a **50% point penalty** for assignments that are turned in late. All assignments turned in **after the next regular class period will not receive credit.**

Class Attendance

Class attendance is required. Attendance will be taken every class period and it is the obligation of the student to make sure his/her presence is recorded. Should a student miss a class, it will be the student's obligation to make up any missed work, be aware of any announcements, and get any information presented or discussed in class. A student may miss up to two classes without penalty. The instructor reserves the right to fail any student with more than **two unexcused absences** regardless of the other grades earned in the class.

Plagiarism

Plagiarism is the failure to give credit for another author's ideas, thoughts, or language through proper documentation or citation. It also encompasses the failure to place quotation marks around any language taken from another source. Students should realize that any form of plagiarism (or other academic dishonesty) is considered a very serious violation of student ethical responsibility. Plagiarism may be penalized with failure in this course and referral to the University for disciplinary action.

Academic Integrity

Students are advised that ECU's Academic Integrity policy will be strictly 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.

Students with Special Needs

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

The Department of Government is located in McCreary Hall, a historic building on campus that is not handicapped accessible. Alternative meeting locations are available for those students who are unable to access the building. Please notify me of your need and I will arrange an alternative meeting location.

Grade Calculation

<u>Assignment</u>	<u>Point</u>	<u>Value</u>
Weekly Pre-Class Writing Assignments and Quizzes	300	
Class Participation	200	
Final Paper and Class Participation		300
Midterm Exam	100	
Final Exam	100	
<hr/>		
Total:	1000	

Grading Scale

<u>Letter Grade</u>	<u>Points</u>	<u>Earned</u>
A	1000-900	
B	899-800	
C	799-700	
D	699-600	
F	599 and below	

Important Dates

Midterm Grades* Available:	[Date]
Last Day to Withdraw:	[Date]
Final Paper Due:	[Date]
Final Paper Discussion:	[Date]

*Midterm grades will be based upon all assignments graded and returned prior by [Date].

Course Outline

Week 1:	Introduction to POL 305 and Colleagues
Week 2:	What is an animal? Classification of Animals as Wild or Domestic
Week 3: International	Historical Perspectives on Animal Law Perspectives on Animals
Week 4: Ani	Animals and Property Law Animals as Private Property Private Ownership or Title of Animals
Week 5:	Animals within Trusts and Estates Adoption of Animals
Week 6: Bailm Unifor Common	Contracts and Animals Treatment of Animals Uniform Commercial Code Applications UCC Warranties Carrier Issues
Week 7:	Marital Dissolution and Animals Insurance Issues Related to Animals Animals and Entertainment Laws (Horse and Dog Racing)

- Week 8: Tort Law and Animals (Negligence and Strict Liability)
 Veterinarian Malpractice
 Emotional Distress/ Loss of Companionship
- Week 9: Injury by Animals
 Trespass
 Dog Bite Statutes (Negligence vs. Strict Liability)
 Wildlife Strict Liability
- Week 10: Animal "Rights"
 Constitutional Rights of Animals
 Feminist Perspective on Animal Rights
- Week 11: Application of Criminal Statutes to Animals
 Laboratory Animal Regulation
 Legislative Protections
- Week 12: Limitations on Animal Ownership
 Federal Power over Wild and Domestic Animals
 Police Power of State Governments
 Local Government Zoning and Nuisance
 Private Limitations (Leases and Covenants)
- Week 13: How to Apply Laws to Animals
 Animal "Rights" and the Complexities of the "Rights Model"
- Week 14: Alternative Legal Tools to Animal Rights
 National and International Debates on Animal Rights
- Week 15: Final Paper* Class Presentations
- Week 16: Final Paper* Class Presentations

Final Exam as per University schedule.

*In this Final Paper, students will be asked to take a problem arising from animals and come facet of the law. Students will be asked to propose solutions to this problem and analyze the various perspectives, implications, and consequences of their proposal.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major __x__, Option ____, Minor ____, or Certificate ____)	Psychology Arts & Sciences ANS 400 Senior Seminar: _____ _____ _____ _____ _____
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee 08/31/2009 Graduate Council* _____ <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** _____		
Teacher Education Committee* NA Board of Regents** _____ Council on Postsecondary Edu.*** _____		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To approve a new course for the Animal Studies 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:
 Students need a capstone course in the area of Animal Studies, to integrate their knowledge from the perspectives of application, science, and humanities.

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

Personnel Impact:
 None. Existing faculty can teach this course.

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.)

ANS 400 Senior Seminar: _____ . **(3) A.** Prerequisite: ANS 200(C) and 15 hours of courses required for the ANS major. The senior seminar examines a topic in animal studies from the perspectives of application, science, and humanities. May be retaken once, provided the subject matter differs each time.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ANS	400	Fall 2011	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3	Lecture <u>xx</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>42</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ 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. _____ ANS 200(C) and 15 hours of courses required for the major.

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Test Scores _____

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

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

Course Prefix and No. _____

Course Prefix and No. _____

Course Prefix and No. _____

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University, Animal Studies, Department of Psychology
SENIOR SEMINAR: ANIMALS AND CHILDREN **CRN: xxxxx**
ANS 400 (3 CREDIT HOURS) SPRING 2012 TR 9:30-10:45 (224 Cammack)

Professor: Dr. Robert Mitchell
114 Cammack; PHONE: 622-3122 [answer machine] e-mail: robert.mitchell@eku.edu
Office hours: TBA Last day to drop:

Texts:

Ascione, F. R., & Arkow, P. (1999). **Child abuse, domestic violence, and animal abuse**. West Lafayette, IN: Purdue University Press.
Cosslett, T. (2006). **Talking animals in British children's fiction, 1786-1914**. Ashgate.
Gomez, J. C. (2004). **Apes, monkeys, children, and the growth of the mind**. Harvard University Press.
Melson, G. T. (2001). **Why the wild things are: Animals in the lives of children**. Harvard University Press.
Myers, G. (1998). **Children and animals**. Boulder, CO: Westview Press.
(Students will also be provided with short excerpts from 19th century works by Sully and Romanes.)

Course Description: Prerequisites: ANS 200 and 15 hours of courses required for the major. The examination of a topic in animal studies from the perspectives of application, science, and humanities. This seminar examines the relationship between children and animals from the perspectives of sociology, comparative, developmental and social psychology, history of science, public policy, and literature.

Course overview: The course will be discussion-oriented; students will be required to read material before class, and then will discuss the material in class. The reading required for this course will be extensive but engaging.

A **seminar** is a group of "advanced students studying under a professor, with each student contributing to class participation through active reading, library research, presenting and discussing the material with one another and the professor" (quoted from an Illinois State University syllabus). Consequently, students in a seminar are **graded** on three activities: class participation/preparation, a formal presentation, and a paper. There are no formal exams. Students will be expected to read materials prior to class, discuss the material, and perhaps lead the discussion. The presentation and paper will require students to select (in consultation with the instructor) some aspect of the relation between children and animals to examine in depth.

Student learning outcomes and Evaluation methods: The course will introduce students to the multiple ways children and animals are joined in development, theory, and culture by reading, discussing, thinking, and writing about various traditions in the field, including biology, psychology, sociology, history, anthropology, and literature. At the end of this course students should be able to:

- A. Understand diverse methodologies to study the relationship between children and animals. How this objective is evaluated: Class discussion.
- B. Read, evaluate, write, and talk knowledgeably about science, history, and literature concerning the relationship between children and animals. How this objective is evaluated: Class discussion, class presentation, term paper.

- C. Understand diverse aspects of the relationship between children and animals, particularly developmental aspects of the animal-child bond (or lack thereof). These include aspects either positive (cognitive and social benefits such as understanding the self and others and empathy development) or negative (animal abuse by children and later interpersonal cruelty and violence). How this objective is evaluated: Class discussion.
- D. Analyze one topic about the relationship between children and animals in depth. How this objective is evaluated: Term paper, class presentation.
- E. Integrate information in class readings and research material. How this objective is evaluated: Term paper, class presentation.

Course grade will be based on class discussion (100 pts.), presentation (100 pts.), term paper (100 pts.). TOTAL: 300 points. Cutoffs for: **A=90%**; **B=80%**; **C=70%**; **D=60%**; **F=below 60%**.

Student Progress: Students will be sent an email prior to 14th class telling them their grade in the course at that point, based on the total percentage of points received for classroom participation, quizzes, and the first exam.

Course requirements:

1. **Attendance and Discussion:** During each of the 29 class periods following the first day, students are evaluated for their participation on a 5-point scale: 0 = student not present, 1 = present with no participation, 2 = minimal participation, 3 = adequate participation, 4 = very good to excellent participation. Class participation is worth **100 pts** (the total possible of 116 pts. allows for some leeway in judgment, as well as for uncontrollable absences). If many students fail to participate in class discussion, daily quizzes will be initiated.
2. **Class presentation:** Each student will select a topic to explore further, and present this topic to the class during a 10-minute period. (This topic is likely to be identical to the topic explored in the student's paper.) The actual presentation should take 12 minutes, which is followed by a 3-minute question and answer period. Students are evaluated on the quality of their overall presentation, their apparent preparation and thoroughness, and the coordination of their materials to effect understanding in their audience. The presentation is worth **100 pts**.
3. **Term paper:** Students will choose a topic from among those discussed, and will write a typed double-spaced paper about it, in APA style; the paper will be 15 pages of text (references and title page do not count). Students can use material from the course to write their paper, but they must also use other related articles, books, or book chapters discovered on their own (or with help from the professor). The paper can be a review paper, in which the student summarizes research and offers an analysis of the general findings; a theoretical paper, in which the student devises a theory and provides support for the theory; a historical paper, in which the topic is cogently placed in its temporal context; or a research proposal, in which the student presents a strong introductory analysis and uses prior research to develop his or her own research (avoiding previous confounds). Possible topics should develop as we engage in reading and discussion. The paper is worth **100 pts**.

READINGS

Class# Topic

Readings

Essay questions provided for:

1	Memories of animals in childhood	
2	Researching children & animals	Melson (Introduction, Ch. 1-2)
3	Connecting/developing with animals	Myers (Ch. 1-2)
4	Child self and animal other	Myers (Ch. 3-4)
5	Intersubjectivity & pretense	Myers (Ch. 5-6)
6	Cultural development via animals	Myers (Ch. 7-8)
7	Caring and being cared for	Melson (Ch. 3 & 5)
8	Learning from and being animals	Melson (Ch. 4 & 6)
9	Animals in children's books	Coslett (Ch. 1), HANDOUT (Romanes)
10	WORK ON PAPER/PRESENTATION	
11	Fabulous histories	Coslett (Ch. 2), HANDOUT (Sully)
12	Animal autobiography	Coslett (Ch. 3)
13	Parables & fairytales	Coslett (Ch. 4)
14	Wild animal stories	Coslett (Ch. 5)
15	Arcadias and conclusions	Coslett (Ch. 6, Afterword)
16	Comparative psychology	Gomez (Ch, 1-3)
17	WORK ON PAPER/PRESENTATION	
18	Comparative psychology	Gomez (Ch, 4-6)
19	Comparative psychology	Gomez (Ch, 7-9)
20	Comparative psychology	Gomez (Ch, 10-11)
21	Abusing animals & stopping abuse	Melson (Ch. 7-8)
22	Child abuse	A&A (Section 1)
23	WORK ON PAPER/PRESENTATION	
24	Animal abuse & child abuse	A&A (Section 2)
25	Animal abuse & domestic abuse	A&A (Section 3)
26	Coping with animal abuse	A&A (Section 4)
27	Animal abuse and the law	A&A (Section 5)
28	Stopping animal and child abuse	A&A (Section 6 to p. 409)
29	Conclusions	A&A (Section 6 from p. 410; Conclusion)
30	Presentations	
Final	Presentations	(Paper due)

Final notes: Departmental Writing Statement: Students in all courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

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

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

Official E-mail: An official EKU e-mail is established for each registered student, each faculty

member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Psychology</u> College <u>Arts & Sciences</u> *Course Prefix & Number <u>ANS 497</u> *Course Title (30 characters) <u>Topics in Animal Studies: _____.</u> *Program Title _____ (Major <u> </u> x, Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	08/31/2009	Graduate Council*
<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**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To approve a new course for the Animal Studies 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: A special topics course in the area of Animal Studies is needed to allow professors to provide students with material in diverse areas of Animal Studies.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None. Existing faculty can teach this course. 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.)

ANS 497 Topics in Animal Studies: _____ . **(3) A.** Prerequisite: ANS 200(C) and 9 hours of courses required for the ANS major, or instructor approval. The course examines a topic in animal studies in detail. May be retaken once, provided the subject matter differs each time.

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

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

New or Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
ANS	497	Fall 2011	AS <u>xx</u> JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
3	Lecture <u>xx</u> Laboratory _____ Other _____		Cip Code (first two digits only) <u>42</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ 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.	ANS 200(C) and 9 hours of courses required for the major, or instructor approval.
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University, Animal Studies, Department of Psychology
Topics in Animal Studies: THE ANIMAL IN FILM CRN: xxxxx
ANS 497 (3 credits) SPRING 2010 Class: MW 11:15am-2:00pm (108 Library)

Professor: Dr. Robert W. Mitchell
114 Cammack Building PHONE: 859.622.3070 e-mail: robert.mitchell@eku.edu
Office hours: TBA Last day to drop:

Texts:

- Bousé, D. (2000). *Wildlife films*. Philadelphia: University of Pennsylvania Press.
(Bousé1)
- Bousé, D. (2003). False intimacy: Close-ups and viewer involvement in wildlife film.
Visual Studies, 18(2), 123-132. (Bousé2)
- Burt, J. (2002). *Animals in Film*. London: Reaktion Books.
- Chris, C. (2006). *Watching wildlife*. Minnesota: University of Minnesota Press.
- Crowther, B. (1995). Towards a feminist critique of television natural history programs.
In P. Florence (ed.), *Feminist Subjects: Multimedia*. New York: Routledge.
- Mitman, G. (1993). Cinematic nature. *Isis*, 84(4), 637-667. (Mitman1)
- Mitman, G. (1999). *Reel nature: America's romance with wildlife on film*. Cambridge,
MA: Harvard University Press. (Mitman2)
- Rothfels, N. (Ed.) (2002). *Representing animals*. Bloomington: Indiana University Press.
- Sheen, E. (2005). 101 and counting: Dalmatians in film and advertising. *Worldviews*,
9(2), 236-254.
- Siegel, S. (2005). Reflections on anthropomorphism in *The disenchanted forest*. In L.
Daston & G. Mitman (Eds.), *Thinking with animals: New reflections on
anthropomorphism* (pp. 196-222). New York: Columbia University Press.

Course Description: Prerequisite: ANS 200 and 9 hours of courses required for the major, or instructor approval. The course examines a topic in animal studies in detail. The course is a survey of films about animals and associated literature. Students will examine, from diverse perspectives, depictions of animals in film from its beginnings, examining television shows, cartoons, documentaries, narrative films, and nontraditional films. Students will experience and discuss classic films about animals, with a focus on narrative and cultural implications of animal films.

Student learning outcomes and Evaluation methods: The course will to introduce students to films about animals, their history and cultural significance, through viewing films, and reading, discussing, thinking, and writing about them. At the end of this course students should:

- A. Know films from diverse film forms, and the diverse ways animals are represented.
How this objective is evaluated: Class attendance and discussion.
- B. Have read, and be able to evaluate and talk knowledgeably, about animal films and their cultural implications. How this objective is evaluated: Class discussion, quizzes, essay exams.
- C. Understand the diverse purposes and implications of animal films: How this objective is evaluated: Class discussion, quizzes, essay exams.
- D. Integrate the material viewed, read and discussed. How this objective is evaluated: Essay exams.

Course grade will be based on class discussion (50 pts.), the quizzes (100 pts.), and the exams (120 pts.). TOTAL: 270 points. Cutoffs for: **A=90%**; **B=80%**; **C=70%**; **D=60%**; **F=below 60%**.

Student Progress: Students will be sent an email prior to 14th class telling them their grade in the course at that point, based on the total percentage of points received for classroom participation, quizzes, and the first exam.

Course requirements:

1. **Attendance and Discussion:** To achieve the course objectives, attendance is required. For each class, students receive no points if they fail to attend class (for whatever reason). Students receive 1 point if they attend class without communicating their ideas, and 2 points if they participate in discussion of the reading material, for a maximum of **50 points**. (There are 27 discussion-based classes.) Readings will consist of assigned chapters in the texts. Students are required to read and discuss assigned material.

2. **Quizzes:** For most (27) classes, quizzes worth 4 points each will be given at the beginning of the class to test students on their mastery of the reading material. Quizzes will be multiple choice (and perhaps fill in the blank). The two quizzes with the lowest grade will be dropped. There are no make-up quizzes; the maximum that can be earned on quizzes is **100 points**.

3. **Essay exams:** Four take-home essay exams will be given, mostly covering material discussed in class and from the readings. Some questions may require independent research. Each exam will be worth 30 points. The fourth essay exam is the final. About 5-10 questions will be given to students before the exam, and the exam will require answers to 3 of these questions (each worth 10 points), some or all of which can be selected by the student (i.e., I may require that all students answer some questions). Essay questions will be provided on the 8th, 15th, 23rd, and 30th class. The first three will be due on the 13th, 21st, and 27th class; the last will be due at the time for the schedule final during finals week. Answers to each question must be typed, double-spaced, and (not including the question itself) **at least 3.5 pages long**, but no more than 5 pages long (Font Times 12, margins 1 inch maximum on all sides). To receive credit, a student must provide answers that satisfy the questions asked; simply providing lots of information tangentially or unclearly relevant to the questions is not appropriate. The maximum earned on essay questions is **120 points**.

READINGS

<u>Class#</u>	<u>Topic</u>	<u>Readings/Viewings</u>
1	Cartoons	<i>Looney Tunes cartoons; Disney cartoons/animated films</i>
2	Early films	Sheen, Mitman2 (pp. 1-58); <i>Muybridge films; Chang</i>
3	Early films	Burt (pp. 85-164); Chris (pp. 1-44); <i>Nanook of the North</i>
4	Nature	Mitman2 (pp. 59-108); <i>Congorilla</i>
5	Nature & Hollywood	Bousé1 (pp. 1-83); <i>King Kong</i>
6	History and television	Burt (pp. 6-83); <i>Flipper</i>
7	Television	Chris (pp. ix-xxii); <i>Mutual of Omaha's Wild Kingdom</i>
8	Television	Mitman2 (pp. 109-179); <i>Disney True-Life Adventures</i>
9	Television	Chris (pp. 45-121); <i>The Crocodile Hunter</i>
10	Television	Bousé1 (pp. 85-126); <i>The Crocodile Hunter: Collision Course</i>

11	Television	Bousé1 (pp. 127-184); Chris (pp. 1-44)
12	Television	Chris (pp. 122-166); <i>Mongoose Manor</i>
13	Science	Bousé1 (pp. 127-184); <i>Kinsey</i> (end sequence); <i>Signals for Survival: A Study of Animal Language</i>
14	Science & narrative	Bousé2; <i>People of the Forest</i>
15	Documentary	Wiseman films (e.g., <i>Zoo</i> ; <i>Meat</i>)
16	Nature and narrative	Bousé1 (pp. 185-222); <i>Moby Dick</i>
17	Nature and narrative	Burt (pp. 165-198); <i>Jaws</i>
18	Nature and narrative	Chris (167-211); <i>Black Beauty</i> (1994)
19	Human-animal mixups	Mitman2 (pp. 180-208); <i>Bringing Up Baby</i>
20	The human as animal	Rothfels (Ch. 5); <i>The Wolf Man</i> (1941); <i>Cat People</i> (1942)
21	The human as animal	Rothfels (Ch. 7); <i>Wolf</i>
22	Child-animal bond	Rothfels (Ch. 3); <i>Old Yeller</i>
23	Child-animal bond	<i>The Black Stallion</i>
24	Child-animal bond	Rothfels (Ch. 11); <i>Equus</i>
25	Animal-human interaction	Rothfels (Ch. 4); <i>The Wild Parrots of Telegraph Hill</i>
26	Animal-human interaction	Rothfels (Ch. 6); <i>Grizzly Man</i>
27	Animal-human interaction	Rothfels (Ch. 9); <i>Gorillas in the Mist</i>
28	Human fears	<i>The Birds</i>
29	Animal subjectivity	Siegel; <i>I Do Not Know What I Am Like</i>
30	The comic animal	William Wegman shorts (e.g., <i>Dog Baseball</i>)

Final notes: Departmental Writing Statement: Students in all animal studies courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

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

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

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

CURRICULUM VITAE

Robert W. Mitchell, Ph.D.
 Department of Psychology
 Eastern Kentucky University
 Richmond, KY 40475-3108
 (859) 622-3122 [work]
 (859) 254-2131 [home]
 robert.mitchell@eku.edu [email]

PROFESSIONAL EXPERIENCE

2008-present Foundation Professor, Eastern Kentucky University
 2007-present Coordinator for General Psychology Masters Program
 2000-present Full Professor, Eastern Kentucky University
 1995-2000 Associate Professor, Eastern Kentucky University
 1990-1995 Assistant Professor, Eastern Kentucky University
 1989-1990 Adjunct Professor, Shelby State Community College, Memphis, TN
 1988-1990 Postdoctoral Fellow, Memphis State University, Memphis, TN
 1987-1988 Research Associate, Yerkes Regional Primate Center, Atlanta, GA
 1986 Instructor, Psychology Department, Clark University, Worcester, MA

EDUCATION

1987 Ph.D. in Psychology, Clark University, Worcester, MA
 1981 M.A. in Psychology, University of Hawaii, Honolulu, HI
 1979 B.S. in General Science, Purdue University, West Lafayette, IN
 1979 B.A. in Experimental Psychology, Purdue University, W. Lafayette, IN

TEACHING EXPERIENCE

2005, 2007, 2008 Kentucky Institute for International Studies (2005), ECU (2007, 2008):
 Ecuador (summer).
Courses: Human Ethology, Observation of Animal and Human Behavior

1990-present Psychology Department, Eastern Kentucky University, Richmond, KY
 Teaching Load: 4 courses per semester
Courses: Psychology as a Natural Science, Statistics & Research Methods,
 Senior Thesis Research, Pretense and Deception, History and Systems in
 Psychology, Understanding Other Minds: Developmental Perspectives,
 Theories of Sexual Desire, Psychology of Emotions

1995, 1999, 2002 Kentucky Institute for International Studies: France (summer).
Courses: Human Ethology, Observation of Animal and Human Behavior,
 Child Development from a French Perspective

1989-1990 Psychology Department, Shelby State Community College, Memphis, TN
Courses: Introductory Psychology I and II

1986 Psychology Department, Clark University, Worcester, MA
Course: Laboratory in Human Ethology

PUBLICATIONS

Books and Monograph

- Dolins, F., & Mitchell, R. W., eds. (In press). Spatial perception, spatial cognition: Mapping the self and space. Cambridge, UK: Cambridge University Press. (Expected December, 2009.)
- Mitchell, R. W., ed. (2002). Pretending and imagination in animals and children. Cambridge, UK: Cambridge University Press.
- Mitchell, R. W. (1999). Scientific and popular conceptions of the psychology of great apes from the 1790s to the 1970s: Déjà vu all over again. Primate Report, 53, 1-118.
- Parker, S. T., Mitchell, R. W., & Miles, H. L., eds. (1999). The mentalities of gorillas and orangutans: Comparative perspectives. Cambridge, UK: Cambridge University Press.
- Mitchell, R. W., Thompson, N. S., & Miles, L. H., eds. (1997). Anthropomorphism, anecdotes, and animals. Albany: SUNY Press.
- Parker, S. T., Mitchell, R. W., & Boccia, M. L., eds. (1994). Self-awareness in animals and humans. New York: Cambridge University Press.
- Mitchell, R. W., & Thompson, N. S., eds. (1986). Deception: Perspectives on human and nonhuman deceit. Albany: SUNY Press.

Articles

- Mitchell, R. W., & Neal, M. (2005). Children's understanding of their own and others' mental states, Part A: Self-understanding precedes understanding of others in pretense. British Journal of Developmental Psychology, 23, 175-200.
- Mitchell, R. W., & Neal, M. (2005). Children's understanding of their own and others' mental states, Part B: Understanding of others precedes self-understanding for some false beliefs. British Journal of Developmental Psychology, 23, 201-208.
- Mitchell, R. W. (2004). Controlling the dog, pretending to have a conversation, or just being friendly? Influences of sex and familiarity on Americans' talk to dogs during play. Interaction Studies, 5, 99-129.
- Mitchell, R. W., & Gallaher, M. (2001). Embodying music: Matching music and dance in memory. Music Perception, 19, 65-85.
- Mitchell, R. W. (2001). Americans' talk to dogs during play: Similarities and differences with talk to infants. Research on Language and Social Interaction, 34, 182-210.
- Mitchell, R. W., Phipps, B. R., Voignier, D., Henson, C., & Ellis, A. L. (2001). Gender-related attributions and the gay or lesbian label. Journal of Humanistic Education and Development, 40, 74-81.
- Mitchell, R. W., & Edmonson, E. (1999). Functions of repetitive talk to dogs during play. Society and Animals, 7, 55-81.

- Anderson, J. R., & Mitchell, R. W. (1999). Macaques but not lemurs co-orient visually with humans. Folia Primatologica, 70, 17-22.
- Mitchell, R. W. (1998). The imitative orangutan: Poe's reading of natural history. Poe Studies/Dark Romanticism, 31(1&2), 32-34.
- Mitchell, R. W. (1997). A comparison of the self-awareness and kinesthetic-visual matching theories of self-recognition: Autistic children and others. Annals of the New York Academy of Sciences, 818, 39-62.
- Mitchell, R. W. (1997). Kinesthetic-visual matching and the self-concept as explanations of mirror-self-recognition. Journal for the Theory of Social Behavior, 27, 101-123.
- Mitchell, R. W., & Anderson, J. R. (1997). Communicative and deceptive pointing in cebus monkeys (Cebus apella). Journal of Comparative Psychology, 111, 351-361.
- Mitchell, R. W., & Hamm, M. (1997). The interpretation of animal psychology: Anthropomorphism or behavior reading? Behaviour, 134, 173-204.
- Mitchell, R. W. (1996). The psychology of human deception. Social Research, 63, 819-861.
- Mitchell, R. W., & Thompson, N. S. (1993). Familiarity and the rarity of deception: Two theories and their relevance to play between dogs (Canis familiaris) and humans (Homo sapiens). Journal of Comparative Psychology, 107, 291-300.
- Mitchell, R. W., & Anderson, J. R. (1993). Discrimination learning of scratching, but failure to obtain imitation and self-recognition in a long-tailed macaque. Primates, 34, 301-309.
- Mitchell, R. W. (1993). Mental models of mirror-self-recognition: Two theories. New Ideas in Psychology, 11, 295-325.
- Mitchell, R. W. (1993). Recognizing one's self in a mirror? A reply to Gallup and Povinelli, De Lannoy, Anderson, and Byrne. New Ideas in Psychology, 11, 351-377.
- Mitchell, R. W. (1991). Deception and hiding in captive lowland gorillas (Gorilla gorilla gorilla). Primates, 32, 523-527.
- Mitchell, R. W. (1991). Bateson's concept of "metacommunication" in play. New Ideas in Psychology, 9, 73-87.
- Mitchell, R. W., & Thompson, N. S. (1990). The effects of familiarity on dog-human play. Anthrozoös, 4, 24-43.
- Mitchell, R. W. (1989). Functions and social consequences of infant-adult male interaction in a captive group of lowland gorillas (Gorilla gorilla gorilla). Zoo Biology, 8, 125-137.

PUBLICATIONS (continued)

- Phelps, E., Damon, W., Yang, W., Boldt, G., Clement, C., Hopfenbeck, J., Mitchell, R. W., & Staven, K. (1987). Cognitive growth through peer collaboration: Tasks and materials: Mathematics, spatial reasoning, and balance tasks. ERIC Documentation Reproduction Service No. ED 284 7359.
- Mitchell, R. W., Yao, P., Sherman, P., & O'Regan, M. (1985). Discriminative responding of a dolphin (Tursiops truncatus) to differentially rewarded stimuli. Journal of Comparative Psychology, 99, 218-225.

Book Chapters

- Mitchell, R. W. (chapter completed, book in prep.) A resolution between mentalism and teleonomy: A continuing dialogue. In E. A. Abbey & Rosemarie I. Sokol (eds.), Making the cross-section: Realistic constructionism and theatrical realism (A festschrift in honor of Nicholas S. Thompson). In progress.
- Mitchell, R. W., & Hoban, E. (in press). Does echolocation obviate the need for cetaceans to understand object permanence? In F. L. Dolins & R. W. Mitchell (eds.), Spatial perception, spatial cognition: Mapping the self and space. Cambridge, UK: Cambridge University Press.
- Mitchell, R. W., & Dolins, F. L. (in press). Psychology and the philosophy of spatial perception: A history, or how the idea of spatial cognition in animals developed. In F. L. Dolins & R. W. Mitchell (eds.), Spatial perception, spatial cognition: Mapping the self and space. Cambridge, UK: Cambridge University Press.
- Dolins, F. L., & Mitchell, R. W. (in press). Linking spatial cognition and spatial perception. In F. L. Dolins & R. W. Mitchell (eds.), Spatial perception, spatial cognition: Mapping the self and space. Cambridge, UK: Cambridge University Press.
- Mitchell, R. W. (in press). Understanding the body as spatial cognition. In F. L. Dolins & R. W. Mitchell (eds.), Spatial perception, spatial cognition: Mapping the self and space. Cambridge, UK: Cambridge University Press.
- Mitchell, R. W. (2008). Anthropomorphism and its critics: Looking at us looking at animals. In D. Brantz & C. Mauch (eds.), Animals in history. Rowman & Littlefield (German translation: In Tierisches, allzu Tierisches: Beiträge zur Kulturgeschichte. Paderborn: Schöningh).
- Mitchell, R. W. (2007). Mirrors and matchings: Imitation from the perspective of mirror-self-recognition, and why the parietal region is involved in both. In K. Dautenhahn & C. L. Nehaniv (eds.), Imitation and social learning in robots, humans and animals (pp. 103-130). Cambridge, UK: Cambridge University Press.

PUBLICATIONS (continued)

- Mitchell, R. W. (2006). Pretense in animals: The continuing relevance of children's pretense. In A. Göncü & S. Gaskins (eds.), Play and development: Evolutionary, sociocultural and functional perspectives (51-75). Hillsdale, NJ: Lawrence Erlbaum.
- Mitchell, R. W. (2002). Subjectivity and self-recognition in animals. In M. R. Leary & J. Tangney (eds.), Handbook of self and identity (pp. 567-593). New York: Guilford Press.
- Mitchell, R. W. (2002). Imitation as a perceptual process. In K. Dautenhahn & C. L. Nehaniv (Eds.), Imitation in animals and artifacts (pp. 441-469). Cambridge, MA: MIT Press.
- Mitchell, R. W. (2002). Imaginative animals, pretending children. In R. W. Mitchell (ed.), Pretending and imagination in animals and children (pp. 3-22). Cambridge University Press.
- Mitchell, R. W. (2002). A history of pretense in animals and children. In R. W. Mitchell (ed.), Pretending and imagination in animals and children (pp. 23-42). Cambridge University Press.
- Mitchell, R. W. (2002). Exploring pretense in animals and children. In R. W. Mitchell (ed.), Pretending and imagination in animals and children (pp. 307-316). Cambridge University Press.
- Mitchell, R. W. (2002). Kinesthetic-visual matching, imitation, and self-recognition. In M. Bekoff, C. Allen & G. Burghardt (eds.), The cognitive animal (pp. 345-351). Cambridge, MA: MIT Press.
- Mitchell, R. W. (2000). A proposal for the development of a mental vocabulary, with special reference to pretense and false belief. In P. Mitchell & K. Riggs (eds.), Children's reasoning and the mind (pp. 37-65). Hove, UK: Psychology Press.
- Mitchell, R. W. (1999). Deception and concealment as strategic script violation in great apes and humans. In S. T. Parker, R. W. Mitchell, & H. L. Miles (eds.), The mentalities of gorillas and orangutans (pp. 295-315). Cambridge, UK: Cambridge University Press.
- Parker, S. T., & Mitchell, R. W. (1999). Cognitive abilities of the great apes in comparative perspective. In S. T. Parker, R. W. Mitchell, & H. L. Miles (eds.), The mentalities of gorillas and orangutans (pp. 397-411). Cambridge, UK: Cambridge University Press.
- Ellis, A. L., & Mitchell, R. W. (1999). Sexual orientation. In F. Muscarella & L. Szuchman (eds.), Psychological perspectives on human sexuality (pp. 196-231). New York: Wiley.
- Russon, A., Mitchell, R. W., Lefebvre, L., & Abravanel, E. (1998). The comparative evolution of imitation. In J. Langer & M. Killen (eds.), Piaget, evolution, and development (pp. 103-143). Mahwah, NJ: Lawrence Erlbaum.

PUBLICATIONS (continued)

- Mitchell, R. W. (1997). Anthropomorphic anecdotalism as method. In R. W. Mitchell, N. S. Thompson, & H. L. Miles (eds.), Anthropomorphism, anecdotes, and animals (pp. 151-169). Albany: SUNY Press.
- Mitchell, R. W. (1997). Anthropomorphism and anecdotes: A guide for the perplexed. In R. W. Mitchell, N. S. Thompson, & H. L. Miles (eds.), Anthropomorphism, anecdotes, and animals (pp. 407-427). Albany: SUNY Press.
- Mitchell, R. W., Thompson, N. S., & Miles, H. L. (1997). Taking anecdotes and anthropomorphism seriously. In R. W. Mitchell, N. S. Thompson, & H. L. Miles (eds.), Anthropomorphism, anecdotes, and animals (pp. 3-11). Albany: SUNY Press.
- Miles, H. L., Mitchell, R. W., & Harper, S. (1996). Simon says: The development of imitation in an enculturated orangutan. In A. Russon, K. Bard, & S. T. Parker (eds.), Reaching into thought: The minds of the great apes (pp. 278-299). New York: Cambridge University Press.
- Mitchell, R. W. (1994). The evolution of primate cognition: Simulation, self-knowledge, and knowledge of other minds. In D. Quiatt & J. Itani (eds.), Hominid culture in primate perspective (pp. 177-232). Boulder: University Press of Colorado.
- Parker, S. T., Mitchell, R. W., & Boccia, M. L. (1994). Expanding dimensions of the self: Through the looking glass, and beyond. In S. T. Parker, R. W. Mitchell, & M. L. Boccia (eds.), Self-awareness in animals and humans (pp. 3-19). New York: Cambridge University Press.
- Mitchell, R. W. (1994). Multiplicities of self. In S. T. Parker, R. W. Mitchell, & M. L. Boccia (eds.), Self-awareness in animals and humans (pp. 81-107). New York: Cambridge University Press.
- Parker, S. T., & Mitchell, R. W. (1994). Evolving self-awareness. In S. T. Parker, R. W. Mitchell, & M. L. Boccia (eds.), Self-awareness in animals and humans (pp. 413-427). New York: Cambridge University Press.
- Mitchell, R. W. (1993). Humans, nonhumans, and personhood. In P. Singer & P. Cavalieri (eds.), The great ape project: Equality beyond humanity (pp. 237-247). London: Fourth Estate; New York: St. Martin's Press.
- Mitchell, R. W. (1993). Animals as liars: The human face of nonhuman duplicity. In M. Lewis & C. Saarni (eds.), Lying and deception in everyday life (pp. 59-89). New York: Guilford Press.
- Mitchell, R. W., & Thompson, N. S. (1991). Projects, routines, and enticements in dog-human play. In P.P.G. Bateson & P.H. Klopfer (eds.), Perspectives in ethology, vol. 9 (pp. 189-216). New York: Plenum Press.

PUBLICATIONS (continued)

- Mitchell, R. W. (1990). A theory of play. In M. Bekoff & D. Jamieson (eds.), Interpretation and explanation in the study of animal behavior, vol. 1: Interpretation, intentionality, and communication (pp. 197-227). Boulder, CO: Westview Press.
- Mitchell, R. W. (1987). A comparative-developmental approach to understanding imitation. In P.P.G. Bateson & P.H. Klopfer (eds.), Perspectives in ethology, vol. 7: Alternatives (pp. 183-215). New York: Plenum Press.
- Mitchell, R. W. (1986). A framework for discussing deception. In R. W. Mitchell & N. S. Thompson (eds.), Deception: Perspectives on human and nonhuman deceit (pp. 3-40).
- Mitchell, R. W., & Thompson, N. S. (1986). Deception in play between dogs and people. In R. W. Mitchell & N. S. Thompson (eds.), Deception: Perspectives on human and nonhuman deceit (pp. 193-204).
- Mawby, R., & Mitchell, R. W. (1986). Feints and ruses: An analysis of deception in sports. In R. W. Mitchell & N. S. Thompson (eds.), Deception: Perspectives on human and nonhuman deceit (pp. 313-322).

Abstracts, Book Reviews, Commentaries, and Encyclopedia Entries

- Mitchell, R. W. (In press). Review of A cultural history of animals (6 vol.). Anthrozoös, 22, 295-306.
- Mitchell, R. W. (2008). Minds: Other and not-so-other (Joint review of Other minds: How humans bridge the divide between self and others, ed. by B. F. Malle & S. D. Hodges; and Thinking with animals: New perspectives on anthropomorphism, ed. by L. Daston & G. Mitman). Interaction Studies, 9(2), 377-396.
- Mitchell, R. W. (2008). The brain-bending truth about psychological development. Review of Biology and knowledge revisited: From neurogenesis to psychogenesis (ed. By S. T. Parker, J. Langer & C. Milbrath). Group Processes, 41, 114-116.
- Mitchell, R. W. (2007). Foreword. In D. Goode, Playing with my dog Katie: An ethnomethodological study of dog-human interaction (pp. xvii-xviii). Lafayette, IN: Purdue University Press.
- Mitchell, R. W. (2005). Anthropomorphism and its critics: Looking at us looking at animals (Abstract). Geschichte der Psychologie, 44(1), 32.
- Mitchell, R. W. (2004). Cognition: Mirror-self-recognition and kinesthetic-visual matching. In M. Bekoff (ed.), Encyclopedia of animal behavior (pp. 313-314). Westport, CT: Greenwood Press.
- Mitchell, R. W. (2003). Review of The primacy of movement by Maxine Sheets-Johnstone. British Journal of Psychology, 94, 275-284.

PUBLICATIONS (continued)

- Mitchell, R. W. (2002). Review of Imitation in infancy, by Jacqueline Nadel & George Butterworth (eds.). British Journal of Developmental Psychology, 20, 150-151.
- Mitchell, R. W. (2001). Review of Animal minds by Donald R. Griffin. Animal Behaviour, 62, 1225-1227.
- Mitchell, R. W. (2001). A comparison of actions used to deceive in great apes: An account from script theory. In Brookfield Zoo (eds.), The apes: Challenges for the 21st century; Conference proceedings (p. 375). Chicago: Chicago Zoological Society.
- Mitchell, R. W. (2001). On not drawing the line about culture: Inconsistencies in interpretation of nonhuman cultures. Behavioral and Brain Sciences, 24, 348-349.
- Mitchell, R. W. (2000). The role of perception in cognitive development. Commentary on "The descent of cognitive development" by Jonas Langer. Developmental Science, 3, 379-380.
- Mitchell, R. W., & Clement, C. A. (1999). Simulations, simulators, amodality, and abstract terms. Behavioral and Brain Sciences, 23, 628-629.
- Mitchell, R. W. (1999). Review of Apes, language and the human mind by Sue Savage-Rumbaugh. Trends in Cognitive Science, 3(6), 243.
- Mitchell, R. W. (1999). Great apes imitate actions of others and effects of others' actions. Behavioral and Brain Sciences, 22, 700.
- Mitchell, R. W. (1998). Review of Next of kin by Roger Fouts. Society and Animals, 6, 283-285.
- Mitchell, R. W. (1998). Self-awareness, self-recognition. In M. Bekoff & C. A. Meaney (eds.), Encyclopedia of Animal Rights and Animal Welfare (pp. 20-22). Greenwood Publishing Group: Westport, CT.
- Mitchell, R. W., & Anderson, J. R. (1998). Primate theory of mind is a Turing test. Behavioral and Brain Sciences, 21, 127-128.
- Mitchell, R. W. (1998). Review of Social learning in animals by Celia Heyes & Bennett G. Galef (eds.). Behavioural Processes, 43, 103-104.
- Mitchell, R. W. (1996). Self-knowledge, knowledge of other minds, and kinesthetic-visual matching. Behavioral and Brain Sciences, 19, 133.
- Mitchell, R. W. (1995). Self-recognition, methodology and explanation: A reply to Heyes (1994). Animal Behaviour, 51, 467-469.
- Mitchell, R. W. (1995). Review of The hidden life of dogs by Elizabeth Marshall Thomas. Society and Animals, 4, 100-103.

PUBLICATIONS (continued)

- Mitchell, R. W., & Miles, H. L. (1995). Apes and language: Human uniqueness again? Behavioral and Brain Sciences, *18*, 200-201.
- Mitchell, R. W. (1995). Evidence of dolphin self-recognition and the difficulties of interpretation. Consciousness and Cognition, *4*, 229-234.
- Mitchell, R. W. (1994). Review of The biophilia hypothesis by Stephen Kellert & Edward O. Wilson (eds.). Anthrozoös, *7*, 212-214.
- Mitchell, R. W., Parker, S. T., & Boccia, M. L. (1994). Mirror self-recognition and mental state attribution. American Psychologist, *49*, 761-762.
- Mitchell, R. W. (1994). Are motor images based on kinesthetic-visual matching? Behavioral and Brain Sciences, *17*, 214-215.
- Mitchell, R. W., & Miles, H. L. (1993). Apes have mimetic culture. Behavioral and Brain Sciences, *16*, 768.
- Mitchell, R. W. (1993). Pigeons as communicators and thinkers: Mon oncle d'Amerique deux? Behavioral and Brain Sciences, *16*, 655-656.
- Mitchell, R. W. (1993). Kinesthetic-visual matching, perspective-taking and reflective self-awareness in cultural learning. Behavioral and Brain Sciences, *16*, 530-531.
- Mitchell, R. W. (1992). Developing concepts in infancy: Animals, self-perception, and two theories of mirror-self-recognition. Psychological Inquiry, *3*, 127-130.
- Mitchell, R. W. (1990). Deception in captive lowland gorillas. American Journal of Primatology, *20*, 214.
- Mitchell, R. W. (1988). Ontogeny, biography, and evidence for tactical deception. Behavioral and Brain Sciences, *11*, 259-260.
- Mitchell, R. W. (1988). Projects, routines, and enticements in interspecies play between familiar and unfamiliar dogs and people. Dissertation Abstracts International, *48B(7)*, 2136.

SYMPOSIA AND WORKSHOPS ORGANIZED

- Mitchell, R. W., & Smith, J. The minds of animals: Conceptions from the humanities, sciences, and popular culture. Autonomous two-day conference, Toronto, Canada, August, 2008.
- Mitchell, R. W., & Nadel, J. Exploring a kinesthetic-visual matching model for imitation, self-recognition and imitation-recognition. Paper symposium for Society for Research in Child Development, Atlanta, 2005.
- Mitchell, R. W. Pretending in animals. Invited symposium. Jean Piaget Society meetings, Illinois, 2003.

SYMPOSIA AND WORKSHOPS ORGANIZED (continued)

- Mitchell, R. W., & Swartz, K. B. Videotaped evidence of self-recognition in primates. Workshop organized for joint Annual Meeting of the International Primatological Society and American Society of Primatologists, Wisconsin, 1996.
- Mitchell, R. W. Understanding simulations: Evolution of mimesis, make-believe, and other modelings. International Society for the Comparative Study of Civilizations, Kentucky, 1992.
- Boccia, M.L., Mitchell, R. W., & Parker, S. T. Cognitive correlates of mirror-self-recognition and self-awareness in monkeys, apes, and humans. Sonoma State University, California, 1991.
- Mitchell, R. W. Anthropomorphism, anecdotes, and theory in the study of animal behavior. National Animal Behavior Society Meeting, Kentucky, 1989.
- Mitchell, R. W., & Anderson, M. Autotelic activities. Northeast Regional Animal Behavior Society Meeting, New York, 1985.
- Anderson, M., & Mitchell, R. W. Human-alloanimal social relations: Work and play. 60th Annual Meeting of Central States Anthropological Society, Nebraska, 1984.
- Mitchell, R. W. Deception. National Animal Behavior Society Meeting, Minnesota, 1982.

PRESENTATIONS AND WORKSHOPS

- Lorden, R., Sambrook, R., & Mitchell, R. W. (2009). Ecotourism and knowledge of sea lions: Visitors vs. residents. Poster presented at the International Society for AnthroZoology, Kansas City, MO, October, 2009.
- Mitchell, R. W. "Gender-related stereotypes of male 'cat people' and 'dog people'." Poster presented at the International Society for AnthroZoology, Toronto, Canada, August, 2008.
- Mitchell, R. W. "Inner experience as perception(like) with attitude." Paper presented at The minds of animals: Conceptions from the humanities, sciences, and popular culture. Toronto, Canada, August, 2008.
- Mitchell, R. W. "A brief history of the use of anthropomorphism to understand animals." Paper presented at the meeting of the International Society for AnthroZoology, Barcelona, Spain, October, 2006.
- Mitchell, R. W. "People's talk is friendlier when playing with an unfamiliar dog than with a familiar dog." Poster presented at the meeting of the International Society for AnthroZoology, Barcelona, Spain, October, 2006.

PRESENTATIONS (continued)

- Mitchell, R. W. Discussant for symposium on "Human-animal interaction." Part of American Sociological Association conference, Montreal, Canada, August, 2006.
- Mitchell, R. W. Discussant for symposium on "Self-recognition and culture." Part of International Association for Cross-Cultural Conference, in Spetses, Greece, July, 2006.
- Mitchell, R. W. "Animal and human consciousness: What are we talking about?" Invited colloquium at University of Wisconsin at Whitewater, March, 2006.
- Mitchell, R. W. "Imitation and human perception." Invited presentation for "Doing likewise" conference organized by Jonathan Miller at New York University, November, 2005.
- Mitchell, R. W. "Anthropomorphism and its critics: Looking at us looking at animals." Invited paper selected for presentation at Animals in history: Studying the not so human past. Conference sponsored by the University of Cologne and the German Historical Institute, Cologne, Germany, May, 2005.
- Mitchell, R. W. "The recurrent 'discovery' of kinesthetic-visual matching: A history and consolidation of theory and evidence." Presentation for paper symposium entitled Exploring a kinesthetic-visual matching model for imitation, self-recognition and imitation-recognition. Symposium for Society for Research in Child Development, Atlanta, April, 2005.
- Mitchell, R. W. "The science of sexual orientation." Invited presentation as first annual Roark Lecture series. Eastern Kentucky University, Kentucky, April, 2005.
- Mitchell, R. W. "Kinesthetic-visual matching and consciousness of self and other: How social minds are possible." Poster presentation at the Third International Conference on Development and Learning (ICDL'04): Developing Social Brains, San Diego, October, 2004.
- Mitchell, R. W. "The self and other minds, kinesthetic-visual matching, and children's thinking about pretense and false belief." Invited presentation for symposium on "Self and Theory of Mind" for the Annual Meeting of the Human Behavior and Evolution Society, Berlin, Germany, July, 2004.
- Mitchell, R. W. "Pretense by animals: History, theory, methods and difficulties." Presentation for symposium entitled Pretending in animals. Invited symposium for Jean Piaget Society meetings, Chicago, Illinois, 2003.
- Mitchell, R. W. Participant in workshop entitled "Science of deception: Integrating practice and theory," co-sponsored by American Psychological Association and Operational Assessment Division of the Central Intelligence Agency, Washington, DC, June 2003.
- Mitchell, R. W. "Why (and how) do we talk to dogs? Baby talk in human-dog play interactions." Paper presented at the Annual Conference of the International Society for Anthrozoology, Ohio, 2003.

PRESENTATIONS (continued)

- Mitchell, R. W. "Mirrors and matchings: Imitation from the perspective of mirror-self-recognition." Invited keynote address, Symposium on "Imitation in Animals and Artifacts," Artificial Intelligence and Simulation of Behaviour Convention, Aberystwyth, Wales, 2003.
- Mitchell, R.W. "Talking to dogs during play: Contrasts and comparisons with talk to infants." Paper presented at the 2nd Annual Human Animal Bond Initiative Conference, Michigan, 2002.
- Mitchell, R.W. "Kinesthetic-visual matching and consciousness of self and other." Poster presentation at conference "Toward a science of consciousness," Arizona, April, 2002.
- Mitchell, R.W. "Talking to dogs and 'baby talk': What are we doing when we talk to dogs?" Sigma Xi Research Society Series, Eastern Kentucky University, Kentucky, November, 2001.
- Mitchell, R.W. "The evolution of the primate mind." Chautauqua Lecture Series, Eastern Kentucky University, Kentucky, February, 2001.
- Mitchell, R.W. "Deception, self-recognition and the primate mind." Department of Biology, University of Louisville, Kentucky, April, 2001.
- Mitchell, R. W. "A comparison of actions used to deceive in great apes: An account from script theory." Poster presentation at conference on "The apes: Challenges for the 21st century," sponsored by the Brookfield Zoo, Lisle, Illinois, May, 2000.
- Mitchell, R. W., & Neal, M. "Children understand their own pretense, but not that of others, even with visual access to both." Biennial Meeting of the Society for Research in Child Development, New Mexico, 1999.
- Mitchell, R. W., Gaskin, W., & Neal, M. "Do children understand their own pretense before that of others?" Poster presented at invited poster symposium on A synthesis of current findings on young children's understanding of pretense. Biennial Meeting of the Society for Research in Child Development, Washington DC, 1997.
- Mitchell, R. W., & Edmonson, E. "What people say to dogs when they play with them." Meeting of the International Society for AnthroZoology, Massachusetts, 1997.
- Mitchell, R. W. Commentator on Frans de Waal's position paper on Anthropomorphism. The Athens-Pittsburgh Symposium on Anthropomorphism, Delphi, Greece, 1996.
- Mitchell, R. W. "The interpretation of animal psychology: Anthropomorphism or behavior reading?" Invited symposium on Anthropomorphism. 86th Annual Meeting of the Southern Society for Philosophy and Psychology, Tennessee, 1996.

PRESENTATIONS (continued)

- Mitchell, R. W., & Gaskin, W. "Knowledge of self and other in pretense and false belief." 86th Annual Meeting of the Southern Society for Philosophy and Psychology, Tennessee, 1996.
- Mitchell, R. W. "Simulation and the evolution of human psychology." Symposium on Intelligence and cognitive evolution. 94th Annual Meeting of the American Anthropological Association, Washington DC, 1995.
- Mitchell, R. W. "Anthropomorphism as a problem for turn-of-the-century North American naturalists." Annual meeting of the International Society for the History, Philosophy and Social Studies of Biology, Leuven, Belgium, 1995.
- Mitchell, R. W. "Imitation as a perceptual process." Invited symposium on Imitation. Annual meeting of the Jean Piaget Society, California, 1995.
- Mitchell, R. W. "Knowledge of self vs. other in pretense: Different from other domains?" Invited symposium on Understanding of intent, communication and mind in young children and people with autism. Annual meeting of the British Psychological Society, Developmental Section, Glasgow, Scotland, 1995.
- Mitchell, R. W. "Bodily imitation, kinesthetic-visual matching, and animals." Invited symposium on Social learning and tradition in animals. 67th Annual Meeting of the Midwestern Psychological Association, Illinois, 1995.
- Mitchell, R. W., & Neal, M. "Children understand their own pretense before they understand others'." Biennial Meeting of the Society for Research in Child Development, Indiana, 1995.
- Mitchell, R. W. "Reflection, self-recognition, and species comparisons." Invited colloquium for New York Academy of Sciences, New York, 1994.
- Mitchell, R. W. "Imitation in theory and elsewhere: It's more pervasive than you think." Invited symposium on Social learning and tradition in animals. Cambridge, UK, 1994.
- Mitchell, R. W. "Kinesthetic-visual matching, iconic representation, self-consciousness, and the human mind: The sensationalist tradition continues." Symposium on The concept of mind in comparative psychology. Southern Society for Philosophy and Psychology, Georgia, 1994.
- Mitchell, R. W. "Talk to dogs during play." Annual meeting of The Association for the Study of Play, Georgia, 1994.
- Mitchell, R. W. "Why apes are not persons." Symposium on The great ape project. Annual Meeting of the Eastern Division of the American Philosophical Association, Georgia, 1993.

PRESENTATIONS (continued)

- Mitchell, R. W. "Anthropomorphism, discontinuity, and the adequacy of evidence." Symposium on Primate and human cognition: Continuities and discontinuities. 92nd Annual Meeting of the American Anthropological Association, Washington DC, 1993.
- Mitchell, R. W. "From kinesthetic-visual matching to kinky sex: The search for the cognitive foundations of personhood within the evolution of play and simulacra." Symposium on Aliens, apes, and artificial intelligence: Who is a person in the postmodern world? Southern Humanities Council Annual Conference, Alabama, 1993.
- Miles, H. L., Mitchell, R. W., & Harper, S. "Imitation and self-awareness in a signing orangutan." Symposium on Comparative developmental approaches to the study of self-recognition and imitation. 14th Congress of the International Primatological Society, Strasbourg, France, 1992.
- Mitchell, R. W. "Nonhuman simulations: Imitation, pretense, and deception." Symposium on Understanding simulations: Evolution of mimesis, make-believe, and other modelings. International Society for the Comparative Study of Civilizations, Eastern Kentucky University, Kentucky, 1992.
- Miles, H. L., Mitchell, R. W., & Harper, S. "Signing and simulacra: Language, imitation, and enculturated apes." Symposium on Understanding simulations: Evolution of mimesis, make-believe, and other modelings. International Society for the Comparative Study of Civilizations, Eastern Kentucky University, Kentucky, 1992.
- Mitchell, R. W. "Mental models of mirror-self-recognition: Two theories." Symposium on Cognitive correlates of self-awareness and self-recognition in monkeys, apes, and humans. Sonoma State University, California, 1991.
- Hoban, E., & Mitchell, R. W. "Object permanence and cetaceans." 18th Annual Conference of the International Marine Animal Trainers Association, Illinois, 1990.
- Mitchell, R. W. "Deception in captive lowland gorillas." Symposium on Gorilla cognition and communication. American Primatological Society Meeting, California, 1990.
- Mitchell, R. W. "Recognizing one's self in a mirror? A view from comparative psychology." National Animal Behavior Society Meeting, New York, 1990.
- Hoban, E., & Mitchell, R. W. "Failure of bottlenosed dolphins and beluga whales to exhibit stage 4 understanding of object permanence?" National Animal Behavior Society Meeting, New York, 1990.
- Mitchell, R. W. "Bateson's concept of 'metacommunication' in play." Southern Society for Philosophy and Psychology Meeting, Kentucky, 1990.

PRESENTATIONS (continued)

- Mitchell, R. W. "Anthropomorphizing and biologizing, anecdotes and psychologizing, self-aggrandizement and ahistoricity." Session on Anthropomorphism, anecdotes, and theory in the study of animal behavior. National Animal Behavior Society Meeting, Kentucky, 1989.
- Mitchell, R. W., & Thompson, N. S. "Projects, routines, and enticements in dog-human play." International Ethological Congress XX, Wisconsin, 1987.
- Mitchell, R. W., & Thompson, N. S. "The organization of dog-human play." National Animal Behavior Society Meeting, Massachusetts, 1987.
- Mitchell, R. W. "Parental care or interest? Infant-adult male interaction and social consequences in a captive lowland gorilla group." Symposium on Autotelic Activities. Northeast Regional Animal Behavior Society Meeting, New York, 1985.
- Mitchell, R. W., & Thompson, N. S. "Social understanding between dogs and people in play." Symposium on Human-alloanimal social relations: Work and play. 60th Annual Meeting of the Central States Anthropological Society, Nebraska, 1984.
- Mitchell, R. W., & Thompson, N. S. "Play systems: An aspect of dog-human relations." Symposium on Explorations in systems thinking. 59th Annual Meeting of the Central States Anthropological Society, Ohio, 1983.
- Mitchell, R. W., Yao, P., & Sherman, P. "Are dolphins stupid?" Northeast Regional Animal Behavior Society Meeting, Massachusetts, 1982.
- Mitchell, R. W. "A typology of deceptive communication." Session on Deception. National Animal Behavior Society Meeting, Minnesota, 1982.
- Mitchell, R. W., Yao, P., & Sherman, P. "Discriminative responding to objects associated with different amounts of reward by two bottlenosed dolphins." National Animal Behavior Society Meeting, Colorado, 1980.
- Mitchell, R. W. "Use of infant gorilla as tool in play." National Animal Behavior Society Meeting, Louisiana, 1979.

MANUSCRIPTS IN PREPARATION

- Mitchell, R. W. Anthropomorphizing animals: A scientific history.
- Mitchell, R. W. Explaining sexual orientation: A guide to scientific theories and evidence.
- Mitchell, R. W., & Ellis, A. L. Masculinity and femininity are in the eyes of the beholder: Knowledge that a man is gay increases American college students' perceptions of his cross-gender attributes.

AWARDS, SERVICE AND MEMBERSHIPS

2009-2011	Selected as Foundation Professor, EKU
2007-2008	Member of organizing committee for ISAZ meeting, Toronto, Canada.
2005-2006	Sabbatical Awarded
2005	Selected as first presenter of Annual Roark Lecture, EKU
2005-present	Board of Editor: <u>Journal of Comparative Psychology</u>
2003-present	Board of Editors: <u>Interaction Studies</u>
2000-2001	EKU Research Award, Social and Behavioral Sciences
2000	Professor status conferred, EKU
2000-present	Member: International Society for AnthroZoology, Piaget Society, Cognitive Development Society

AWARDS, SERVICE AND MEMBERSHIPS (continued)

1998-1999	Sabbatical Awarded
1996-present	Member: American Society of Primatologists, Society for Research in Child Development
1996-1997	Invited Member: New York Academy of Sciences
1995	Assistant Professor status conferred, EKU
1992-present	Board of Editors: <u>Society and Animals</u>
1989-present	Ad Hoc Reviewer: <u>Animal Behaviour</u> , <u>Animal Cognition</u> , <u>Anthrozoös</u> , <u>Behavioral & Brain Sciences</u> , <u>Behavioral Processes</u> , <u>Behaviour</u> , <u>British Journal of Developmental Psychology</u> , <u>Current Psychology of Cognition</u> , <u>Developmental Science</u> , <u>Infancy</u> , <u>Infant and Child Development</u> , <u>Interaction Studies</u> , <u>International Journal of Primatology</u> , <u>Journal of Cognition and Development</u> , <u>Journal of Comparative Psychology</u> , <u>Marine Mammal Science</u> , <u>Proceedings of the Royal Society of London</u> , <u>Psychological Bulletin</u> , <u>Psychonomic Bulletin & Review</u> , <u>Society & Animals</u> , and <u>Trends in Cognitive Science</u> ; Routledge Press, Academic Press, McGraw-Hill, and National Science Foundation
1991-present	Member: International Society for Behavioral Ecology
1985-1990	Student affiliate/Member: American Psychological Association
1979-present	Member: Animal Behavior Society

GRANTS

Goode, D., & Mitchell, R. W. (2007). Defining, describing and analyzing the role of "culture" in dog-human play: A pilot study of dog-human play in three cities. The WALTHAM/AAH-ABV Human Animal Bond Research Collaboration. \$17,650. (Not funded.)

Mitchell, R. W. (2002). Self-recognition in gorillas. EKU grant. \$1,242.

Mitchell, R. W. (1995). Children's understanding of pretense and false belief in self and others. Kentucky National Science Foundation EPSCoR award. \$14,402.

Mitchell, R. W. (1993). Mirror-understanding in two species of primates. EKU grant. \$1,260.

GRANTS (continued)

- Boccia, M. L., Parker, S. T., & Mitchell, R. W. (1991). Cognitive correlates of mirror-self-recognition and self-awareness in monkeys, apes, and humans. The Institute for Noetic Sciences. \$5,000 for Invited Symposium at Sonoma State University.
- Mitchell, R. W. (1992, summer). Metacommunication in social play of monkeys. Fyssen Foundation, 1990. Funded: Fr 21,000 (~\$3,400) to study at the Unité de Primatologie in Strasbourg, France.
- Mitchell, R. W. (1991). The function of talk in dog-human play. EKU grant. \$525.
- Mitchell, R. W. (1991). Mother-infant interaction in captive lowland gorillas. EKU grant. \$525.

REFERENCES

Dr. Nicholas S. Thompson
Department of Psychology
Clark University
Worcester, MA 01610
nthompson@clarku.edu

Dr. Sue Parker
Department of Anthropology
Sonoma State University
Rohnert Park, CA
parker@sonoma.edu

Dr. Catherine Clement
Department of Psychology
Eastern Kentucky University
Richmond, KY 40475
catherine.clement@eku.edu

VITA

I. Personal Data

Name: Robert Glenn Brubaker

Address: Department of Psychology
127 Cammack
Eastern Kentucky University
Richmond, KY 40475

Phone: Work 859-622-1105
Residence 859-623-7142

Email: Robert.brubaker@eku.edu

II. Educational Background

Oklahoma City University, Oklahoma City, Oklahoma Degree: B.A. Psychology	1976
Indiana State University, Terre Haute, Indiana Degree: M.A. General/Experimental Psychology	1980
University of South Florida, Tampa, Florida Degree: Ph.D. Clinical/Community Psychology	1984
University of Mississippi/Jackson VA Medical Centers, Resident in Clinical Psychology	1982-1984

III. Academic Positions

Chair, Department of Psychology, Eastern Kentucky University, Richmond, KY 2003-	present
Foundation Professor, Eastern Kentucky University	1999-present
Professor of Psychology, Eastern Kentucky University, Richmond, KY	1994-present

Director, Eastern Kentucky University Psychology
Clinic, Richmond, KY 1990-present

Associate Professor of Psychology, Eastern Kentucky
University, Richmond, KY 1988-1994

Assistant Professor of Psychology, Eastern Kentucky
University, Richmond, KY 1984-1988

Adjunct Instructor in Psychology, Tougaloo College,
Tougaloo, MS 1982-1983

IV. Other Professional Positions and Activities

Treasurer, Council of Applied Masters Programs in
Psychology 1999-2007

Editor, Journal of Psychological Practice 2006-present

Director of Clinical Services, Initiatives, Inc.
Lexington, KY 1987-2002

Emergency Services Staff, Bluegrass South
Comprehensive Care Center, Richmond, KY 1988-2001

Editorial Board, Journal of Alcohol Studies 1993-1996

Reviewer, Preventing Tobacco Use Among
Young People: A Report of the Surgeon
General 1994

Member, Board of Directors, Kentucky
Psychological Association 1988-1993

Chair, Task Force on Legal Issues and
Title, CAMPP 1991

Journal Guest Reviewer: Journal of Nervous
and Mental Diseases, Health Psychology, Health
Education and Research

V. Papers Presented

Murphy, M. J., & Brubaker, R. G. Effects of teaching orientation on social interaction among preschoolers. Paper presented at the meeting of the Midwestern Psychological Association, St. Louis, Missouri, May, 1980.

Brubaker, R. B., & Taulbee, E. S. Review of research on the classification of alcoholics based on personality variables. Paper presented to the Psychology Research Conference, VA Medical Center, Bay Pines, Florida, July, 1980.

Brubaker, R. G., Dubbert, P. M., & Mayer, J. The effects of aerobic exercise on diabetes: Case studies. Paper presented at the meeting of the Mississippi Psychological Association, Biloxi, Mississippi, October, 1983.

Martin, J. E., Dubbert, P. M., Lake, M., Burkett, P., Morrell, E., & Brubaker, R. G. Marketing health and fitness programs. Paper presented at the meeting of the Association for the Advancement of Behavior Therapy, Washington, DC, December, 1983.

Brubaker, R. G., & Kinder, B. N. Predicting health behavior: A test of the theory of reasoned action. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans, Louisiana, March, 1984.

Mayer, J. A., Brubaker, R. G., Dubbert, P. M., & Lake, M. E. The effect of caloric expenditure feedback on activity level and cardiovascular fitness. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans, Louisiana, March, 1984.

Mayer, J. A., Brubaker, R. G., Perkins, K. A., Dubbert, P. M., & Martin, J. E. A low-cost strategy for encouraging fitness at the worksite. Paper presented at the meeting of the Association for the Advancement of Behavior Therapy, Philadelphia, Pennsylvania, November, 1984.

Brubaker, R. G., Prue, D. M., & Rychtarik, R. G. Determinants of disulfiram acceptance among alcohol patients. Paper presented at the meeting of the Southeastern Psychological Association, Orlando, March, 1986.

Brubaker, R. G., & Kramp, R. E. Exercise and self-efficacy: The effects of exercise program variables. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, May, 1986.

- Brubaker, R. G., Kramp, R. E., & Worell, W. E. Determinants of smokeless tobacco use by male college students. Paper presented at the meeting of the American Psychological Association, Washington, D.C., August, 1986.
- Brubaker, R.G., & Loftin, T.L. Psychosocial determinants of smokeless tobacco use by middle school males. Presented at the annual meeting of the Society of Behavioral Medicine, Washington, D.C., March, 1987.
- Brubaker, R.G., & Fowler, C. To chew or not to chew: Anticipated parental response to smokeless tobacco use by adolescent males. Paper presented at the annual meeting of the Southeastern Psychological Association, Atlanta, March, 1987.
- Loftin, T.L., & Brubaker, R.G. Psychosocial correlates of tanning bed use. Presented at the annual meeting of the Southeastern Psychological Association, Atlanta, March, 1987.
- Brubaker, R.G., Mitby, S.K., Falkenberg, S.D., & Loftin, T.L. A methodology for identifying situational and social variables influencing adolescents' decision to ride with a drinking driver. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Boston, November, 1987.
- Brubaker, R.G., & Wickersham, D. Psychosocial correlates of testicular self-examination by college males: An application of the theory of reasoned action. Presented at the meeting of the Southeastern Psychological Association, New Orleans, March, 1988.
- Mitby, S.K., Brubaker, R.G., & Howell, J.L. Children's perception and recall of health-risk warning labels on smokeless tobacco products. Presented at the meeting of the Southeastern Psychological Association, New Orleans, March, 1988.
- Brubaker, R.G., Fowler, C., & Gordon, S. Encouraging the practice of testicular self-examination. Presented at the Annual Scientific Sessions of the Society of Behavioral Medicine, San Francisco, March, 1989.
- Brubaker, R.G., Blazina, C.D. & Carter, M.C. Predicting intentions to reduce exposure to environmental tobacco smoke. Presented at the Annual Scientific Session of the Society of Behavioral Medicine, Chicago, April, 1990.
- Brubaker, R.G., Blazina, C.D., and Smead, J. Predicting sunscreen use by

college students: A test of the theory of planned behavior. Presented at the Meeting of the Southeastern Psychological Association, Atlanta, April, 1990.

Brubaker, R.G., Stollger, J.A., Wagner, J.K., VonHandorf, J.A., & Green, S.D. The effects of prompting and contingency contracting on the practice of cancer self-examination by married couples. Presented at the meeting of the Association for the Advancement of Behavior Therapy, New York, November, 1991.

Brubaker, R.G., Murphy, W.G., & Wagner, J.K. Parental influence on children's intention to use sunscreen: An application of the theory of planned behavior. To be presented at the meeting of the Southeastern Psychological Association, Knoxville, Tennessee, March, 1992.

Runyon, M.K., & Brubaker, R.G. (1992). Encouraging sunscreen use among college students to prevent skin cancer: An application of the theory of planned behavior. Presented at the meeting of the Southeastern Psychological Association, Knoxville, Tennessee, March, 1992.

Green, S. & Brubaker, R.G. (1993). Acceptability of employee assistance programs: The influence of structural variables. Presented at the meeting of the Southeastern Psychological Association, Atlanta, March, 1993.

Brubaker, R.G. & Beebe, C.K. Relationship between daily hassles associated with hearing loss and perceived stress. Presented at the meeting of the Southeastern Psychological Association, New Orleans, March, 1994.

Brubaker, R.G., Hayes, L., & Dilka, K.D. (1995). A program for training psychologists to work with deaf clients. Presented at the annual meeting of the American Deafness and Rehabilitation Association, Kansas City, May, 1995.

Brubaker, R.G., McEuen, A., Phelps, D., & Douglass, M. (1997). Reactions to communication strategies used by the hard of hearing. Presented at the meeting of the Southeastern Psychological Association, Atlanta, April, 1997.

Brubaker, R.G., (1998). Parenting behavior and conduct problems in deaf/hard or hard of hearing children: A pilot study of the Alabama parenting questionnaire. Presented at the meeting of the Association for the Advancement of Behavior Therapy, Washington, D.C., November, 1998.

Brubaker, R.G. & Szarkowski, A. Behavior problems among children who are

deaf/hard of hearing: Impact on family functioning. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Toronto, November, 1999.

Bundy, M.B., Brubaker, R.G., Dezarn, J., Nalley, E., Stollger, B., & Jesse, A. Parenting behavior and conduct problems in children with deafness, typical development, and autism. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Toronto, November, 1999.

Brubaker, R., Bundy, M., Cox, T., Winslow, M., & Wolf, G. (2003). A preliminary investigation of teachers' beliefs about autism: Impact on classroom intervention acceptability. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Boston, MA.

Brubaker, R., Bundy, M. B., Cox, T., Winslow, M. P., & Wolf, G. (2003, November). A Preliminary Investigation of Teachers' Beliefs About Autism: Impact on Classroom Intervention Acceptability. Poster presented at the annual meetings of the Association for Advancement of Behavior Therapy, Boston, MA.

Beal, D., Cox, T., Brittain, S, Brubaker, R., & Falkenberg, S. (2004) The concurrent validation of the Mind Over Mood Depression Inventory. Presented at the annual meeting of the Southeastern Psychological Association, Atlanta, GA.

Bundy, M.B., Winslow, M.P., Kidwell, T., & Brubaker, R.G. (2004). Acceptability of classroom interventions for students with autism and related disorders. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.

Kidwell, T., Bundy, M.B., & Brubaker, R.G. (2005) Patterns in Temperament and Attachment in Children with Autism Spectrum Disorders. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Washington, D.C.

Brubaker, R., Bundy, M.B., Winslow, M., & Belcher, K. (2007). A preliminary investigation of school psychologists' beliefs about autism and related disorders: Impact on classroom intervention acceptability. Presented at the annual meeting of the National Association of School Psychologists, New York, NY

Winslow, M., Newsom, A., Brubaker, R., & Sweely, G. (2007). How do I know thee? Self-portraiture as a window to the personality. Presented at the annual meeting of the Association for Psychological Science, Washington,

DC.

VI. Publications

- Kinder, B. N., Brubaker, R. G., Ingram, R., & Reading, B. (1982). Rorschach form quality: A comparison of the Exner and Beck systems. Journal of Personality Assessment, 46, 131-138.
- Brubaker, R. G., Prue, D. M., & Rychtarik, R. G. (1987). Determinants of disulfiram acceptance among alcohol patients: A test of the theory of reasoned action. Addictive Behaviors, 12(1), 43-52.
- Dubbert, P. M., & Brubaker, R. G. (1987). Assessment of obesity. In T. D. Nirenberg (Ed.), Advances in the treatment of addictive behaviors. Norwood, NJ: Ablex Publishing Corp.
- Harris, J. A., Prue, D. M., Brubaker, R. G., & Rychtarik, R. G. (1987). Teaching telephone skills for contacting potential employers: A simulated and in vivo analysis. Journal of Employment Counseling, 23, 146-155.
- Brubaker, R.G., & Loftin, T.L. (1987). Smokeless tobacco use by middle school males: A preliminary test of the theory of reasoned action. Journal of School Health, 57(2), 64-67.
- Brubaker, R.G. (1987). Merrill-Palmer Scale; Embedded Figures Test; Draw-A-Person; Antisocial Personality; Self-Concept; Piers-Harris Children's Self-Concept Scale; Bender-Gestalt; House-Tree-Person; Thematic Apperception Test; Perkins-Binet Tests of Intelligence for the Blind. In C.R. Reynolds & L. Mann (Eds.). Encyclopedia of Special Education. New York: John Wiley and Sons, Inc.
- Brubaker, R.G., Fowler, C., & Kinder, B.N. (1987). Parental influence on adolescents' intention to use smokeless tobacco. Health Education Research: Theory and Practice, 2(4), 409-416.
- Brubaker, R.G., & Mitby, S.K. (1990). Health risk warning labels on smokeless tobacco products: Are they effective? Addictive Behaviors, 15(2), 115-118.
- Brubaker, R.G., & Wickersham, D. (1990) Predicting and encouraging the practice of testicular self-examination: A field application of the theory of reasoned action. Health Psychology, 9, 154-163.
- Brubaker, R. A. & Fowler, J.C. (1990). Encouraging the practice of testicular self

examination: Evaluation of a persuasive message based on the revised theory of reasoned action. Journal of Applied Social Psychology, 17(17), 1411-1422.

Murphy, W.G. & Brubaker, R.G. (1990). Effects of a brief theory-based intervention on the practice of testicular self-examination by high school males. Journal of School Health, 60(9), 459-462.

Brubaker, R.G. (1994). Acculturative stress: A useful framework for understanding the experience of deaf Americans. Journal of the American Deafness and Rehabilitation Association, 28(1), 1-14.

Brubaker, R.G. (1995). The university-based mental health deaf/heard of hearing clinical psychology training program. In R.R. Myers (Ed.) Standards of Care for the Delivery of Mental Health Services to Deaf and Hard of Hearing Persons. Silver Spring, MD: The National Association of the Deaf.

Brubaker, R.G. & Szarkowski, A. (2000). Parenting practices and behavior problems among deaf children. Child and Family Behavior Therapy, 22 (4), 13- 28.

Brockmeyer, R., Brubaker, R., Bundy, M.B., & Hubbard, C. (2006). Workshop for grandparents of children with autism. In K. Thomas (Ed.), Grandparenting a child with autism: A search for help and hope. Kentucky: Harmony House Publishers.

Clark, T.K., Bundy, M.B., & Brubaker, R.G. (under review) The relationship of temperament and IQ in a sample of children with autism spectrum disorders. Focus on Autism and Other Developmental Disabilities.

Brubaker, R., Winslow, M., Newsom, A., & Sweely, G. (manuscript in preparation). How do I know thee? Self-portraiture as a window to the personality

VII. Grants

- Prevention and Cessation of Smokeless Tobacco Use by Adolescent Males. National Institutes of Health/National Cancer Institute. May, 1986. (\$318,906; approved, not funded).
- Social, Psychological, and Environmental Influences on Smokeless Tobacco Use by Adolescent Males. ECU Research Committee, Spring, 1985. (\$167.50).
- Determinants of Childrens' Intention to Use Smokeless Tobacco Products. ECU Research Committee, Spring, 1986. (\$83.75).
- Situational and Psychosocial Factors Influencing Adolescents' Decision to Ride with a Drinking Driver. ECU Research Committee, Spring, 1987. (\$308.32).
- Promoting the Practice of Self-Examination for Testicular Cancer Among College Students. ECU Research Committee, Fall, 1987. (\$495.70).
- Effects of Health-Risk Warning Labels on Childrens' Intention to Use Smokeless Tobacco. ECU Research Committee, Fall, 1987. (\$368.00).
- Encouraging the practice of testicular self-examination: Evaluation of a strategy based on the theory of reasoned action. ECU Research Committee, Spring, 1988 (\$402.00).
- The Effects of Prompting and Contingency Contracting on the Practice of Cancer Detection Procedures. ECU Research Committee, Fall 1989 (\$490.00)
- Parent Influences on Children's Health Behavior. ECU Research Committee, Fall, 1990 (\$620.00).
- Acculturative Stress in the Deaf Community: A preliminary study. ECU Research Committee, Spring, 1994 (\$485.00).
- Reactions on Hearing persons to Communication Facilitation Strategies Used by the Hard of Hearing. ECU Research Committee, Spring, 1996 (\$595.00).
- Coping With Hearing Loss: A Program for Helping Older Hard of Hearing Persons Effectively Manage Partial Hearing Loss. Retirement Research Foundation. August, 1996 (\$76,955.11, not funded).

Relationship Between Parenting Practices and Child Behavior Problems. ECU Research Committee, May, 1998 (\$384.60).

Preparation of Special Education, Related Services, and Early Intervention Personnel To Serve Infants, Toddlers, and Children with Low-Incidence Disabilities. US Dept. of Education, November, 1998 (\$310,504, not funded).

Opportunities for Family Leadership, Kentucky Cabinet for Health and Family Services, Division of Mental Health, EKU Developmental Disabilities Lending Library, *Request Funded at \$1,000, 2002-2003*. R. Brockmeyer, R. Brubaker, M.B. Bundy.

CURRICULUM VITA

Benjamin Z. Freed, Ph.D.

Assistant Professor
Dept. of Anthropology, Sociology, and Social Work
Eastern Kentucky University
521 Lancaster Ave., 223 Keith Building
Richmond, KY 40475 USA
Office: (859)622-4387
E-mail: Benjamin.Freed@eku.edu
Mobile: (770)689-6667 Home: (859)264-1121

EDUCATION

1985-1996 Ph.D., Department of Anthropology, Washington University, St. Louis, MO
1983-1985 M.A., Department of Anthropology, Washington University, St. Louis, MO
1979-1983 B.S., Computer Science & Anthropology, Duke University, Durham, NC

ACTIVITIES

Eastern Kentucky University, Dept. Anthropology, Sociology, Social Work

2008-present Assistant Professor, Anthropology

University of Antsirananana, Anglo-American Department

2009 Guest Instructor

Emory University, Dept. Anthropology

2002-2008 Lecture-track Lecturer

1999-2002 Instructor, Visiting Assistant Professor

1998 Part-time Instructor

Georgia Citizens for Integrity in Science Education

2002-present Member, Co-founder (Chair 2004-05)

Emory University Center for Science Education

2003 Evolution at the High School Level: An Active Learning Workshop for Teachers

Center for Behavioral Neuroscience

2003 Workshop Instructor: Primate Behavior for Science Teachers

2003 Guest Instructor: Brain Evolution & Primates: Honors High School Students

University of West Georgia, Dept. Anthropology

1998-2004 Adjunct Assistant Professor

University of Georgia, Dept. Anthropology

1999 Part-time Instructor: Spring Semester

Zoo Atlanta

1998-2002 Guest Lecturer: GSAMS Satellite School Outreach (Madagascar, Laos)

SPECIALIZATIONS WITHIN ANTHROPOLOGY

Primate Ecology

Primate Evolution

Primate Social Organization

Primate Biology & Skeletal Anatomy

Conservation

Evolution & Creationism

Science Education

Data Methods & Analysis

Research Methods

Culture & Ecology

PROFESSIONAL ASSOCIATIONS

American Anthropological Association

Animal Behavior Society

Fulbright Association

Society for Vertebrate Paleontology

American Association of Physical Anthropology

American Society of Primatologists

International Primatological Society

Midwest Primate Interest Group

PUBLICATIONS

- Freed, BZ (2009) "Re-reading Root-Bernstein and McEachron in Cobb County, Georgia: A Year Past and Present" in *Applying Anthropology: An Introductory Reader, 9th Edition*, A. Podolefsky, P. Brown, S. Lacy (eds.). McGraw-Hill: New York, pp.15-20.
- Freed, BZ (2007) "Re-reading Root-Bernstein and McEachron in Cobb County, Georgia," in *Applying Anthropology: An Introductory Reader, 8th Edition*, A. Podolefsky & P. Brown (eds.). McGraw-Hill: New York. pp.15-19.
- Freed, BZ (2006) "Polyspecific associations of crowned lemurs and Sanford's lemurs in Madagascar," in *Lemurs: Ecology and Adaptation*, M. Sauter & L. Gould (eds.). Springer-Verlag: New York, pp. 111-132.
- Gezon, L, Sweeney, BZ Freed, G Green (2005) "Forest Loss and Commodity Chains in Northern Madagascar," Report to the National Geographic Society.
- Freed, BZ (2005) "New Wave Creationism" *Anthropology News*, February 2005.
- Freed, BZ (1999) "An Introduction to the Ecology of Daylight-Active Lemurs," in *The Non-human Primates*, P. Dolhinov & A. Fuentes (eds.). Mayfield: Mountain View, CA.
- Gezon, L and BZ Freed (1999) "Agroforestry and conservation in northern Madagascar: hopes and hindrances," *African Studies Quarterly*, 3(2), August. <http://web.africa.ufl.edu/asq/v3/v3i2a2.htm>
- Freed, BZ (1995) "Habitat use of crowned lemurs and Sanford's lemurs in Madagascar," p.30. In BD Patterson, SM Goodman, and JL Sedlock (eds.) *Environmental Change in Madagascar*, Field Museum, Chicago.
- Glander, KE, Freed, BZ & Ganzhorn, JU (1985) "Meat eating and predation in captive-born semifree-ranging *Lemur fulvus* and caged *Lemur macaco*." *ZooBiology*,4:361-365.

RESEARCH

- 2009 Sacred Forest Primate Survey in Northern Madagascar
- 2004 Survey of Primates in the Far North of Madagascar: Survey of crowned lemurs and Sanford's lemurs in remote deforested regions and protected areas
- 2004-5 A. Sheres: Social Interactions and Subgroup Partners in Mantled Howling Monkeys (*Alouatta palliata*) at Ometepe, Nicaragua (mentored undergraduate research)
- 2004 A. Wang: Preliminary study of captive golden snub-nosed monkeys (*Rhinopithecus roxellena*) in Chengdu, China (mentored undergraduate research)
- 2002 J. Millette: Infant care by male *Macaca fascicularis*, Bali, Indonesia (mentored undergraduate research)
- 2001 C. Shaffer: Foraging, ranging, and spatial memory in mantled howling monkeys (*Alouatta palliata*), Nicaragua (mentored undergraduate research)
- 2000 Preliminary field experience: Paleontology of Uintan (Utah) early primates; under D. Tab Rasmussen & Glenn Conroy
- 1997 Laos: Primate Conservation: Pilot survey of ten endangered primate species; initial study of local people's ecology; feasibility of future anthropological work.
- 1996-97 Washington University: Developed computer-intensive analyses of primate social preferences, spatial cohesion, and range use. Analyzed habitat use of Mauritian crab-eating macaques (*Macaca fascicularis*); with RW Sussman.
- 1989-91 Dissertation: Co-occurrence Among Crowned Lemurs & Sanford's Lemurs of Madagascar. Surveyed lemur range, assessed local people's history and use of forests, established and maintained an independent field site, and collected quantitative data on lemur habitat use and social behavior.
- 1982-88 Duke University Primate Ctr: Developed of computer-based data collection programs; Preliminary study of ringtailed lemur (*Lemur catta*) habitat use; Crowned lemur ethogram and social behavior.

TEACHING EXPERIENCE

Instructor (including Fall 2009 courses)

Introduction Physical Anthropology	Eastern Kentucky Univ.	2008-present
Concepts & Methods in Biological Anthro: Lab	Emory University	1999-2008 (2 sem's/year)
Primate Conservation	Emory, EKU	2001, 04, 05-08 (W), 09
Human Evolution	Emory, EKU	2008, 2009
Primate Evolution & Extinction	Emory University	2000, 03-04, 06-07
Primate Ecology & Social Structure/Sociality	WashingtonU, EKU	1995, 2008
Primate Behavior Seminar	Emory University	2002, 07
Primate Behavior and Ecology	Emory University	2000-01,03
Quantitative Methods for Anthropologists	Emory University	2004-05
Advanced Methods in Biological Anthropology	Emory University	1998, 2003
Evolutionary Anthropology	Emory University	2002
Primate Ecology & Conservation	Univ. Georgia	1999
Human Adaptation	Univ. Georgia	1999
Physical Anthropology	Univ. West Georgia	1999
Intro. Anthropology (4-field)	Univ. West Georgia	1998-99
Intro. Human Evolution	Washington U. St.Louis	1997
Seminar: Species Interactions (Biology Dept.)	U. Missouri St. Louis	1995
Computer Methods in Primatology (David Taub, Dir.)	PrimatologyFieldSchool	1985-87 (Beaufort, SC)

Co-instructor

Intro. Anthropology (4-field w/Bruce Knauff)	Emory University	2000
Senior Research Seminar (w/Michelle Lampl)	Emory University	1999
Animal Societies & Aggregations (Tang-Martinez, Biology)	U. Missouri St. Louis	1986

Guest Lectures in Emory University Classes: 1999-2008

Biological Anthropology (2x/semester, 2 sem/yr)	Anthropology	1999-2008
Living Across Cultures (Knauff)	Anthropology	2005
Intro. Anthropology (Brown, Goodale, Newman, Lacy)	Anthropology	1999, 2001, 04, 06-07
Primate Ecology (Whitten)	Anthropology	1999
Tracking Behavior (Martin)	Environmental Studies	2006
Extinction (Martin)	Environmental Studies	2004
Environmental Issues (Capellato)	Environmental Studies	1999
Music and Social Politics (Uno-Everett)	Music	2007
Beyond Orientalism (Uno-Everett)	Music	2001

Lectures Elsewhere in Emory University: 2003-2007

Virtual Museum Blackboard Applications	Ctr.for Interactive Tech.	2005-2007
Podcasting in Anthropology Class	Ctr.for Interactive Tech.	2006-2008
Teaching Library Research Skills in Anthropology	Woodruff Library	2003-2004
Emory Academic Freedom Forum		2003

University of West Georgia: 2006

Intelligent Design & Anthropology in Georgia	Anthropology	2006
--	--------------	------

Zoo Atlanta (GSAMS: Distance Learning): 1998-2001

Flora & Fauna of Madagascar	Flora & Fauna of Laos
Audience: Georgia public high schools & grade schools, adult groups.	

Teaching Assistant: 1982-87

Africa: Peoples & Cultures (Ensminger)	WashingtonU.St.Louis	1986
Intro. Social Anthropology	WashingtonU.St.Louis	1985
Intro. Human Evolution (Sussman, Molnar)	WashingtonU.St.Louis	1985-87
Data Base Methods (Herman-Giddens)	Duke (Computer Sci.)	1983
Programming Methods (Herman-Giddens)	Duke (Computer Sci.)	1982

MENTORING & ADVISING EXPERIENCE**Eastern Kentucky University Undergraduate Honors Theses (Primary Advisor)**

Bethany Gabbard 2009-10 Anthropology

Emory University Undergraduate Honors Theses (Primary Advisor)

Christopher Shaffer 2002 Anthropology Highest Honors

Amanda Sheres 2005 Anthropology High Honors

Emory University Undergraduate Honors Theses (Committee Member)

Anthropology: Melissa Burroughs, William Carr, Edward David, Kourtney Kuss

Music: Katherine Blumenthal, Eunice Ku

Middle Eastern St.: C. Justin Schildecker Political Science: Jeffrey VanDam

Religion: James Grady Creative Writing: Mika Ishikawa

Independent Study Topics (Emory University 1999 – 2007)

Balinese Macaques: Male Parental Care Computer-Intensive Statistics

Primate Self-Organization Ethnobotany & Malaria Primate Self-medication

Primate-Plant Interactions Evolution & Kinesiology

Primary Postgraduation Mentoring

Nicholas Ellwanger (University of Victoria; Anthropology)

James Millette (currently attending University of Colorado; Anthropology)

Deborah Moore (currently attending University of Texas, San Antonio; Anthropology)

Anthropology Advising (Emory): 2000-2008

Responsible for advising 12-30 Anthropology majors (+10-15 walk-ins) each year

Neuroscience & Behavioral Biology Advising (Emory): 2005-2008

Responsible for advising 3-4 Neuroscience & Behavioral Biology majors each year

Freshman Advising and Mentoring at Emory: 2000-2008

Responsible for primary first year advising for 16-19 students each year

TEACHING AWARDS

Eastern Kentucky University "Golden Apple" Teaching Award Nominee 2009

Emory University Undergraduate Senior Award nominee 2006

Emory William Fox "Crystal Apple" Emerging Excellence in Teaching & Service Award 2004

Emory University "Last Lecture" Award: Office of Residential Life, Emory University
(Teaching & Lecturing Award) 2002

Univ. of West Georgia (Sociology/Anthropology): Distinguished Service Award. 1998

FELLOWSHIPS/GRANTS

Eastern Kentucky University: Junior Faculty Summer Research Award (Primate Survey) 2009

Emory University: ICIS Research & Program Award (Madagascar Primate Survey) 2004

National Geographic Society (technical specialist/consultant for "Forest Loss and
Commodity Chains in Northern Madagascar" research grant proposal for
Dr. Lisa Gezon & Dr. Glen M. Green, Grant Number 7413.03) 2003

Emory Undergraduate Teaching (w/John Kingston): Cast Collection Improvement 2001

Anthropology Fossil Casts: Grants to improve teaching in College Science Courses,
General Science Education Committee, Emory College Faculty Science Council. 1999

Primate Conservation "A Pilot Study of Slow Loris Behavior in Laos" 1997

Dean's Dissertation Fellowship, Washington University 1992-93

Dissertation Funding: "Co-occurrence in Two Species of Lemurs" National Science
Foundation Dissertation Improvement, NSF BNS 8722340, (RW Sussman, Advisor) 1988

Collaborative Fulbright Research Grant 1988

Boise Fund 1988

Sigma-Xi 1988

Tuition Scholarship & Graduate Fellowship, Washington University 1983-85

PRESENTATIONS

- Freed, BZ (2007) "Darkness on the Edge of Town: Crowned lemur (*Eulemur coronatus*) and Sanford's lemur (*Eulemur fulvus sanfordi*) habitat selection near humans," Midwest Primate meetings, Carbondale, IL.
- Freed, BZ (2007) "Social organization in two sympatric lemur species: a lack of dominance," American Association of Physical Anthropology meetings, Philadelphia, PA.
- Freed, BZ (2006) "Primateology and human evolution in a charged community: engaging Cobb County teachers," American Anthropological Association meetings, San Jose, CA.
- Freed, BZ (2006) "Crowned lemur (*Eulemur coronatus*) social organization without pair bonds," Midwest Primate Interest Group meetings, Champaign, IL.
- Freed, BZ (2006) "Giving students the tools to dig for their own knowledge," Educational Conference on Academic Technology at Emory, Emory University, Atlanta, GA.
- Chilcoat, K., Mooney, E., Cooper, L., and Freed, BZ. (2006) "Assessing information literacy: 3 cases of faculty & librarian partnerships," Georgia Conference on Information Literacy, Savannah, GA.
- Freed, BZ (2006) "Anthropology meets creationism: taking primatology to schoolkids," Panelist: The Persistent Problem of Creationism. American Association of Physical Anthropology meetings, Anchorage, AK.
- Gezon, L and BZ Freed (2005) "The Elephant and the blindfold: challenging myths of deforestation through collaborative research in Madagascar," American Anthropological Assn. meetings, Washington, D.C.
- Millette, JB, BZ Freed, A Fuentes, J. Loudon (2004) "Adult male-immature interactions in long-tailed macaques (*Macaca fascicularis*) at Padangtegal, Ubud, Bali, Indonesia," American Association of Physical Anthropologists, Abs., American Journal of Physical Anthropology.
- Freed, BZ (1998) "Predators and Primates in Eastern Laos," Conservation Research Consortium, Riverbanks Zoo, Columbia, SC.
- Alterman, L and BZ Freed (1997) "A Description and Survey of *Nycticebus* Species in Bolikhamxay Province, Laos," Primate Society of Great Britain.
- Freed, BZ (1996) "Habitat use and mixed-species associations of crowned lemurs and Sanford's lemurs," American Association of Physical Anthropologists, Abs., American Journal of Physical Anthropology, Supp.22:106.
- Freed, BZ (1995) "The ecology of crowned lemurs and Sanford's lemurs in Mt. d'Ambre, Madagascar," International Conference on Biology and Conservation of Prosimians, North of England Zoological Society, England.
- Freed, BZ (1994) "Feeding preferences of crowned lemurs and Sanford's lemurs in northern Madagascar," American Society of Primatologists meetings, Seattle, WA.
- Freed, BZ (1985) "Development of a portable computer data acquisition system," American Society of Primatologists, Abs., American Journal of Primatology, 8(4):422.
- Freed, BZ, Wright, PC and Simons, EL (1985) "Infant development and parental care in *Lemur mongoz* and *Lemur coronatus*," American Society of Primatologists, Abs., American Journal of Primatology, 8(4):422.

WEB-ACCESSIBLE PROFILES

Emory Report (2008) : (pdf link available on request)

http://www.emory.edu/EMORY_REPORT/erarchive/2008/March/March3/ITunesU.htm

Emory University Center for Interactive Teaching (2006-present):

<http://cet.emory.edu/cet/profiles.cfm#benfreed>

Emory Report (2004): (pdf link available on request)

http://www.emory.edu/EMORY_REPORT/erarchive/2004/September/er%20september%2027/profile.htm

SERVICE

Eastern Kentucky University (2008-present)

Faculty Senator (2009)

Department of Anthropology, Sociology, and Social Work

Committees: Ad hoc Promotion and Tenure, Academic Practices, Dean's Award of Merit

Student Groups (participant, speaker)

Anthropology Student Association

Fayette County School District, Science Education, Lexington, KY (2009)

Middle School Science Teacher Workshop, Guest Lecture: Bryan Station H.S.

Emory University (2000-08)

Freshmen Advising and Mentoring at Emory (Faculty leader 8 yrs); Essence of Emory Weekend (Minority Recruitment Weekend 4 yrs); Teaching Assistant Training (Diversity Training and Microteaching 5 yrs); Faculty Working Group on Climate Change (2 yrs); Emory University Center for Instructional Technology (Guest lectures; workshops; lead team testing Blackboard and iTunesU; 4 yrs); Job Search Committee Member for: Neuroscience Research Librarian & Director of Office for Sustainability Initiatives; Practice Interviews for Rhodes & Fulbright applicants

Department of Anthropology

Freshmen Orientation Fair (5 yrs), Faculty Committees for Library (2 yrs), Honor Code (1 yr), Teaching Roundtable (2 years)

Student Groups (participant, speaker, reviewer)

Friends of Children Uniting in Service (1 yr), Undergraduate Research Journal (1 yr), Science & Society Outdoor Emory (2 yrs), Racial and Cultural Educational Source (2 yrs)

Cobb County School District, Science Education, Marietta, GA (2002-08)

Science Advisory Council Member (3 yrs); Guest Lecturer: Pope High School, Lassiter High School (Conservation, Primates, Skeletal Biology, Rain Forest Biology), Dodgen Middle School SMART Fair; Teacher Workshops: Evolutionary Biology (Middle School & High School); Mentor: Lassiter High School; South Cobb High School

PHOTOGRAPHIC CREDITS

Covers/Features:

Evolutionary Anthropology (1st issue); Animal Kingdom; WWF-Denmark (Feature)

Fuentes, A., & Dolhinow, P. 1999. *The Nonhuman Primates*. Mayfield: MountainView, Ca. (Partial cover).

Journals:

Primate Conservation; Folia Primatologica (species description: *Propithecus tattersalli*)

Books:

Campbell, CJ et al. (eds.) 2007. *Primates in Perspective*. New York: Oxford Univ. Press.

Nystrom, P., and Ashmore, P. 2008. *The Life of Primates*. Prentice-Hall: New York.

Gould, L., and Sauther, ML. (eds.) 2006. *Lemurs: Ecology and Adaptation (Developments in Primatology: Progress and Prospects)*. Springer-Verlag: New York.

Richard, A. 1985. *Primates in Nature*. W.H. Freeman: New York.

Sussman, RW. 2003. *Primate Ecology and Social Structure, Vol. I: Lorises, Lemurs and Tarsiers*. Pearson Custom Pub.

Other Publications:

WGBH/Metropolitan Museum of Art (*The Western Tradition*); Kodansha/ODM publishers

Emory University 2005 "Destination University" Calendar

30+ newspapers, magazines, & brochures.

LANGUAGE AND COMPUTING PROFICIENCIES

French: Fluent

Malagasy (Antankarana): Beginner

Fluent Programming Languages: BASIC, PASCAL, SAS, C+, FORTRAN, PL/I

Computer consulting references:

Washington University(C. Olejniczak, R. Sussman, L. Gould, M. Sauther) 1983-99

Duke Univ. Primate Center(L. Taylor, K. Glander) 1982-88

San Diego Zoo(H. Fitch), Emory University(E.O. Smith) 1985-87

Copyrighted Programs

FFOSC: A Portable Computer Focal Scan Observation System (Ver.1.1), 1985.

FIPOCS-1: Freed Infant-Parent Observation Collection System (Ver.1.1), 1985.

PAULA KOPACZ

Department of English and Theater 457 Tobiano Drive
Eastern Kentucky University Richmond, Kentucky
Richmond, Kentucky 859 623-2261
859 622-3088

Academic Training

Columbia University, Ph.D. (1975) Thesis: Hawthorne's Use of the Puritan Theory of History
University of Connecticut, M.A. (1971)
Mount Holyoke College, A.B. (1969) *Magna Cum Laude* and With Great Distinction
Institut d'Etudes Francaises d'Avignon (1968)

Teaching Experience

1985- Eastern Kentucky University. Richmond, Kentucky
1996- Foundation Professor
1992- Professor of English
1987-92 Associate Professor of English.
1985-87 Assistant Professor of English.
1981-85 Manhattanville College. Purchase, New York. (Assistant Professor of English)
1980 Upsala College. East Orange, New Jersey. (Adjunct Assistant Professor)
1975-80 Vassar College. Poughkeepsie, New York. (Assistant Professor of English)
1972-75 Part time positions at the following institutions:
Western Connecticut State College. Danbury, Ct. (Adjunct Instructor)
Lehman College. Bronx, New York. (Adjunct Instructor)
Columbia College. New York, New York.

Publications

Scholarship in American Literature (Essays)

- “Sentimental and Foolish Moralizing’: Bobbie Ann Mason and Louisa May Alcott.” *Eureka Studies in Teaching Short Fiction* 5.2 (Spring 2005): 73-81.
- “Walking through the Minefields of American Literature: The Case of Higginson’s *Army Life in a Black Regiment*,” *Kentucky Philological Review* 20 (2005): 25-30.
- “Taking on the Icons: Naslund’s ‘Takes’ on Sherlock and Ahab,” *Kentucky Philological Review* 17 (2003): 23-28.
Co-authored with Bonnie Plummer.
- “Every Time You See *Uncle Tom’s Cabin*’: Memorial to Martyrdom and Domesticity,” *Kentucky Philological Review* 16 (2002): 13-19. Co-authored with Margaret Dean.
- “Packaging Women’s Narratives in Early America: Presenting Mary White Rowlandson and Harriet Jacobs,” *Kentucky Philological Review* 12 (1997): 35-41. Co-authored with Margaret Dean.
- “As to your school-keeping project’: Margaret Fuller’s Kentucky Connection.” *Kentucky Philological Review* 6 (1992): 21-26.
- “Feminist at the *Tribune*: Margaret Fuller as Professional Writer.” *Studies in the American Renaissance*

- (1991): 119-39.
- "The Art of the Tall Tale: Huckleberry Finn and Odysseus as Liars." *Kentucky Philological Review* 4 (1989): 18-26.
- "To Finish What's Begun': Bradstreet's Last Words." *Early American Literature* 23 (1988): 175-87.
- "Men can do best, and Women know it well!": Anne Bradstreet and Feminist Aesthetics." *Kentucky Philological Review* 2 (1987): 21-29.
- "Original Signification" Post-Structuralism and *The Scarlet Letter*." *KPA Bulletin* (1983): 41-54.
- "The Melancholy of History: Hawthorne's Romances and the Futility of Escape." *South Dakota Review* 17 (1979): 20-38.
- "Puritan Theories of History in Hawthorne's Fiction." *Canadian Review of American Studies* 9 (1978): 135-53.

Essays forthcoming

- "Melville's Work: The Cultural Sweat of Slavery" (*Leviathan: A Journal of Melville Studies*).
- "William Clark's Literary Legacy" (*The Journal of Kentucky Studies*).
- Clotel*. (*Kentucky African American Encyclopedia*).

Book

- Anna Gale's Journal. Ed. Paula Kopacz. *Studies in the American Renaissance* (1996): 74-113.
- "The School Journal of Hannah (Anna) Gale." *Studies in the American Renaissance* (1996): 67-73. (Critical introduction to the *Journal*.)

Book Chapter

- "Grieving into Assessment: The Story of a Comprehensive Regional University." Forthcoming in *Stylus*, 2009. Co-authored with Hal Blythe *et al.*

Scholarship in Teaching and Learning

- "What about that Coonskin Cap? Scholarship at a Teaching Institution—The Art of Integration." *It Works for Me as a Scholar-Teacher*. Ed. Hal Blythe and Charlie Sweet. Stillwater, OK: New Forums Press, 2008. 7-12.
- "Grading Online Participation—Negotiating Quantity and Quality." *It Works for Me, Online! Shared Tips for Online and Web-Enhanced Teaching*. Ed. Hal Blythe and Charlie Sweet. Stillwater: New Forums Press, 2004. 81-82.
- "Timing Is Everything." *It Works for Me, Online!* 51-52.
- "Professional Collegiality at Service in the Classroom." *It Works for Me, Too! More Shared Tips for*

- Effective Teaching*. Ed. Hal Blythe and Charlie Sweet. Stillwater, OK: New Forums Press, 2002. 20-22.
- "Identifying Grade Inflation at an Open-Admissions Institution," *The College Student Journal* 34.2 (2000): 228-235. Co-authored with Ann Chapman, Kirk Jones, and Stephanie McSpirit.
- "Faculty Opinion on Grade Inflation: Contradictions about Its Cause," *College and University* 75.3 (2000): 19-25. Co-authored with Ann Chapman, Kirk Jones, and Stephanie McSpirit.
- "Faculty Ironies on Grade Inflation," *Journal of Instructional Psychology* 27.2 (2000): 104-09. Co-authored with Ann Chapman, Kirk Jones, and Stephanie McSpirit.
- "Fifteen Pens, One Paper: The Need for Collaborative Writing in the Classroom." *KPA Bulletin* (1986): 7-14.

Scholarship in Reference Books

- "[Anne Bradstreet's] 'Contemplations.'" *Masterplots II: Poetry*. Ed. Frank N. Magill. Pasadena, Ca.: Salem, 1992. 423-26.
- "Louisa May Alcott." *Magill's Survey of American Literature*. New York: Marshall Cavendish Corp., 1991. 41-48.
- "*Little Women*." *Masterplots II: Juvenile and Young Adult Fiction*. Ed. Frank N. Magill. 4 vols. Pasadena, Ca.: Salem, 1991. 871-74.
- "*The Bell Jar*." *Cyclopedia of Literary Characters II*. Ed. Frank N. Magill. 4 vols. Pasadena, Ca.: Salem, 1990. 137-38.
- "*The Polish Complex*." *Cyclopedia of Literary Characters II*. 1218-19.
- "Margaret Fuller." *Critical Survey of Literary Theory*. California: Salem, 1988. 520-26.
- "Edgar Allan Poe." *Critical Survey*. 1133-39.
- "Andre Gide." *The Nobel Prize Winners: Literature*. California: Salem, 1988. 510-20.
- "Tadeusz Konwicki's *The Polish Complex*." *Masterplots II, World Fiction Series*. California: Salem, 1988. 1207-13.
- "Rosamond Lehmann." *Critical Survey of Long Fiction: Supplement*. California: Salem, 1987. 301-11.
- "Nathaniel Morton." *American Writers Before 1800: A Biographical and Critical Reference Guide*. Ed. James A. Levernier and Douglas R. Wilmes. Westport, Conn.: Greenwood Press, 1983. 1047-50.
- "Thomas Shepard (1605-1649)." *American Writers Before 1800*. 1311-13.
- "Thomas Shepard (1635-1677)." *American Writers Before 1800*. Co-authored with Andrew Harnack. 1313-16.

Professional Learning Communities

Chief Facilitator, Professional Learning Community on Facilitating PLC's, Sponsored by the College of Education, comprised of all facilitators in the 15 Learning Communities in the College (2008, ongoing).

Co-Facilitator, Model Professional Learning Community. Sponsored by the College of Education (2007, ongoing).

Member, Professional Learning Community on the Peer Review of Teaching. Sponsored by the Teaching & Learning Center (2008-2009).

Co-Facilitator, Professional Learning Community on Deep Learning. Sponsored by the Teaching & Learning Center (2007-2008).

Co-Facilitator, Faculty Learning Community on Creating Significant Learning Experiences. Sponsored by the Teaching & Learning Center (2006-2007).

Selected Service (Leadership positions)

QEP Coach (2008, ongoing)

Board of Directors, Jesse Stuart Foundation (2008, ongoing)

Advisory Board, Center for Appalachian Studies (founding member and continuing service)

Advisory Board, Teaching & Learning Center (2007 and continuing)

Executive Committee, Society of Foundation Professors (2007 and continuing)

Chair, Chair's Advisory Committee, Department of English and Theatre

Chair, University Senate (1991-92)

Executive Committee of the University Senate (1988-96)

Chair, Senate Rules Committee (1987-92)

Advisory Board, African/African-American Studies Committee (founding member, 2004-2006)

Chair, *Ad hoc* Committee to Study Child Care (1993-96)

Chair, Day Care Center Oversight Committee (1996-98)

Chair, English Department Curriculum Committee

Chair, Assessment Committee for General Education Categories 05 and 06 (World Literature)

Chair, Promotion and Tenure Committee

Selected ECU committees

Search Committees: Dean of the Graduate School

various English Department faculty searches, including the most recent Chair search committee (2007)

Graduate Council (1999-2002; 2008 -)

Faculty Review Committee, Graduate Council (2000-2002, 2007-2008)

Society of Foundation Professors (Founding member, continuing member)

University Senate (1987-96)

Coalition of Senate and Faculty Leaders (COSFL; 1988-89; 1991-92)

University Research Committee (1990-96)

Institutional Planning Committee (1991-93)

University Foundation Professor Committee (1992; 1998-present)

Curriculum Committees (at both Department and College levels)

Promotion and Tenure Committees (at both Department and College levels; currently Alternate on College P&T)

Grade Inflation Committee (1995-98)

Teacher Education Committee (1996-1999)

Sabbatical Review Committee (Department, College, University; currently serving at the Dept. level)
Department of English Graduate Committee
Conference Planning Committees: Kentucky Philological Association [KPA]
Growth and Research Organization for Women [GROW]
Teacher Education Committee

Selected Honors, Fellowships, Research Grants

American Antiquarian Society, Worcester, MA., Summer Seminar in the History of the Book, Scholarship Award, 2003.
Eastern Kentucky University, College of Arts and Sciences Research Award, 2000.
Foundation Professor, 1996.
Eastern Kentucky University Research Grant. ("A Historical and Critical Study of Literature of the New England Mill Workers in the Nineteenth Century") Spring 1993.
Eastern Kentucky University Research Grant. ("Margaret Fuller: America's First Woman Journalist") 1989.
Kentucky Foundation for Women. (Research on Margaret Fuller at the American Antiquarian Society, Worcester, Massachusetts) Summer 1988.
Research Associate. ("Margaret Fuller at the *Tribune*," American Antiquarian Society, Worcester, Massachusetts. Summer 1988
NEH Summer Seminar. "Milton and the Fall into Reading" at the Johns Hopkins University. Summer 1980.

Phi Beta Kappa, Mount Holyoke College, 1969.

NAME: Adam Lee Lawson, Ph.D.

PHONE: (859) 622-1564

E-MAIL: Adam.Lawson@eku.edu

ADDRESS: Department of Psychology
127 Cammack Building
Richmond, KY 40475-3102

EDUCATION

Ph.D. Experimental Psychology, Department of Psychology, Oklahoma State University, Stillwater, OK, December, 2001.

M.S. Psychology, Department of Psychology, Oklahoma State University, Stillwater, OK, December, 1999.

B.A. Psychology, Columbia College, Columbia, MO, May, 1996.

ACADEMIC POSITIONS

Assistant Professor, Department of Psychology, Eastern Kentucky University, Richmond, Kentucky, 8/2007 – present.

Post-doctoral Fellow (emphasis: Neuroscience), Behavioral Science, University of Kentucky, Lexington, Kentucky, 12/2003 – 8/2007. Supervisors: Yang Jiang, Ph.D. & Thomas Kelly, Ph.D.

Assistant Professor, Department of Psychology, Florida Southern College, Lakeland, Florida, 9/2001– 12/2003.

Research Fellow (emphases: Learning & Memory), Oklahoma State University, Stillwater, Oklahoma, 6/1999 – 8/2001. Supervisor: Charles Abramson, Ph.D.

Research Fellow (emphases: Cognitive Neuroscience, Memory, & Psycholinguistics), Oklahoma State University, Stillwater, Oklahoma, 8/1996 – 5/1999. Supervisor: Marc E. Pratarelli, Ph.D.

TEACHING

Department of Psychology, Eastern Kentucky University

Course Prefix & Number	Title	Times Taught
PSY200	Introductory Psychology	5
PSY301	Statistical Experimental II	2
PSY311	Physiological Psychology	2
PSY317	Cognitive Psychology	1
PSY853	Biological Bases of Behavior	1

Department of Psychology, Florida Southern College

Cognitive Psychology	Fall,	2001 – Fall, 2003
Human Sexuality	Fall,	2003
Introductory Psychology		Fall, 2001 – Fall, 2003
Experimental Psychology		Spring, 2002 – Spring, 2003
Human Memory	Fall,	2002
Psychology of Learning		Fall, 2001 – Fall, 2002

Department of Psychology, Oklahoma State University

Introductory Psychology		Fall, 1999 – Spring, 2001
Fall,		1997 – Spring, 1998
Experimental Psychology Laboratory		Fall, 2000
Fall,		1996 – Spring, 1997
Psychology and Human Problems		Fall, 1998 – Spring, 1999
Evolutionary Psychology (graduate assistant)		Spring, 1999
Mind and Brain (graduate assistant)		Fall, 1998

PUBLISHED WORKS

Refereed Journal Articles

- Jiang, Y., Lianekhammy, J., Lawson, A.L., Guo, C., Lynam, D., Joseph, J.E., Gold, B.T., & Kelly, T.H. (2009). Brain responses to repeated visual experience among low and high sensation seekers: Role of boredom susceptibility. *Psychiatry Research: Neuroimaging*, *173*, 100 – 106.
- Guo, C., Lawson, A.L., Zhang, Q., & Jiang, Y. (2008). Brain potentials distinguish new and studied objects during working memory. *Human Brain Mapping*, *29*(4), 441-452.
- Lawson, A.L., Guo, C., & Jiang, Y. (2007). Age effects on brain activity during repetition priming. *Neuropsychologia*, *45*, 1223 – 1231.
- Guo, C., Lawson, A.L., & Jiang, Y. (2007). Distinct neural mechanisms for repetition effects of visual objects. *Neuroscience*, *149*(4), 747-759.
- Zhang, Q., Lawson, A.L., Guo, C., & Jiang, Y. (2006). Electrophysiological correlates of visual affective priming. *Brain Research Bulletin*, *71*, 316 – 323.
- Abramson, C. I., Fellows, G. W., Browne, B. L., Lawson, A., Ortiz, R. A. (2003). Development of an ethanol model using social insects: II. Effect of antabuse on consumatory responses and learned behavior of the honey bee (*Apis mellifera L.*). *Psychological Reports*, *92*, 365 – 378.
- Abramson, C. I., Garrido, D. J., Lawson, A. L., Browne, B. L., & Thomas, D. G. (2002). Bioelectrical potentials of *Philodendron cordatum*: A new method for investigation of behavior in plants. *Psychological Reports*, *91*, 173 – 185.
- Sauer, D. L., Abramson, C. I., & Lawson, A. L. (2002). Exploratory studies of classical conditioning of the preoral cavity in harnessed carpenter ants. *Psychological Reports*, *90*, 1037 – 1050.
- Pratarelli, M. E. & Lawson, A. (2001). Conjunctive forms and conditional inference in questions and statements. *North American Journal of Psychology*, *3*(3), 415 – 428.
- Lawson, A.L., Pratarelli, M.E., & Sprowls, D.A. (2000). Visual bimodal encoding and concreteness effects on free recall. *North American Journal of Psychology*, *2*(2), 219-232.

Other Published Works

- Lawson, A. L. & Pratarelli, M. E. (2001). Recognition of concealed information with behavioral and spectral analyses. Stillwater: Oklahoma State University. (NTIS No. ADA393410)

MANUSCRIPTS UNDER REVISION, SUBMITTED & IN PREPARATION

- Browne, B. L., Lawson, A. L., Priegel, P., & Abramson, C. I. (2008). *Effect of exposure duration and word type on false recognition*. Manuscript submitted for publication.
- Lawson, A.L., Liu, X., Jiang, Y., Joseph, J., & Kelly, T.H. (2008). *fMRI and ERP correlates of high and low sensation seekers: Implications for drug abuse prevention*. Manuscript in preparation.
- Lawson, A.L., Guo, C., & Jiang, Y. (2008). Psychophysiological age effects to prior intentional learning and working memory status. Manuscript in preparation.
- Jiang, Y., Lawson, A.L., Guo, C., Vagnini, V., Clark, J., Powell, D., & Andersen, A. (2008). *Frontal interaction between repetition effects and working memory status using fMRI*. Manuscript in preparation.
- Jiang, Y., Lawson, A.L., & Kelly, T.H. (2008). *Brain responses to emotional stimuli among high and low sensation seekers*. Manuscript in preparation.

INVITED LECTURES/ORAL PAPERS PRESENTED

Invited Lectures

- Morehead State University, Department of Psychology, September, 2006. *Brain mechanisms of memory in adult aging*.
- Oklahoma State University, Department of Psychology, March, 2001. *Examinations of concealed information using spectral EEG*.
- University of Southern Colorado, Department of Psychology, January, 2001. *Brain processes of deception*.

Oral Papers Presented

- Lawson, A. L., Guo, C, & Jiang, Y. (2004, October). *Age effects on brain activity during repetition priming and working memory*. Paper presented at the annual meeting of the Society for Neuroscience, San Diego, CA.
- Lawson, A.L. & Pratarelli, M.E. (1999, April). *Recognition of concealed information by spectral analysis*. Paper presented at the annual meeting of the Southwest Psychological Association, Albuquerque, NM.
- Browne, B.L., Lawson, A.L., & Pratarelli, M.E. (1999, April). *Meta analysis of the control question format in polygraph testing*. Paper presented at the annual meeting of the Southwest Psychological Association, Albuquerque, NM.
- Lawson, A.L. & Le, S.X. (1999, March). *Hemispheric differences in deception using spectral analysis*. Paper presented at the annual meeting of the Great Plains Students' Psychology Association, Wichita, KS.
- Le, S.X. & Lawson, A.L. (1999, March). *Psychophysiological detection of deception using spectral analysis of midline sites*. Paper presented at the annual meeting of the Great Plains Students' Psychology Association, Wichita, KS.

- Lawson, A.L., Pratarelli, M.E., Sprowls, D.A., & McMorries, E.C. (1998, April). *Bimodal encoding and concreteness effects on recall*. Paper presented at the annual meeting of the Southwest Psychological Association, New Orleans, LA.
- Lawson, A.L. & Pratarelli, M.E. (1998, March). *A review of evoked potentials in detection of deception research*. Paper presented at the annual meeting of the Great Plains Students' Psychology Association, Lincoln, NE.
- Lawson, A.L. & Pratarelli, M.E. (1997, March). *Effects of imageability and modality on recall*. Paper presented at the annual meeting of the Great Plains Students' Psychology Association, Kearney, NE.
- Lawson, A.L., Pratarelli, M.E. (1997, March). *Effects of imageability and rehearsal on recall*. Paper presented at the annual Graduate Research Student Symposium, Stillwater, OK.

POSTERS PRESENTED

- Lawson, A.L., Liu, X., Joseph, J., Kelly, T.H., Vagnini, T.L., & Jiang, Y (August, 2006). *fMRI and ERP correlates of high and low sensation seekers: Implications for drug abuse prevention*. Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Jiang, Y., Lawson, A.L., Vagnini, T. & Clark, J. (June, 2006). *Frontal Interaction between Repetition Effect and Working Memory*. Poster presented at the annual meeting of the Organization for Human Brain Mapping, Florence, Italy.
- Guo, C., Lawson, A.L., & Jiang, Y. (June, 2006). Two distinct neural mechanisms of repetition priming. Poster presented at the annual meeting of the Organization for Human Brain Mapping, Florence, Italy.
- Lawson, A.L., Guo, C., & Jiang, Y. (April, 2006). *Age effects on repetition priming revealed by brain potentials*. Poster presented at the Cognitive Aging Conference, Atlanta, Georgia.
- Jiang, Y., Vagnini, V., Clark, J., & Lawson, A. (April 2006). *Age-related changes in brain potentials associated with old/new and repetition effects*. Poster presented at the Cognitive Aging Conference, Atlanta, Georgia.
- Vagnini, V.L., Lawson, A.L., Liu, X., Lianckhammy, J., Bylica, K.E., Joseph, J., Kelly, T.H., & Jiang, Y. (2005, June). *The effect of sensation seeking on a novelty detection task: An ERP study*. Poster presented at the National Institute on Drug Abuse Satellite Meeting entitled: Translating Basic Research From Neural, Behavioral, & Social Sciences to Prevention: Challenges & Opportunities, Orlando FL.
- Joseph, J. E., Liu, X., Kelly, T. H., Jiang, Y., & Lawson, A (2005, June). *Differences in cortico-limbic brain activation in high and low sensation seekers*. Poster presented at the National Institute on Drug Abuse Satellite Meeting entitled: Translating Basic Research From Neural, Behavioral, & Social Sciences to Prevention: Challenges & Opportunities, Orlando FL.

- Lawson, A.L., Guo, C., & Jiang, Y. (2005, June). *Neural mechanisms reveal age effects in prior learning during a delayed matching task*. Poster presented at the annual meeting of the Organization for Human Brain Mapping, Toronto, Canada.
- Lawson, A. L. (2003, May). *Alpha event related desynchronization indexes deceptive processing of faces*. Poster presented at the annual meeting of the American Psychological Society, Atlanta, GA.
- Browne, B. L., Lawson, A. L., Priegel, P., & Abramson, C. I. (2002, June). *Effect of exposure duration and word type on false recognition*. Poster presented at the annual meeting of the American Psychological Society, New Orleans, LA.
- Lawson, A. L., Browne, B. L., & Pratarelli, M. E. (2000, October). *Spectral indices of concealed information: Effects of cognitive vs. general arousal*. Poster presented at the annual meeting of the Society for Psychophysiological Research, San Diego, CA.
- Lawson, A. L., Yoakum, R., & Pratarelli, M. E. (2000, April). *Psychophysiological differences in deception using midline spectral EEG*. Poster presented at the annual meeting of the Southwest Psychological Association, Dallas, TX.
- Lawson, A.L., Sprowls, D.A., & Pratarelli, M.E. (1996, October). *Unimodal and bimodal encoding of information and its effects on primacy-recency*. Poster presented at the fall meeting of the Oklahoma Psychological Association, Oklahoma City, OK.

Student Mentored Presentations

- Lindberg, K. M., Stuart, J. L., Freedman, K., Smith, P., & Lawson, A. L. (2004, March). *Effects of examiner skepticism on concealing information*. Poster presented at the Southeastern Psychological Association Annual Conference, Atlanta, GA.
- Stuart, J. L., Lindberg, K. M., Smith, P., & Lawson, A. L. (2004, March). *Indexing deception using a condition suppression technique*. Poster presented at the Southeastern Psychological Association Annual Conference, Atlanta, GA.
- Bubley, E. A., Meckley, K. M., & Lawson, A.L. (2003, April). *Can Condition Suppression Index Deception?* Poster presented at the Georgia Undergraduate Research in Psychology Conference, Kennesaw, GA.
- Meckley, K. M., Lawson, A. L., & Darby, B. (2003, April). *Can music act as a cue for later memory retrieval?* Poster presented at the Georgia Undergraduate Research in Psychology Conference, Kennesaw, GA.

GRANTS & CONTRACTS

- Lawson, A.L. (1997). *ERPs to conscious and preconscious processing: suitability for personnel screening applications and general issues testing* (DoDPI97-P-0017). Grant received by the Department of Defense Polygraph Institute on November 03, 1997. Amount of Grant: \$5,000.00. Grant duration was from February 1, 1998 to October 31, 1999.

STUDENT SUPERVISION

Fall 2008:

- Rebecca Gilbert (PSY407, 2 credit hours)
- Caitlyn Placek (PSY407, 1 credit hour)

INSTITUTIONAL SERVICE

- Faculty Research & Development Committee: Member, Fall 2008 - present
- Space Committee: Member, Fall 2008 - present
- Research Equipment Committee: Member, Fall 2007 - Spring 2008

SERVICE TO THE PROFESSION

Journal Submission Reviewer

Reviewer for the Journal of Cognitive Neuroscience, December 2003 – present.

Reviewer for the North American Journal of Psychology, July 2002 – present.

Individual Grant Proposal Reviewer

Reviewer for the Department of Defense Polygraph Institute, November 2003 – present.

PROFESSIONALLY RELATED COMMUNITY SERVICE

Psi Chi Faculty Advisor, Florida Southern College, April 2002 – December 2003.

Departmental United Way Representative, Florida Southern College, August 2001 – April 2002.

HONORS & AWARDS

Lawson, A.L. (2006). Travel award to attend the annual meeting for the American Psychological Association. Award provided by the National Institute on Drug Abuse. Amount of award: \$750.00. Conference duration was August 10 - 13, 2006.

Lawson, A.L. (2006). Travel award to attend and present research at the Cognitive Aging Conference biannual meeting. Award received by the Department of Behavioral Science on April 20, 2006. Amount of Grant: \$856.00. Conference duration was from April 20 – 23, 2006.

Lawson, A.L. (2005). Travel award to attend the fMRI workshop and present research at the annual meeting for Human Brain Mapping. Award received by the Department of Behavioral Science on March, 14, 2005. Amount of Grant: \$3,086.00. Conference duration was from June 12 – 30, 2005.

Lawson, A.L. (2004). Travel award to attend the American Psychological Association's Advanced Training Institute in Functional MRI at the MGH/HMS/MIT Athinoula A. Martinos Center for Biomedical Imaging. Award received by the American Psychological Association on April, 5, 2004. Institute duration was from May 30 – June 4, 2004.

OTHER ACTIVITIES

Professional Memberships

Society for Psychophysiological Research

Cognitive Neuroscience Society

Society for Neuroscience

American Psychological Society

World Academy of Young Scientists

Psi Chi: The National Honor Society for Psychology

Nonprofessional Service

Lead team member and coordinator for *Hope for the Homeless*, an organization that provides basic necessities to homeless individuals in the Lexington-Bluegrass region.

PROFESSIONAL REFERENCES

Yang Jiang, Ph.D.

Department of Behavioral Science

University of Kentucky

113 College of Medicine Office Bldg.

Lexington, KY 40536-0086

(859) 257-2122

Thomas Kelly, Ph.D.

Department of Behavioral Science

University of Kentucky

134 College of Medicine Office Bldg.

Lexington, KY 40536-0086

Bruce Darby, Ph.D.

Department of Psychology

Florida Southern College

111 Lake Hollingsworth Drive

Lakeland, FL 33801-5698

(863) 680-4476

Marcelo Pratarelli, Ph.D.

Department of Psychology

University of Southern Colorado

2200 Bonforte Blvd.

Pueblo, CO 81001-4901

(719) 549-2625

Rosanne Lorden Curriculum Vitae

Personal Data

Associate Professor of Psychology
127 Cammack Building
Eastern Kentucky University
Richmond, Kentucky 40475
(859- 622-1107) rosanne.lorden@eku.edu

Education

Ph.D. Experimental/Developmental Psychology, University of Georgia, 1986
Certification in Gerontology, University of Georgia, 1980
M.S. Psychology, University of Georgia, 1978
B.S. Psychology (magna cum laude), Armstrong Atlantic University, 1972

Employment

1992- present Associate Professor, Department of Psychology. Eastern Kentucky University.
1986-1991 Assistant Professor, Department of Psychology. Eastern Kentucky University.
1985-1986 Assistant Professor, Department of Psychology. University of Georgia.
(temporary appointment).
1983-1985 Joint research assistant positions at the University of Georgia with the Department of Psychology/Institute for Behavioral Research and the Cooperative Extension Service. Also part-time work for Survey Research Center.
Interviewer for 1983 Fall Georgia Poll, Survey Research Center. Promoted to supervisor.
Research Assistant, Cooperative Extension Service. Integrated Pest Management Program, Survey Evaluation Project.
1982-1983 Assistant Professor, Department of Psychology. Erskine College (part-time)
1980-1981 Clinical Psychology Technician: Veteran's Administration Hospital, Augusta, Georgia.
1979 University-wide Research Assistantship.
1978 Instructor, University of Georgia, Athens, Georgia.
1977 Teaching Assistant. University of Georgia, Athens, Georgia.
1976 University-wide Research Assistant.
1975 Research Assistant. NIH Sensation and Perception Grant.

Awards and Honors

1984 Phi Kappa Phi National Honor Society, University of Georgia
1985 Zimmer Scholar Award, Department of Psychology, University of Georgia
1978, 1979 University Fellowship, University of Georgia
1977 Psi Chi Honor Society University Fellowship, University of Georgia
1966 Charles Sand Memorial Award. University of New Hampshire

Publications

Mercer, D., Lorden, R., & Lord, J. H. (1999). Victim Impact Panels: A healing opportunity for victims of drunk driving crashes. *MADDvocate Dallas, Winter*, 8-9.
Mercer, D., Lorden, R., Upchurch, M., Lutes, A., & Lord, J. H. (1999). Drunk driving victimization: A long-term and multifaceted crisis. *MADDvocate Dallas, Winter*, 12.
Mercer, D., Lorden, R., & Falkenberg, S. (1999). Spirituality and drunk driving victimization. *MADDvocate Dallas, Winter*, 13.
Mercer, D., Lorden, R., & Morris, K. (1999). Bereavement following death and injury: More similar than different. *MADDvocate Dallas, Winter*, 14-15.

Lorden, R. (1998). *Instructor=s manual to accompany Psychological research: Methods for Discovery and validation*. Boston. McGraw- Hill.

Mercer, D., Lorden, R., & Lord, J. H. (1998). Victim Impact Panels benefit drunk driving victims too. *Driven, Fall, 22*.

Thomas, R. K., & Lorden, R. B. (1991). Numerical competence in animals: A conservative view. In S. Boysen and J. Capaldi (Eds.). *The development of numerical ability: Animal and human models*. Hillsdale, NJ: Lawrence Erlbaum.

Thomas, R. K., & Lorden, R. B. (1989). What is psychological wellbeing? Can we know if primates have it? In E. F. Segal (Ed.). *Housing, care and psychological wellbeing of captive and laboratory primates*, (pp. 12-26). Park Ridge, NJ: Noyes.

Ames, G. C. W., McClelland, J. C. & Lorden, R. (1982). *World poultry markets: Opportunities and limitations for U.S. exports*. Technical report published by Georgia World Congress Institute: Atlanta, Georgia, August.

Jaeger, T., & Lorden, R. B. (1981). Delboeuf illusions: Contour or size detector interactions? *Journal of Perceptual and Motor Skills, 46*, 341-343.

Lorden, R., Atkeson, B., & Pollack, R. H. (1979). Differences in the magnitude of the Delboeuf illusion and Usnadze effect during adulthood. *Journal of Gerontology, 34(2)*, 229-233.

Paper/Poster Presentations

Lorden, R., Sambrook, R., & Mitchell, R. (2009). Ecotourism and knowledge of sea lions: visitors vs residents. Poster accepted for presentation at annual meeting of the International Society for Anthrozoology, Oct 22, Kansas, City, Missouri.

Karbasi, A. & Lorden, R. (2007). Treatment Adherence and Psychological Issues. Poster presentation at Posters at the Capitol, April 13, Franfort, Kentucky.

Hornback, J.K. & Lorden, R. (2005). Social Stigma Disparity between Hearing Aids and Eyeglasses in the Elderly. Poster presentation at Posters at the Capitol, April 15, Franfort, Kentucky.

Lorden, R. (2004). Teaching Sensation and Perception. American Psychological Association Workshop for High School Teachers of Psychology. Richmond, Ky. September, 19 2004.

Mercer, D. L., Lorden, R. L., & Falkenberg, S. (1999). Measuring the effects of faith on traumatic grief recovery. Association for Deaf Educators and Counselors. San Antonio, Texas, March 13.

Myket, S. B., & Lorden, R. (1997). Prevalence and peer influence among middle-school students. Poster presented at Annual Meeting of Southeastern Psychological Association Meeting. Atlanta, GA. April.

Mercer, D. L., Lorden, R. L. & Falkenberg, S. (1996). Religious variables do buffer grief from victimization by a drinking driver. King=s College Conference on Spirituality and Bereavement. London, Ontario, May 14.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1995). Victim Impact Panels: Designed for Offenders, helpful for victims. American Psychological Association Conference, New York City, August 15.

Mercer, D. L., Falkenberg, S., Lorden, R. L. (1995). Mediating effects of religiousness on recovery from victimization. American Psychological Association Conference, New York City, August 12.

Mercer, D. L., Lorden, R. L., Morris, K. (1995). Life changes following drunken driving bereavement and injury. American Death Educators and Counselors Conference, Miami, April 30.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1994). Sharing their stories: What are the benefits? Who is helped? International Society for Traumatic Stress Studies Conference, Chicago, November 8.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1994). Victim Impact Panels: They make a real difference for victims! National Organization for Victim Assistance Annual Conference, San Francisco, September 14.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1994). Victim Impact Panels: A healing opportunity for drunk driving victims. American Psychological Association, Los Angeles, August 12.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1994). Victim Impact Panels: Effects on victim participants. MADD Leadership Conference, Dallas, May 12.

Mercer, D. L., Lorden, R. L., & Lord, J. H. (1993). Victim and situational characteristics facilitating and impeding post-victimization functioning. International Society for Traumatic Stress Studies Conference, San Antonio, October 27.

Harnack, A., & Lorden, R. (1992) Vygotsky's Zone of Proximal Development and Writing about the Rights of Animals. Conference on College Composition and Communication, Annual Meeting, March, Cincinnati, OH. March.

Lorden, R., & Harnack, A. (1992) Team Teaching Writing APA Research Reports. Kennesaw Conference on Teaching of Psychology. February, Marietta, GA.

Lorden, R., & Huffman, T. (1992). Patterns of Interference for Older Subjects on a Picture-Word Categorizing Task. Paper presented at Southeastern Psychological Association Annual Meeting, March, Atlanta, Georgia.

Lorden, R. (1991). Graphemic, phonemic, and semantic influences on interference in a picture naming task. Paper presented at Southeastern Psychological Association. New Orleans, Louisiana. March.

Lorden, R., & Timberlake, T. (1991). Age differences in recall and latency for a picture-word interference task. Paper presented at Southern Society for Philosophy and Psychology. Atlanta, Georgia. April.

Thomas, R. K., & Lorden, R. (1990) Likely processes used by animals in number discriminations. Paper presented at Southern Society for Philosophy and Psychology. April, Louisville, Kentucky.

Lorden, R. (1990). Young and old adult judgments of similarity and difference. Paper presented at Southeastern Psychological Association. Atlanta, Georgia. April.

Lorden, R. (1989). A lifespan look at similarity and difference judgments. Kentucky Academy of Science. Lexington, Kentucky. November.

Lorden, R., & Falkenberg, S. (1988). Coauthors of symposium entitled: Applications of cognitive psychology to the classroom. American Psychological Association. Atlanta, Georgia, August.

Lorden, R. (1988). Judgments of similarity and difference in young children. Paper presented at Southeastern Psychological Association. New Orleans, Louisiana. March.

Lorden, R. (1987) Age differences in visual temporal resolution: An assessment of peripheral mechanisms. Southeastern Psychological Association, Atlanta, Georgia. March.

Jaeger, T., and Lorden, R. (1978) The effect of varied contrast levels on the magnitude of the Delboeuf Illusion. Eastern Psychological Association, Washington, DC. April.

Lorden, R., Atkeson, B., & Pollack, R. H. (1976) Changes in illusion magnitude from young adulthood to old age. American Psychological Association, Washington, DC. September.

Funded Grants

Drunken Driving Victim Impact Panels: Victim Outcomes. National Institute for Mental Health. First year: \$142,694, September, 1991. Second year: \$117,198, September, 1992. Third year: \$81,017, September, 1993. No cost continuation, September, 1994

National Science Foundation, Kentucky EPSCOR 1987 Regional Universities Visiting Scholars Program. "A lifespan perspective on sameness-difference judgments". (\$11,021). 1987.

Eastern Kentucky University. 1992. Age changes in cognitive processing for a Stroop task. (1,989.99)

Stephanie McSpirit, Ph.D.
Professor, Sociology
Eastern Kentucky University

CONTACT INFORMATION:

223 Keith Building,
Eastern Kentucky University,
Richmond, KY 40475
Office: 859.622.3070
Email: Stephanie.McSpirit@eku.edu

EDUCATION

Ph.D., Sociology.
University at Buffalo,
State University of New York, 1994

M.A., Sociology
University at Buffalo,
State University of New York, 1989

B.A., Political Science
Public Policy and Public Administration
College at Cortland,
State University of New York, 1985

CURRENT WORK EXPERIENCE

- **Professor, Sociology:** Department of Anthropology, Sociology and Social Work, Eastern Kentucky University: *1995 to the present*. Teaching and research in the areas of statistics, research design, environment, risk and collective behavior.
- **Faculty Associate, Appalachian Center:** Eastern Kentucky University.

OTHER RELEVANT POSITIONS, APPOINTMENTS and AWARDS

- **College of Arts and Sciences Excellence in Research Award:** Area of Social and Behavioral Sciences: 2008-2009.
- **Invited Keynote Speaker. 2009.** November Conference: Anthropologists and Sociologists of Kentucky.
- **Project Coordinator/ Facilitator, Kentucky's Stream and Wetlands Conservation Plan.** Awarded contract (August 2008) to coordinate / facilitate the development of the State's stream and wetlands conservation plan.
- **Kentucky Representative, Big Sandy River Basin Coalition.** Appointed Summer 2008 to serve on inter-state coalition between Virginia, West Virginia and Kentucky in protecting the Big Sandy River.
- **Commissioner, Kentucky State Environmental Quality Commission.** Appointed February 2008 to serve on seven-member advisory panel to advise the Governor on matters related to environmental policy.
- **Director, Martin County Project: Eastern Kentucky University: 2000-on going.** Administered five federal and state grants and contracts to assist citizens and the county water district in Martin County, KY in community recovery efforts after a coal waste impoundment failure in October 2000.

PROFESSIONAL WORK HISTORY

- Professor, Eastern Kentucky University, August 2009-to present
- Associate Professor,
Eastern Kentucky University, August 2000 –May 2009
- Assistant Professor,
Eastern Kentucky University, August 1995 -2000
- Visiting Professor,
Buffalo State College, State University of New York, 1994-1995
- Lecturer,
University at Buffalo, State University of New York, 1993-1994
- Research / Teaching Assistant,
University at Buffalo, State University of New York, 1987-1993

PEER REVIEWED PUBLICATIONS

1. McSpirit, S & Reid, C. 2009. Residents' Perceptions of Tap Water and Decisions to Purchase Bottled Water: An Analysis of Survey Data from the Appalachian, Big Sandy Coal Mining Region of West Virginia. Revised and Resubmitted: *International Journal of Society and Natural Resources*, 69(2):152-163.
2. Wigginton, A., McSpirit, S., Mitchell, J. and Evans, G. 2008. Assessing the Impacts of Coal Waste on Private Wells in the Appalachian Region of the Big Sandy Watershed, Kentucky and West Virginia: An Exploratory Investigation. Accepted: *Journal of the Kentucky Academy of Sciences, Spring*.
3. McSpirit, S., Scott, S., Gill, D., Hardesty, S. and D. Sims. 2007. Risk Perceptions after a Coal Waste Impoundment Failure: A Survey Assessment. *Southern Rural Sociology*. Special Issue: Communities and Disaster. 22(1): 76-103.
4. Wigginton, A., McSpirit, S. and D. Sims. 2007. Heavy Metal Accumulation in Hot Water Tanks in a Region Experiencing Coal Waste Pollution and Comparison between Regional Water Systems. *Bulletin of Environmental Contamination and Toxicology*. 79 (4): 405-409.
5. McSpirit, S. Scott, S. Hardesty, S. and R. Welch. 2005. EPA Actions in Post Disaster Martin County, Kentucky: An Analysis of Bureaucratic Slippage. *Journal of Appalachian Studies* 11(1& 2), Special Double Issue: The Environment and Environmental Activism in Appalachia: 30-58.
6. McSpirit, S and N. McCoy. 2005. Addendum: The Commonwealth of Kentucky Releases Monies for Independent, Outside Assessment of the Martin County Watershed, May 2006. *Journal of Appalachian Studies* 11(1 &2), Special Double Issue: The Environment and Environmental Activism in Appalachia: 59-64.
7. Scott, S., McSpirit, S., Hardesty, S. and R. Welch. 2005. Post Disaster Interviews with Martin County Citizens: "Gray Clouds" of Blame and Distrust. *Journal of Appalachian Studies* 11(1 &2), Special Double Issue: The Environment and Environmental Activism in Appalachia: 7-29.
8. McSpirit, S. Scott, S. Hardesty, S. and R. Welch. 2002. Researching Issues and Building Civic Capacity after an Environmental Disaster. *Journal of Appalachian Studies* 8(1): 132-143.
9. _____. 2002. The Martin County Project: A Student, Faculty and Citizen Effort at Researching the Effects of a Technological Disaster. *Southern Rural Sociology*. 18 (2): 162-182.
10. McSpirit, S., Jones, K., Chapman, A. & Kopacz, P. 2000. Identifying Grade Inflation at an Open-Admissions Institution. *College Student Journal*. June 2000. 34.2.228-235.
11. McSpirit, S., Chapman, A., Kopacz, P., & Jones, K.. 2000. Faculty Ironies on Grade Inflation. *Journal of Instructional Psychology*. 27. 2. 104-109.
12. McKinney, M., McSpirit, S., & Pomeroy, C. 2000. Prenatal HIV Prevention Practices in a Low Seroprevalence State. *AIDS Education and Prevention: An Interdisciplinary Journal*. 12.3. 253-262: (Selected by the *National Pediatrics Association* as part of its training packet on HIV counseling and testing of pregnant women).
13. McSpirit, S., Kopacz, P., Jones, K & Chapman, A. 2000. Faculty Opinion on Grade Inflation: Contradictions about its Cause. *College and University*. 75.3. 19-24.
14. McSpirit, S., & Jones, K. 1999. Grade Inflation Rates among Different Ability Students, while Controlling for other Factors. *Educational Policy Analysis Archive (EPAA)*.

MANUSCRIPTS UNDER REVIEW/ NEAR COMPLETION

- McSpirit, S. Understanding Civic Preparedness: Through a Protective Action, Emergent Norm Framework: Survey Findings from West Virginia Coal Mining Communities. In progress for: *International Journal of Mass Emergencies and Disasters*.
- McSpirit, S., Faltraco, L. and C. Bailey. *Ecological and Community Problems and Partnerships in Appalachia and the South*. Status: Contract awarded: University Press of Kentucky: November 2004. Summer 2009 manuscript delivery anticipated.
 - *Chapter Contribution*: McCoy, N., McCoy, M., Grayson, M., Carter-North, P. and S. McSpirit. Forthcoming chapter: Martin County Coal Waste Impoundment Failure: Citizen, Student and Researcher Perspectives. In McSpirit, S., Faltraco, L. and C. Bailey. *Ecological and Community Problems and Partnerships in Appalachia and the South*. Status: Contract awarded: University Press of Kentucky: November 2004. September 2008 manuscript delivery anticipated.

MANUSCRIPTS IN PROGRESS

- Wigginton, A. and S. McSpirit. The Use of Single-Indicator Test Kits and Inter-metal Correlations to Assess Water Quality in Coal Production Areas of Appalachia, West Virginia and Kentucky. *In-Progress*.
- Scott, Shaunna and S, McSpirit. *Chapter Proposal*: “Starting to Pull Together”: Environmental Monitoring since the Martin County Coal Waste Disaster (2001-08).

REPORTS

McSpirit S. 2009. Planning Framework. Streams and Wetlands Conservation Planning Process, Kentucky. Release Date: May 2009

Banks, A., Banks, P. and S. McSpirit. 2008. The Riverkeeper Survey: A Preliminary Summary of Community Leader Views on the Kentucky River. Release Date: August 2008.

McSpirit, S., Wigginton, A. D. Sims. 2006. *Assessment of Finished Water, the Public Water System: Martin County, KY*. Release Date: October 2006.

LaSage, D., Caddell, M.J. and S. McSpirit, 2006. Chemistry in Bottom Sediment of Crum Reservoir, Martin County, Eastern Kentucky Compared to a Reference Reservoir in Central Kentucky. Release Date: October 2006.

Hansen, J. and S. McSpirit 2006. Independent Assessment of the Martin County Water District. Release Date: February 2006.

McSpirit, 2005-2006. *Mid-term, Closeout Report and Monthly Status Reports*: Memorandum of Agreement, EKV and KY EPPC. Release Date: Various, through 2005-2005.

McSpirit 2005. *Public Risk Perceptions Regarding Coal Waste Impoundments, A West Virginia Study: Mingo and Wyoming Counties*: Contract deliverable to Coal Impoundment Project, National Technology Transfer Center. Currently available online through the *Sludge Safety Project*. <http://www.sludgesafety.org>. Release Date: August 2005.

McSpirit, S, and M.Dieckmann. 2003. Response to ATSDR Petitioned Health Consultation: Martin County Coal Slurry Release. Release Date: October 2003.

McSpirit, S. 2003. Section: Campus Safety. *Campus Climate and Diversity Report*. Eastern Kentucky University. Release Date: May 2003.

McSpirit, S. 2003. Sections: Introduction and Sample Representativeness. *Campus Climate and Diversity Report*. Eastern Kentucky University. Report. Release Date: May 2003

FUNDED RESEARCH: GRANTS, CONTRACTS and SUBCONTRACTS

1. McSpirit, S. 2008. Contract: Statewide Development of Streams and Wetlands Conservation Plan. Funded Through: Kentucky Division of Water. Funding Period: August 2008- May 2009. Award Amount: \$38,000.
2. McSpirit, S. 2008. Subcontract: Survey assessment of County and other Elected Official Views of the Kentucky River. Funded through: Appalachian Studies Center, Eastern Kentucky University and KY Riverkeeper. Funding Period: March 2008- July 2008. Award Amount: \$2,000.
3. McSpirit, S. and A. Wigginton. 2006. Grant: Well-Water Study, Heavy Metal Concentrations and Correlations in Coal Slurry Impacted Areas of Martin County, KY: Citizen Training in the Use of Portable Test Kits. Funded Through: National Science Foundation, EPSCoR Program. Funding Period: June 2006 to June 2007. Award Amount: \$25,000.
4. McSpirit, S. 2005. Contract: Kentucky State Budget Appropriation to ECU of \$150,000: Monies awarded to conduct and administer independent water testing of Martin County Watershed with citizen oversight and participation in research design. Funded Through: KY Cabinet of Environmental and Public Protection. Funding Period: June 2005 to June 2006. Award Amount: \$150,000.
5. McSpirit, S. 2004. Subcontract: Survey Assessment of West Virginia Communities for Coal Impoundment Project, National Technology Transfer Center, Wheeling Jesuit University. Funded through: Continuing Congressional Resolution, Mine Safety Health Administration Funding Period: January 1-2006 to December 2006: Award Amount: \$23,000.
6. Bailey, C., McSpirit, S. and L. Faltraco. 2005. In-House Grant: Conference Proposal on Academic and Community Outreach for Environmental Problem-solving. Funded through: Auburn University. Funding Period: February 2005. Award Amount: \$12,000.
7. McSpirit, S. 2003. Sabbatical Leave Award: (Highly Ranked). Funded through: Eastern Kentucky University. Funding Period: 2004/2005 Academic Year. Award Amount: \$22,000.
8. McSpirit, S. 2003. Grant: The Martin County Project Phase II: Building Civic Capacity through Community-Based Environmental Decision-making. Funding renewal: Flex-E-Grant Program, Appalachian Regional Commission. Funding Period: June 2003- December 2003. Award Amount: \$19,000.
9. McSpirit, S. 2001. Grant: The Martin County Coal Waste Project: Researching Issues and Building Civic Capacity after an Environmental Disaster. Funded through: Flex-E-Grant Program, Appalachian Regional Commission. Funding Period: September 2001-February 2002. Award Amount: \$10,000.
10. McSpirit, S. 2000. In-House Grant: The Martin County Coal Waste Spill: Disaster and Community. Funded through: University Research Committee, Eastern Kentucky University. Funding Period: Winter 2001. Award Amount: \$2,300.
11. Carey, K., Taulbee, T., McSpirit, S. and J. Palmer. 2003. Campus Climate Survey and Diversity Report, Eastern Kentucky University. Funded through: Office of the President, Office on Diversity, Office of Student Affairs, and the Office of Institutional Research. Funding Period: April 2003-September 2003.

12. McSpirit, S. 2000. In-House Grant: Enough is Enough: Chemical Weapons and Incineration in Pine Bluff, Arkansas. *Funded through:* University Research Committee, Eastern Kentucky University. *Funding Period:* Spring through Summer 2000. *Award Amount:* \$3,200.
13. McKinney, M., Mc Spirit, S. 1997. Subcontract: Kentucky Provider Survey: HIV Counseling and Testing of Pregnant Women (Contractor) *Funded through:* Center for Disease Control. HIV/AIDS Program. Kentucky Department for Public Health. *Funding period:* October 1997 through August 1998. *Award Amount:* \$47,000.

FACULTY DEVELOPMENT AWARDS:

- McSpirit, S. 2008. Reassigned time, *Award Amount:* \$5,500. Funded through: College of Arts and Sciences/ Department of Anthropology, Sociology and Social Work. Awarded course reduction during spring 2007 to complete several publications from previous grant projects and to work on edited volume.
- McSpirit, S. 2007. Course Development, *Award Amount:* \$300. Funded through: Department of Anthropology, Sociology and Social Work: Awarded monies to purchase additional data bases (2002, 2004, 2006 General Social Surveys) for Social Statistics class.
- McSpirit, S. 2005. Cost Recovery, *Award Amount:* \$4,500. Funded through: College of Arts and Sciences/ Department of Anthropology, Sociology and Social Work, Recovery of Indirect Fees from MOA for improvements in technology (computer) infrastructure for project team.
- McSpirit, S. 2005. Internal Award, *Award Amount:* \$2,000. Funded through: College of Arts and Sciences/ Department of Anthropology, Sociology and Social Work/ Appalachian Studies Center: Supplemental funding for Spring 2005 AU Workshop. Funding Period: February 2005
- McSpirit, S. 2004. Faculty Development Award, *Award Amount:* \$200.00. Funded through: Department of Anthropology, Sociology and Social Work Funding Period: Fall 2004.
- McSpirit, S. 2004. Faculty Development Grants Award, *Award Amount:* \$300. Funded through: College of Arts and Sciences. Funding Period: Spring 2004.
- McSpirit, S. 2003. Student Technology Fee Award, *Award Amount:* \$1500. Funded through: Student Government Association. Funding Period. Spring 2003. Use: Purchase one PC work-station, Student Sociology Lounge. Note: Have worked with ITDS to secure other computers and work-stations for Student Sociology Lounge as well.
- McSpirit, S. 2003. University Research Committee Award, *Award Amount:* \$350.00. Funded through: Office of Academic Affairs. Funding Period. Spring 2003.
- McSpirit, S. 2003. Faculty Development Grants Award, *Award Amount:* \$300.00. Funded through: College of Arts and Sciences. Funding Period. Spring 2003.
- McSpirit, S. 2001. Faculty Development Grants Award, *Award Amount:* \$500.00. Funded through: Office of Academic Affairs. Funding Period. Spring 2001.
- McSpirit, S. 2000. Faculty Development Grants Award, *Award Amount:* \$500.00. Funded through: Office of Academic Affairs. Funding Period. Summer 2000.

RECENT (PAST 5 YEARS) PRESENTATIONS

SSP: Sludge Safety Project (May 2008): Presentation and Discussion of findings from well-water study of heavy metals in private wells (Kentucky and West Virginia). Charleston, West Virginia.

SETAC: Society for Environmental Toxicology and Chemistry (SETAC). (November 2007). An Exploratory Assessment of Heavy Metal Concentrations in Private Wells in the Eastern Coal Region

of the Big Sandy Watershed, Kentucky and West Virginia. Poster Presentation: Accepted for Milwaukee Conference Sessions, with: A. Wigginton and D. Sims.

SETAC: Society for Environmental Toxicology and Chemistry (SETAC). (November 2007). The Use of Single-Indicator Test Kits and Inter-metal Correlations to Assess Water Quality in Coal Production Areas of Appalachia, USA. Poster Presentation: Accepted for Milwaukee Conference Sessions, with: A. Wigginton and D. Sims.

SETAC: Society for Environmental Toxicology and Chemistry (SETAC). (November 2006). Heavy Metal Accumulation in Hot Water Tanks in a Region Experiencing Coal Waste Pollution and Comparison between Regional Water Systems. Poster Presentation: Accepted for Toronto Conference Sessions, with: A. Wigginton and D. Sims.

Water Management Council. (2006 September). Presentation on Findings from Public Water Testing Project (Memorandum of Agreement) in Martin County, KY and Discussion of Possible EPA Grant on Emergency Warning Systems/ Source Water Protection. Big Sandy Area Development District.

Rural Sociological Society. (2006 August). Paper Presented on Findings from Public Water Testing Project (Memorandum of Agreement) in Martin County, KY. Louisville, KY.

Appalachian Studies Association. (2006 April) Poster Session on Findings from Public Water Testing Project (Memorandum of Agreement) in Martin County, KY. Dayton Ohio.

Public Meeting: Mingo/ Wyoming County Risk Assessment: A Survey Report of Resident Views on Coal Impoundments and other Activities related to Coal Mining, Regulation and Enforcement (April 26, 2005). Southern West Virginia Community and Technical College, Williamson Campus, Williamson, WV. Public Meeting and Outreach, Coal Impoundment Project, National Technology Transfer Center, Wheeling Jesuit University.

State Environmental Quality Commission (February 2005). Emergency Action Planning for Coal Waste Impoundments and for other Moderate and Significant Hazard Dams for Kentucky

Proposed Survey Design: Coal Impoundment Project. (2004 November) National Technology Transfer Center, Wheeling Jesuit University, Wheeling WV.

UNIVERSITY SERVICE CONTRIBUTIONS

- Undergraduate Research Committee. 2009. Working with other faculty member to formalize and expand undergraduate research opportunities on Eastern Kentucky University's campus. Committee members appointed by the Dean of Research and Graduate Education.
- Appalachian Studies Program: 2006-to present.
- Animal Studies Ad hoc Committee. 2008- To present. Working with other faculty members to explore feasibility of an Animal Students General Education Theme, Minor or Major as part of curriculum at Eastern Kentucky University.
- Institutional Review Board. 2006-2008. Member. Task of Board: Review and approve research proposals based on ethical guidelines and content.
- Honorary Degree: Nominated, Fall Semester 2004. Mr. Mark Grayson, ECU alumni and middle school social studies teacher and former editor of *Martin County Sun* for Honorary Degree. Nomination and nominating materials reviewed and sent forward by the University Honorary Degree Committee. University conferred this highest award on Mr. Grayson during the Spring 2005 Graduation Commencement.
- College of Arts and Sciences. 2004. Special Committee on Technology. Survey Design and Development. Spring 2004. Faculty Technology Needs Assessment.

- Statistician. Summer 2004. Student Mental Health Needs Assessment. Survey Assessment. Eastern Kentucky University. Student Counseling Center. Summer 2004.
- Statistician and Report Contributor/ Writer. Spring 2003-Fall 2003. Campus-Wide Diversity Project. Survey Assessment. Office of Institutional Research. Eastern Kentucky University.
- Statistician and Report Writer. Fall 1998/Spring 1999. Campus Survey on Grade Inflation. Survey and Records Assessment. Faculty Senate. Special Committee on Grade Inflation, Eastern Kentucky University.
- Member of Graduate Faculty. Fall 2003- to present.
- Master's Committee, Fall 2003/ Spring 2004. Graduate Program in Occupational Therapy: Master's Thesis: *Comparison of Sensory Profile Scores of Children with Myelomeningocele to a National Sample of Children without Disabilities*. Provided regular statistical and research design supervision of quantitative study. Thesis Approved and Accepted by Graduate School in accord and on-time with Student's Professional Goals: May 2004.
- SPSS Workshops and Consultation. 1996-to present. Have provided SPSS training workshops for Academic Computing/ ITDS Staff and have provided other campus workshops for faculty through Academic Computing/ ITDS. Regular campus consultant (informal/ not official) from 1995- to the present on SPSS and statistical analysis: Regularly assist students and faculty across campus on their research projects, use of SPSS and statistical analyses: Though often offered, have never accepted payment for assisting members of EKU community in their research or these projects.
- Member, Committee on Grade Inflation. 1998-2000. Worked with several other faculty members to examine grading trends at Eastern Kentucky University. Wrote report on findings that resulted in much discussion and changes in grading policy by University Faculty Senate.

DEPARTMENT COMMITTEE CONTRIBUTIONS (Since Tenure 2000):

- Outside Member, Hiring Committee, Biological Sciences, Spring 2009.
- Junior Faculty Mentoring Program, Mentor, Spring 2008 – to present
- Member, Hiring Committee, Anthropology Program, Spring 2008.
- Member, Tenure and Promotion Committee, Fall 2007.
- Chair, Hiring Committee, Sociology Program, Spring 2007.
- Member, Policy Review Committee, Fall 2006.
- Member, Social Committee, 2006-2007.
- Member, Tenure and Promotion Committee. Fall 2005.
- Member, Social Committee, 2005-2006.
- Member, Foundation Professor Committee (Ad Hoc). Fall 2003.
- Chair, Tenure and Promotion Committee. Fall 2002.
- Member, Tenure and Promotion Committee. Fall 2000.

RECENT (PAST 5 YEARS) PROFESSIONAL SERVICE, 2004-2008

Advisory Council, National Science Foundation Proposed Project on TVA Spill. 2009. "Effects of Technological Disasters on Dimensions of Social Capital: A Longitudinal Study of the 2008 TVA Kingston Fossil Plant Ash Release. Natural Hazards Center: University of Boulder, Colorado.

Awards and Endowment Committee Member, 2007-2009: Rural Sociological Society. The committee decides on research awards to new Ph.D. and graduate students within the Society and organizes a silent-auction for annual meetings.

Awards and Endowment Committee Member. 2006-2007: Rural Sociological Society. The committee decides on research awards to new Ph.D. and graduate students within the Society and organizes a silent-auction for annual meetings.

Special Committee Member. January 2006: Rural Sociological Society. The special committee provided input regarding future research funding priorities for the rural development program area within the USDA National Research Initiative (NRI) competitive grants program. The task of the committee was to identify and prioritize key research themes that might be recommended as areas of emphasis for future NRI program funding.

Regular Reviewer, 2004-to present: Journal: *Society and Natural Resources*

PROFESSIONAL ASSOCIATION MEMBERSHIPS

1. Appalachian Studies Association
2. Rural Sociological Society
3. Southern Rural Sociological Society
4. International Association for Society and Natural Resources

RECENT (PAST 5 YEARS) COMMUNITY SERVICE

- August 2008 through May 2009: Working with Dr. David Brown, Biological Science and the Kentucky Division of Water and other Regulators and Stakeholders as facilitator and project coordinator of Kentucky's Streams and Wetlands Conservation Plan.
- August 2008 through fall 2008: Will be working with the Kentucky State Environmental Quality Commission in developing a State-wide assessment of Mayor's views on the state of Kentucky's Environment.
- June 2008 to present: Appointed as Kentucky Representative, Big Sandy River Basin Coalition: To serve on Inter-state coalition between Virginia, West Virginia and Kentucky in protecting and promoting the Big Sandy River.
- May 2008 to present: Consulting with citizen's group (the Sludge Safety Project) on using single-indicator test kits (arsenic, manganese and iron) to develop a citizen's based well-water monitoring program across several communities in West Virginia (Boone and Mingo County). Myself and Dr. Andrew Wigginton are currently planning a training session with citizens and SSP members for late summer/ early fall 2008.
- March 2008- to August 2008: Worked with ECU Appalachian Studies Center and Kentucky Riverkeeper in developing an assessment of community leader views of the Kentucky River. The findings/ preliminary report to be used by ECU Appalachian Studies Center and Riverkeeper to promote the river and to advocate for its status as a scenic and historic waterway.
- April 2008 to present: Appointed to the Kentucky State Environmental Quality Commission. The Commission serves as an independent body that provides advice and consultation to the Governor and other high-ranking regulatory officials on environmental regulatory policy.
- December 2006- March 2007: Consulted with citizen groups and an interim sub-Committee of the West Virginia Legislature on the prospects and feasibility of conducting a community-based independent statewide assessment of the impacts of deep-mine slurry injection methods on well water and the groundwater table in West Virginia.
- November 2006: Worked with various partners/ state and federal regulators on Big Sandy Watershed to submit an EPA Implementation Grant to develop a regional early warning and response system among water utility operators on the Big Sandy River and to develop a Source Water Protection Plan. Grant submitted to US EPA through the Big Sandy Area Development District, November 16, 2006.
- August 2006: Worked with the citizen's group, *SAVE: Supporting Appalachia's Vital Environment* and with staff at the Big Sandy Area Development District, to develop an EPA proposal to implement a CREEK Watch project at Sheldon Clark High School. Grant submitted to EPA through the Big Sandy Area Development District, August 15, 2006.

- Years 2003-2006: Worked with members of the SAVE organization and water district officials in Martin County, KY for the release of Natural Resource Damage Settlement monies for independent assessment of the public water supply/ the Martin County Water District, Water Treatment facility. In March 2005, \$150,000 was appropriated for independent testing and citizen oversight of a watershed monitoring project in Martin County Kentucky. Initiative started from earlier Martin County Project work and our set of recommendations that ensued. This project was successfully completed in August 2006 in partnership and coordination with ECU, University of Kentucky, Martin County Fiscal Court, our Citizenry Advisory Panel and Martin County Water District.
- January 2004 to present: *Emergency Action Planning for Coal Waste Impoundment Communities in Kentucky*: Our project, in collaboration with a working group of citizens, legislatures and other advocates, has been advocating emergency planning legislation for coal waste impoundments since 2004.
- September 2003 to present: Facilitated community involvement in environmental decision-making in Martin County through assisting in the organization of the concerned citizens group: SAVE – Supporting Appalachia’s Vital Environment. Citizen members of SAVE incorporated in November 2003 under the civic-capacity building component of our second-phase ARC *Flex-E-Grant* initiative. We continue to work with this environmental group on environmental issues and decision-making in Martin County.

TEACHING AREAS:

- Statistics
- Research Methods
- Community-based Field Methods
- Animals and Society
- Environmental Sociology
- Risk and Society
- Applied Sociology / Public Sociology
- Collective Behavior and Sociology Movements

RESEARCH AREAS:

- Current: Streams and Wetlands Protection/ Restoration –Social Capital Formation
- Current: GIS Integration/ Interpolation / Analysis of Spatial Data –Improved Decisions
- Watershed Management/ Management of Water Resources
- Environment, Communities and Society
- Environmental Decision-making Strategies
- Disaster Planning and Response Strategies
- Community Development and Organization
- Community-based Research and Public Sociology

Laura Newhart

Address

Department of Philosophy and Religion
268 Case Annex
Eastern Kentucky University
Richmond, Kentucky 40475
(859)622-2574
l-newhart@msn.com or Laura.Newhart@eku.edu

Education

2000	Ph.D.	Bowling Green State University	Applied Philosophy
1992	M.A.	Miami University of Ohio	Philosophy
1988	B.A.	University of Cincinnati	Philosophy

AOS 20th Century European Philosophy, Feminist Theory, Medical Ethics

AOC Ethical Theory, Social and Political Philosophy, Aesthetics

Dissertation

Postmodern Procreation: Subjectivities and Sexual Difference beyond Phallogentrism

Committee: Donald Callen, Kathleen Dixon, Sara Worley, Ellen Berry

[Dissertation Abstract](#)

Academic Appointments: Present

2006-	Eastern Kentucky University	Associate Professor
-------	-----------------------------	---------------------

Academic Appointments: Past

2001-2006	Eastern Kentucky University	Assistant Professor
1997-2001	Northern Kentucky University	Adjunct Instructor
1997-2000	University of Cincinnati, Clermont	Adjunct Assistant Professor
1996-1997	College of Mount St. Joseph	Adjunct Instructor
1996-1997	Indiana University, East	Adjunct Instructor
1995 Fall	University of Cincinnati, Main	Adjunct Instructor
1995 Fall	Xavier University	Adjunct Instructor

Graduate Assistantships and Fellowships

1992-1996 Bowling Green State University
1989-1991 Miami University of Ohio

Courses Taught

Lower Division Undergraduate

Beginning Philosophy (EKU)
Beginning Ethics (EKU)
Practical Reasoning (EKU)
Philosophy of Religion (EKU, Fall 2006)
Introduction to Women's Studies (EKU, Spring 2003)
Honors Humanities I & II (EKU)
Philosophy and Sexuality (NKU, Summer 2000, Fall 2000)
Contemporary Moral Issues (UC, Clermont, 12 times 1997-2000)
Introduction to Modern Philosophy (UC, Clermont, Summer 1999)
Ideas in Philosophy: Philosophy and Art (NKU, Fall 1999)
Introduction to Philosophy (NKU, 6 times 1999-2001)
Introduction to Logic (NKU, Spring 1998)
History of Modern and Contemporary Philosophy (NKU, 4 times 1997-1999)
Personal and Social Ethics (IUE, Summer 1997)
Critical Thinking (Mt. St. Joseph, Summer 1997, IUE, Fall 1996)
Ethics as Introduction to Philosophy (Xavier University, Fall 1995)
Introduction to Ethics (BGSU, Spring 1993)
Introduction to Philosophy (BGSU, Fall 1992)

Upper Division Undergraduate

Animal Ethics (EKU, Spring 2009)
Feminist Ethics (EKU, Fall 2007)
Philosophy of Art (EKU, Spring 2005)
Feminist Theory and Practice (EKU, Fall 2004)
Health and Biomedical Ethics (EKU, 7 times 2001-2009)
Existentialism and Postmodernism (EKU, Spring 2003)
20th Century Philosophy (EKU, Fall 2001, Fall 2008)
Health Care Ethics (NKU, 6 times 1997-2000)
Topics in Philosophy: Aesthetics (NKU, Fall 1999)
Philosophy of Women (NKU, Spring 1997)
Health Care Ethics (College of Mt. St. Joseph, Summer 1996)
Philosophy of Feminism (BGSU, Fall 1993, Fall 1994, Spring 1996)
Feminist Political Philosophy (UC, Fall 1995)
Theory of Knowledge (Xavier University, Fall 1995)
Aesthetics (BGSU, Spring 1994, Spring 1995)

Teaching Assistantships

Formal Logic (Miami University, Fall 1990, Spring & Fall 1991)
Contemporary Feminism (Miami University, Spring 1990)
Problems of Moral and Social Value (Miami University, Fall 1989)

Research Assistantships

Fall 1989-Spring 1990 Research assistant to Dr. Kelly Oliver.
Responsibilities included library research in preparation for Contemporary Feminism course and editing and proofreading Dr. Oliver's book *Reading Kristeva: Unraveling the Double Bind*.

Summer 1993 Research Assistant to Dr. Kathleen Dixon.
Responsibilities included compiling and indexing an interdisciplinary collection of feminist curricular materials to be used by instructors of Women's Studies courses.

Publications

Book review of *Identities* by Linda Martin Alcoff and Eduardo Mendieta. *Teaching Philosophy*. September, 2004.

Book review of *"Sympathy and Solidarity" and other Essays* by Sandra Lee Bartky. *Teaching Philosophy*. June 2005.

Book review of *My Sister's Keeper: A Novel* by Jodi Picoult. *Teaching Philosophy*. December, 2005.

Book review of *Mass Hysteria: Medicine, Culture, and Mothers' Bodies*. *APA Newsletter on Feminism*. Fall 2006.

Conference Presentations

"The Bonobo Mirror Project," poster displayed at Fifth Annual Earth Expeditions World Community Conference, January 2009, Cincinnati Zoo and Botanical Gardens, Cincinnati, Ohio.

"Evidence Based Practice, Autonomy, and Caring in the Occupational Therapy Professional Relationship," co-authored with Joanne Estes, presented at Breaking Boundaries, Forging Connections: Feminist Interdisciplinary Theory and Practice, April 2008, Mount Saint Vincent University, Halifax, Nova Scotia.

"The Case is the Point: Using Case Studies in Biomedical Ethics Courses," presented at American Association of Philosophy Teachers 16th Biennial Workshop-Conference on Teaching Philosophy, August 2006, Washington and Jefferson College, Washington, Pennsylvania.

"The Ethics of Pornography," presented at Come Together Kentucky Conference, April, 2006, Eastern Kentucky University, Richmond.

"Experiential Reports in the Introductory Philosophy Classroom," presented at American Association of Philosophy Teachers 15th Biennial Workshop-Conference on Teaching Philosophy, August 2004, University of Toledo, Toledo.

"The Use of Dramatic Productions in Introductory Philosophy Courses," presented at American Association of Philosophy Teachers 14th Biennial Workshop-Conference on Teaching Philosophy, August 2002, Thomas More College, Northern Kentucky.

"The Discussion Continues: A Dialogue Between Baby Boom and Generation X Feminists," a moderated panel discussion for Women's History Month, March 2002, Eastern Kentucky University, Richmond.

"Expanding the Matrix of Intelligibility: Making Gender Trouble with Madonna," presented at the American Society for Aesthetics Annual Eastern Division Meeting, March 1995, Bowling Green State University, Bowling Green.

"Cathex it or Forget It: Women, Writing, Philosophy, and Depression," presented at the Society for Women in Philosophy Eastern Division Spring Conference, March 1995, Muhlenberg College, Allentown.

"Hysteria, Chronic Fatigue Immune Deficiency Syndrome, and the Feminization of Social Space," presented at the 1994 National Women's Studies Association Conference, June 1994, Iowa State University, Ames.

Professional Service

Department-level

Chair of Promotion and Tenure Committee, Department of Philosophy and Religion, Eastern Kentucky University, 2006-2009.

Participant in Philosophy Club Debate: Should the US Permit Same Sex Marriages or Same Sex Civil Unions?," Department of Philosophy and Religion, Eastern Kentucky University, October 27, 2004.

Academic Practices Committee, Department of Philosophy and Religion, Eastern Kentucky University, 2002-2006.

Co-advisor for Student Philosophy Club, Department of Philosophy and Religion, Eastern Kentucky University, 2002-2005.

Participant in Philosophy Club Debate: "The Value of Higher Education?," Department of Philosophy and Religion, Eastern Kentucky University, October 21, 2003.

Participant in Philosophy Club Debate: "Is Love a Good Thing?," Department of Philosophy and Religion, Eastern Kentucky University, October 30, 2002.

Participant in Philosophy Club Debate: "Are Human Beings Naturally Good or Evil?," Department of Philosophy and Religion, Eastern Kentucky University, March 12, 2002.

College-level

Member of College of Arts and Sciences Research Awards Committee, Eastern Kentucky University, 2005-2007.

Member of Pre-med Committee, College of Arts and Sciences, Eastern Kentucky University, 2002-2009.

Member of Women's Studies Advisory Committee, College of Arts and Sciences, Eastern Kentucky University, 2003-2009.

Member of Teaching/Curriculum Subcommittee of the Women's Studies Advisory Committee, College of Arts and Sciences, Eastern Kentucky University, 2003-2004.

Alternate member of Sabbatical Leave Committee, College of Arts and Sciences, Eastern Kentucky University, 2002-2003.

University-level

Introduction of Dr. David Hilfiker and Ms. Patricia Wudel from Joseph's House, Washington, DC, August 31, 2006, Chatauqua Lecture Series, Eastern Kentucky University, Richmond.

Faculty Advisor for Women's Activist Group/FMLA, Eastern Kentucky University, 2004-2006

Mentor for Women Involved in Living and Learning, Eastern Kentucky University, 2002-2006.

Co-trainer for Quick Recall team, Eastern Kentucky University, 2003-2006.

Profession-level

Chair of "Freud/Kristeva: Semiotic Subversions," a panel at the International Association for Philosophy and Literature,
June 2006, Albert-Ludwig University, Freiburg, Germany.

Organized physical aspects of Kentucky Philosophical Association Meeting at Eastern Kentucky University, April 2006.

At-large Delegate to the Board of Officers of the American Association of Philosophy Teachers, 2005-2007

Member of the Lenssen Prize for Teaching Excellence in Philosophy Committee,
American Association of Philosophy Teachers, 2005-2006

Program Committee, Eastern Society for Women in Philosophy Spring Conference,
2004-2006.

Book review of *Destined for Evil?* edited by Pedrag Cicovacki, Prentice Hall Publishers,
Spring 2003.

Member of American Philosophical Association, 2002-2004.

Reviewer for *Hypatia: A Journal of Feminist Philosophy*, edited by Linda Lopez McAlister, Joanne Beil Waugh,
and Cheryl A. Hall, 1996-1998.

Community-level

"Kevin's Journey: One Year Later" presented at the Universalist Unitarian Fellowship,
October 2008, Richmond, Kentucky.

"What Happens After We Die?" presented at the Universalist Unitarian Fellowship,
November 2006, Richmond, Kentucky.

References Available Upon Request

NAME: Lynnette Noblitt

PHONE: (859) 622-4384

E-MAIL: lynette.noblitt@eku.edu

ADDRESS:

Department of Government
113 McCreary
Eastern Kentucky University
521 Lancaster Avenue
Richmond, Kentucky 40475

EDUCATION:

Juris Doctorate, The University of Michigan Law School, May, 1999.

Master of Science, Biological Chemistry, The University of Michigan Graduate School,
May, 1999.

Bachelor of Science, Molecular Biophysics & Biochemistry, Yale University, May, 1995.

ACADEMIC POSITIONS

Associate Professor, Director of Paralegal Programs, Department of Government, Eastern Kentucky University, 2005-present.

OTHER POSITIONS

Ropes & Gray, Associate in Fish & Neave Intellectual Property Group, 1996-2005.

TEACHING

Course Prefix and Number	Title	Times Taught
ASO 100	Academic Orientation	5
FOR 465	Expert Witness Testimony	4
HON 100	Honors Seminar	4
LAS 210	Introduction to Law	6
LAS 399	Paralegal Internship	13
LAS 490	Independent Study of Law	75 Credit Hours

POL 302	Science and the Liberal Arts	1
POL 765	Administrative Law	1

PUBLISHED WORKS

Refereed Journal Articles:

Lynnette Noblitt, Diane E. Vance, and Michelle DePoy Smith, "A Comparison of Case Study and Traditional Teaching Methods for Improvement of Oral Communication and Critical Thinking Skills," *Journal of College Science Teaching*, accepted for publication 2009.

Non-Refereed Journal Articles:

Lynnette Noblitt, "The Role of the Patent Law Paralegal: Are your students ready?," *Paralegal Educator*, Volume 20, No. 1, 2006, pp. 14-16.

Lynnette Noblitt, "Continuing Paralegal Education: Life-long Learning is a Professional Necessity," *Paralegal Management: The Magazine of the International Paralegal Management Association*, Vol. XXIII, No. 2, 2007, pp. 7-12.

Other published works:

Michael Hale, Lynnette Noblitt, "The First Amendment and Licensing Laws" published in *Encyclopedia of the First Amendment*, CQ Press, 2008. (Peer-reviewed.)

Michael Hale, Lynnette Noblitt, "Case Review of *Virginia v. American Booksellers Association*," In *Encyclopedia of the First Amendment*, CQ Press, 2008. (Peer-reviewed.)

Lynnette Noblitt, 2008, "Unconstitutional as Applied" In the *Encyclopedia of the Supreme Court of the United States*, by Macmillan Reference, 2008. (Peer-reviewed.)

Lynnette Noblitt, 2008, "Territories" In the *Encyclopedia of the Supreme Court of the United States* by Macmillan Reference, 2008. (Peer-reviewed.)

Lynnette Noblitt, 2008, "Government Employees" published in the *Encyclopedia of the Supreme Court of the United States* by Macmillan Reference, 2008. (Peer-reviewed.)

ORAL PAPERS PRESENTED/ INVITED LECTURES

“Improvement of Oral Communication and Critical Thinking Skills: A Comparison of Case Study and Traditional Teaching Methods” 29th Annual Conference on Critical Thinking Berkeley, California, July 2009.

“Bias on the Bench?” 80th Annual Meeting of the Southern Political Science Association, New Orleans, Louisiana, January, 2009.

“Improvement of Oral Communication and Critical Thinking Skills: A Comparison of Case Study and Traditional Teaching Methods” 28th Annual Lilly Conference on College Teaching, Miami, Ohio, November, 2008.

“Critical and Creative Thinking in the Paralegal Classroom” American Association for Paralegal Educators National Conference in Dallas, Texas, October, 2008.

“Patent Law for Chemists” University of Kentucky Chemistry Department Seminar, Lexington, Kentucky, September, 2008.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Charlotte, North Carolina, March 2008.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, New York City, New York, October, 2007.

“Managing Tough Clients and Overbearing Supervisors” Annual Greater Lexington Paralegal Association Continuing Legal Education Conference, Richmond, Kentucky, September, 2007.

“United States Trademark Law” Monthly Greater Lexington Paralegal Association Continuing Legal Education, Lexington, Kentucky, August, 2007.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Washington, DC, July, 2007.

“Copyright Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Miami, Florida, February, 2007.

“Copyright Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Philadelphia, Pennsylvania, October, 2006.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Chicago, Illinois, October, 2006.

“Unique Paralegal Course Offerings” American Association for Paralegal Educators National Conference, New Orleans, Louisiana, October 2006.

“Intellectual Property Issues and Online Courses in the Internet Age” American Association for Paralegal Educators National Conference, New Orleans, Louisiana, October, 2006.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Minneapolis, Minnesota, September, 2006.

“Patent Law for Paralegals,” “Copyright Law for Paralegals,” and “Trademark Law for Paralegals” Paralegal SuperConference, Washington, DC, July, 2006.

“Patent Law for Paralegals” and “Copyright Law for Paralegals” Paralegal SuperConference, Houston, Texas, June, 2006.

“Academic Integrity Issues” American Association for Paralegal Educators Southeast Regional Conference, Greenville, South Carolina, April, 2006.

“H.R. 2795: The Patent Reform Act of 2005: Proposed Changes and Notable Omissions” Kentucky Political Science Association Meeting, Richmond, Kentucky, March, 2006.

“Patent Law for Paralegals” and “Trademark Law for Paralegals” Paralegal SuperConference, Chicago, Illinois, February, 2006.

PROFESSIONAL MEETINGS/WORKSHOPS

Attended American Association for Paralegal Educators National Conference, New Orleans, Louisiana, October, 2005.

GRANTS & CONTRACTS

Funded Projects as PI

Federal Perkins Grant funded in the following amounts:

- 2009-10: \$51,500
- 2008-09: \$8,400, \$8,999 carry-forward for total of \$17,399
- 2007-08: \$11,700, \$1,500 carry-forward for total of \$13,200
- 2006-07: \$10,700

Science and Society Project: Critical Thinking with a Thematic Approach, request for proposal accepted by QEP Committee. Proposal funded \$49,800 for 2007-2012.

Active Student Learning Fund: Request to send paralegal students to the Kentucky Paralegal Association meeting as part of LAS 490 Independent study of Law course. Funding in the following amounts:

- Fall 2005: \$2,378
- Fall 2006: \$1,728

- Fall 2007: \$1,428
- Fall 2008: \$916
- Fall 2009: \$1,733

Proposals not funded as CoPI

Annual Strategic Budgeting Request Proposal for Interactive Civic Engagement (ICE): \$20,000 plus \$10,500 recurring funds requested 2005.

STUDENT SUPERVISION (Scholarly/Creative Activities)

Honors Thesis Mentoring:

Katrina Winkler, Indian Surrogate Pregnancy and Adoption, 2008-09
 Ashley Johnson, Domestic Violence and the Response of the Family Court System
 2007-08

Undergraduate Independent Study Students:

Diane Young	Fall 2009
J. Michelle Hoffman	Fall 2008
Jacob Gerke	Fall 2008
Laurel Hightower	Fall 2008
Ivory Hill	Fall 2008
Rebecca Hoffman	Fall 2008
Leonard Johnson	Fall 2008
Janie Lewis	Fall 2008
Angela Smith	Fall 2008
Brandi Robinson-Walker	Fall 2008
Chelsey Watkins	Fall 2008
Kimberly Gregory	Fall 2008
Clay White	Fall 2008
Bethsheba Hollon	Fall 2008
Shannon Bradbury	Spring 2008
Deborah Earle	Fall 2007
Ashley Johnson	Fall 2007
Shannon Bradbury	Fall 2007
Brittney Seals	Fall 2007
Nancy Jenkins	Fall 2007
Ivory Hill	Fall 2007
Laurel Hightower	Fall 2007
Susannah Roitman	Fall 2007
Angela Smith	Fall 2007
Janie Lewis	Fall 2007

Brittany Seals	Fall 2007
Donna Huddleston	Fall 2006
Melinda Brock	Fall 2006
Mary Campbell	Fall 2006
Sheila Miller-Cobb	Fall 2006
Christy May	Fall 2006
Ivory Hill	Fall 2006
Christy L. May	Fall 2006
Jessica Wells	Fall 2006
Ashley Neu	Fall 2006
Heather Harmon	Fall 2006
Donna Huddleston	Fall 2006
Kendra Gaines	Fall 2006
Nancy S. Davis	Fall 2006
Sara Fox	Fall 2006
Michelle Hoffman	Fall 2006
Alison E. Hash	Spring 2006
Aleia R. Bush	Fall 2005
Stacy R. Dickerson	Fall 2005
Alison E. Hash	Fall 2005
Christy L. May	Fall 2005
Ashley D. Stacy	Fall 2005
Paula L. Willoughby	Fall 2005
Nancy S. Davis	Fall 2005

INSTITUTIONAL SERVICE

University Committees:

Department of Government Faculty Senate Representative (2006-11)

Faculty Senate Executive Committee Member (2008-11)

General Education Committee, Faculty Senate Representative (2008-10)

Honors Program Advisory Board Member (2006-10)

Constitution Day Committee (Member 2005-07, Chair 2007-present)

Hearing Officer for Residency Appeal Hearings (2006-present)

Copyright Education Work Group (2008-present)

Rights and Responsibilities Committee for Faculty Senate (2006-09), (Chair

2008-09)

Model Pre-K Taskforce Member (2007-09)

Intellectual Property Committee Liaison for Jerry Pogatschnik (2005-06)

College Committees:

College of Arts & Sciences Strategic Planning Committee (2006-09)

College of Arts & Sciences Faculty Development Committee (2005-06)

Department Committees:

Department of Government Undergraduate Programs Committee (2005-present)

Department of Government Strategic Planning Committee (2005-present)

Department of Government Merit Committee (2005-07, 2008-10) (Chair, 2006-07)

Department of Government Student-Faculty Relations Committee (2005-present)

Department of Government Teaching Evaluation Committee (2008-09)

Department of Government Academic Practices Committee (2005-06)

SERVICE TO THE PROFESSION

Member, New York State Bar Association, Second Appellate Division (2000-present)

Treasurer, Ogichidaa Scholarship Foundation, Inc. (2001-present)

Hosted Conference for Greater Lexington Paralegal Association on Eastern Kentucky University Campus (September, 2007)

PROFESSIONALLY RELATED COMMUNITY SERVICE

Guest Speaker, Model Laboratory School Constitution Day (2009)

Guest Speaker, Somerset Community College (2008-09)

Host, Eastern Kentucky University High School Mock Trial Tournament (January 2008)

Member of League of Women Voters and Moderator of several candidate debates for Madison County political offices and judicial positions (2007-present)

EKU Paralegal Program representative to ECU Color of Justice and Safety Day (November 2006 and April 2008)

Judge, Kentucky Middle School Mock Trial Team (Spring 2008)

Host, Teen Court Initiation Ceremony (November 2007)

Judge, Kentucky High School Mock Trial Team (Spring 2007)

Guest Speaker, Madison County Career Day (November 2007)

Judge, Eastern Kentucky University Mock Trial Competition (Fall 2006-07)

OTHER ACTIVITIES/ACCOMPLISHMENTS

Pre-law student advisor (2008-present).

Advisor to ECU Paralegal Program students on academic and related matters (2005-present).

Curriculum Vita

ROSE M. PERRINE

Office Address:

Department of Psychology
Eastern Kentucky University
Richmond, Kentucky 40475-3108
Phone: (859) 622-2378
Fax: 859 622-5871
Email: rose.perrine@eku.edu

Home Address:

200 Dale Lane
Paint Lick, KY 40461
Phone: (859) 986-9506

Present Position

Professor, Department of Psychology, Eastern Kentucky University (1991- Present)
Coordinator General Education Assessment, Eastern Kentucky University (2006 – Present)
Coordinator General Education, Eastern Kentucky University (2007 – Present)

Education

Ph.D. Social Psychology, University of California, Santa Cruz 1990
Emphasis: Program Evaluation, Statistics, Research Methodology
Dissertation: The Emotional Consequences of Providing Social Support

M.S. Psychology, University of California, Santa Cruz 1987
Masters Thesis: Human-Computer Interaction

B.A. Psychology, California State University, Northridge 1985
Emphasis: Statistics, Research Methodology

Honors and Awards

Ψ University of California, Santa Cruz

- Teaching Assistant of the Year 1990
- Earned Distinction on all three Doctoral-level qualifying exams

Ψ California State University, Northridge

- Graduated Summa Cum laude
- Outstanding Psychology Student of the Year 1985
- Delmar C. Nicks Memorial Scholarship Award 1985
- National Dean's List 1981-1985
- Life Member Psi Chi Honor Society

Ψ Eastern Kentucky University

- Distinguished Consultant Award, SAEOPP, 1998
- Outstanding Faculty Coordinator, Cooperative Education, 2001 - 2002

- **Teaching Experience**

Ψ *Department of Psychology, Eastern Kentucky University, 1991 – Present*

- Academic Orientation for Psychology Majors
- Introduction to Psychology
- Research Methods / Statistics
- Senior Research Thesis
- Information Literacy in Psychology
- Research in Professional Psychology (Graduate)
- Social Psychology and Cultural Diversity (Graduate)
- Program Evaluation for the Social and Behavioral Sciences (Graduate)

ψ *Department of Psychology, University of California, Santa Cruz, 1988-1991*

- Introduction to Psychology
- Statistics for Psychology
- Data Analysis / Intermediate Statistics / Research Methods
- Child Development
- Beginning UNIX for the Computer-Shy / Computer Workshops

ψ *Honors Faculty, Department of Psychology, West Valley College, Saratoga, CA 1990*

- Experimental Psychology
- Research Methods with Psychophysiology Laboratory

Publications

- Williams, K. S. & Perrine, R. M. (2008). Retaining Disadvantaged Students through Leadership Development Involving Service Learning and Political Advocacy. *Opportunity Matter, 1*, 33-43.
- Perrine, R. & Spain, J. W. (2008). Impact of a pre-semester college orientation program: hidden benefits? *Journal of College Student Retention: Research, Theory & Practice, 10*(1).
- Perrine, R. & Wells, M. (2006). Labradors to Persians: Perceptions of pets in the workplace. *Anthrozoos, 19*(1), 65-78.
- Wilson, S., & Perrine, R. (Fall/Winter, 2005). We know they are smart, but have they learned anything? Strategies for assessing learning in honors. *Honors in Practice, 27-37*.
- Perrine, R. & King, A. S. (2004). Why do you want to see me? Students' reactions to a professor's request as a function of attachment and note clarity. *The Journal of Experimental Education, 73*(1), 5-20.
- Perrine, R. (2001). College stress and persistence as a function of attachment and social support. *Journal of the First Year Experience & Students in Transition, 13*(1), 7-22.

- Perrine, R. & Wilkins, S. (2001). College students' reactions to tutoring: The role of prior experience and attachment. *Journal of the First Year Experience and Students in Transition*, 13(2), 55-72.
- Wells, M. & Perrine, R. (2001). Critters in the cube farm: Perceived psychological and organizational effects of pets in the workplace. *Journal of Occupational Health Psychology*, 6(1), 81-87.
- Wells, M. & Perrine, R. (2001). Pets go to college: The influence of pets on students' perceptions of faculty and their offices. *Anthrozoos*, 14(3), 161-168.
- Perrine, R. & Heather, S. (2000). Effects of picture and even-a-penny will help appeals on anonymous donations to charity. *Psychological Reports*, 86, 551-559.
- Perrine, R. (1999). Please see me: Students' reactions to professors' request as a function of attachment and perceived support. *The Journal of Experimental Education*, 68 (1), 60-72.
- Perrine, R. (1999). Stress and college persistence as a function of attachment style. *Journal of the First Year Experience & Students in Transition*, 11, 25-38.
- Perrine, R. (1998). Students' views of characteristics of instructors' approachability. *Psychological Reports*, 82, 519-529.
- Perrine, R. & Osborn, H. (1998). Personality characteristics of dog and cat persons. *Anthrozoos*, 11 (1), 33-40. Reprinted in C. P. Flynn (Ed.), *Social Creatures: A Human and Animal Studies Reader* (2008) (pp.280-291). New York: Lantern Books.
- Perrine, R., Lisle, J. & Tucker, D. (1995). Effects of syllabus offer of help, student age, and class size on college students' willingness to seek support from faculty. *The Journal of Experimental Education*, 64 (1), 41-52.
- Perrine, R. (1995). Computer learning and feelings of control. *Eastern Kentucky University Educational Review*, 19 (1), 26-33.
- Wagner, J. & Perrine, R. (1994). Women at risk for homelessness: Comparison between housed and homeless women. *Psychological Reports*, 75, 1671-1678.
- Perrine, R. (1993). On being supportive: The emotional consequences of listening to another's distress. *The Journal of Social and Personal Relationships*, 10 (3), 371-384.

Research Activities and Professional Presentations

- Does Openness to Diversity Influence College Success? (Peer-Reviewed) Poster Presentation at the 12th Annual National Conference on Students in Transition, November, 2005, Costa Mesa, CA.
- Program Evaluation of New Student Days Orientation Program, Eastern Kentucky University. Longitudinal Study: 2002—2006. Three reports submitted to administration: One-semester retention: Spring 2003; One-year retention: Fall 2003. Two-year retention: Fall 2004
- Please See Me: Students' Reactions to Professors' Request as a function of Attachment. Poster. Kentucky Psychological Association Conference, Louisville, KY, Nov 1999.
- Stress, Social Support and College Persistence as a function of Attachment. Poster. Midwestern Psychological Association Conference, Chicago, May 1999.
- What Makes an Instructor Approachable? Poster Presentation. Kentucky Psychological Association Conference, Louisville, Oct 1996.
- Women at Risk for Homelessness: Comparison between Housed and Homeless Women. Poster Presentation. Southeastern Psychological Association Conference, New Orleans, April 1994.
- Codependency: Relationship to Adult Attachment Style, Alcohol/Drug Use, Parental Alcohol Abuse, and Childhood Abuse. Poster Presentation. Southeastern Psychological Association Conference, New Orleans, April 1994.
- Computer Learning and Students' Feelings of Control. Poster Presentation. Kentucky Psychological Association Conference, Louisville, Oct 1993.
- Santa Cruz City County Public Library: The Public Access Computer Catalog (PAC) Project. Program Evaluation conducted for the director of libraries. California, 1989

Grant Activities

- ψ Eastern Kentucky University Assessment Grant (2006; funded). \$500 for Outcome Assessment Activities (Development of Grading Rubric: Research Papers)
- ψ Paul P. Fidler Research Grant. Center for the First-Year Experience and Students in Transition. (2005; not funded) Transitions through college: Engaging citizens and promoting student success.
- ψ Eastern Kentucky University Assessment Grant (2005; funded). \$15000 for Outcome Assessment Activities (ACAT Exam) in Psychology Department.

ψ NSF Equipment Fund Grant (1994; funded) \$25,000 for a joint Economics and Psychology Statistics Laboratory

ψ Eastern Kentucky University Research Grant (1999; funded) \$522.80 for research project: Pets in the Workplace

Service

ψ *Eastern Kentucky University*

University-Level Service

- Chair: University General Education Committee
- Ex Officio Member: College of Arts & Sciences Curriculum Committee
- Founding member: Committee for Institutionalizing Undergraduate Research
- Director: Undergraduate Presentation Showcase
- University Contact Person: Posters-at-the-Capitol Undergraduate Research Conference
- Consultant: Student Support Services Research/Statistics
- Program Evaluator: Student Success Institute, Nova Program & Education Pay\$ Program
- Member: University Institutional Review Board
- Member: University Student Retention Committee
- Member: Promotion and Tenure Committee. College of Arts & Sciences
- Advisor: Undergraduate Students, Undeclared Majors
- Member: University Committee on The Hallmark of Excellence
- Member: University Search Committee Associate Provost & Dean of Graduate Education/Research
- Chair: Orientation Course Committee, College of Arts & Sciences
- Consultant: Research/Statistics PT3 Federal Grant, College of Education/A & S

Department-Level Service

- Chair: Strategic Planning Committee
- Chair: Outcome Assessment Committee
- Organizer & Member: Human Subjects Ethics Committee
- TracDat Database Specialist
- Coach: Psych Bowl Team
- Chair and Member: Graduate Admissions Committee
- Member: Graduate Curriculum Committee
- Member: Undergraduate Curriculum Committee,
- Mentor: Graduate-Student Instructors for Introductory Psychology course
- Advisor: Undergraduate Students, Psychology Majors

ψ *Community*

- Consultant: University of Kentucky Graduate Course: Preparing Future Faculty
- Consultant: Estill County School District: Program Evaluation
- Consultant/Instructor: KAEOPP: Program Evaluation Expert

ψ *Professional*

- Ad Hoc Reviewer: *The Journal of Social and Personal Relationships*
- Ad Hoc Reviewer: *The Journal of Applied Social Psychology*
- Ad Hoc Reviewer: *The Journal of Social Science and Medicine*
- Ad Hoc Reviewer: *Psi Chi Journal of Undergraduate Research*
- Ad Hoc Reviewer: *Society and Animals*
- Ad Hoc Reviewer: *Anthrozoos*
- Annual Reviewer: Southeastern Psychological Association Conference. Student Research Papers 1993-present
- Judge: Kentucky Psychological Association Conference. Student Research Posters, 1991-98

Dr. Bruce R. Pratt

Eastern Kentucky University
Department of Agriculture
(859) 622-2237
Email: Bruce.Pratt@eku.edu

Education

- Ph D** West Virginia University, Morgantown, WV, 1979.
Major: Reproductive Physiology
Supporting Areas of Emphasis: Claude Worthington Foundation Fellow
- MS** West Virginia University, Morgantown, WV, 1976.
Major: Reproductive Physiology
Supporting Areas of Emphasis: Claude Worthington Foundation Fellow
- BS** Delaware Valley College, Doylestown, PA, 1974.
Major: Animal Husbandry

Professional Positions

Academic

- Director, EKU CRAFT** (Center for Renewable and Alternative Fuel Technology),
August 2009 – Present; Eastern Kentucky University, Richmond, KY
- Chair, Department of Agriculture**, 2004 - Present
Eastern Kentucky University, Richmond, KY
- Professor of Agriculture**, 1998 - Present
Eastern Kentucky University, Richmond, KY
- Associate Professor of Agriculture** -1988 – 1998
Eastern Kentucky University, Richmond, KY
- Assistant Professor of Animal Science** – 1981-1987
University of Maine, Orono, ME
- Postdoctoral Research Associate** – 1979 – 1981
Oklahoma State University, Stillwater, OK

Development Activities Attended

Conference, KACTE Conference, KACTE, Louisville, KY. (July 6, 2009 - July 8, 2009).
Attended the annual conference for Career and Technical Education. Participated in proceedings and Ag Teacher Workshops.

Conference, International Biomass Conference, Portland, OR. (April 28, 2009 - April 30, 2009).
Attended the International Biomass Conference to update current technologies and make contacts in biomass area.

Conference, Energize Kentucky, UK, U of L, Berea College & Centre College, Lexington, KY. (April 16, 2009).
Served on a panel with other college representatives to discuss energy issues and programs at various institutions.

Conference, International Poultry Convention, Poultry Federation, Atlanta, GA. (January 28, 2009 - January 30, 2009).
Attended the International Poultry Convention. Helped coordinate student interviews with poultry companies.

TEACHING

Teaching Experience

Eastern Kentucky University

- ⊕ AGR 125, Principles of Animal Science, 1 course.
- ⊕ AGR 126, Animal Science Laboratory, 2 courses.
- ⊕ AGR 255, Companion Animal Management, 1 course.
- ⊕ AGR 770, Advanced Technical Agriculture, 1 course.

RESEARCH

Presentations Given

Pratt, B. R. (Presenter Only), Ohio River Valley Algae Symposium, "EKU CRAFT," KY Dept of Energy, Henderson, KY. (August 13, 2009).
Discussion on the scope and nature of the Center for Renewable and Alternative Fuel Technology. Funding sources, research areas and future plans.

Pratt, B. R. (Presenter Only), Earth Days Presentation, "Biofuels - Energy of the Future," EKU Earth Days Committee, Carter Building. (April 14, 2009).

Strategic Area: Agriculture, Economic Development, Environment, Science and Technology

Presented a lecture on Biofuels as part of Earth Day Activities. Approximately 30 students plus 2 staff were in attendance.

Pratt, B. R. (Presenter Only), Kansas State University - Biofuels Exploratory Program, "EKU CRAFT - Biofuels Program," Kansas State University/General Atomics, Manhattan, KY. (February 11, 2009).

Gave a presentation as to the scope and nature of the newly formed EKU CRAFT Biofuels program at EKU.

Pratt, B. R. (Presenter Only), Kentucky County Judge Executive Annual Meeting, "EKU CRAFT - Local Solutions," Kentucky County Judge Executive Annual Meeting, Lexington, KY. (February 5, 2009).

Invited Presentation on the scope of EKU CRAFT and the potential it has for local governments.

Pratt, B. R. (Presenter & Author), Board of Regents Meeting, "EKU - CRAFT," Eastern Kentucky University, Student Services Building. (January 26, 2009).

Gave an overview of EKU CRAFT and the Potential for EKU and Commonwealth of Kentucky

Contracts, Grants and Sponsored Research

Grants

Pratt, Bruce Robert (Project Director & Principle Investigator), "Cellulosic Based Algae Derived Biofuels" – Federal, \$3,636,099. (September 2009 - September 2013).

The four-year goal of the project is to complete the biomass surveys and technology development sufficiently to prove the feasibility of full-scale heterotrophic algae production of biofuels in Kentucky using locally-grown cellulosic feedstocks. This project lays the foundation for establishment of biomass and the technological infrastructure for evaluation of biomass for feedstock to be used in heterotrophic oil producing algae.

Pratt, Bruce R. (Co-Investigator), Llewellyn, Don (Principal), "The Transition to Biofuel Feedstock Production in Kentucky," Sponsored by Kentucky Ag Development Funds, State, \$220,000.00. (August 2009 - June 2011).

Strategic Area: Agriculture

Evaluation of Biomass Crops to be used as an alternative crop while transitioning for use as a biofuel crop.

Pratt, Bruce R. (Co-Investigator), "Eastern Kentucky University - Center for Renewable and Alternative Fuel Technologies (EKU-CRAFT)," Sponsored by ARC, State, \$350,000.00. (October 2009 – September 2011).

SERVICE

Eastern Kentucky University

Committee, Member, EKV Chairs Association - Member, Serve on Steering Committee
February 2004 - Present.

Committee, Member, Southern Growth Policy - Energy Forum, Member
February 20, 2009.

Strategic Area: Agriculture, Economic Development, Science and Technology
Was a member of the Organizational Committee for the Southern Growth Energy
Forum hosted by EKV.

Professional

Committee, Member, Kentucky Johne's committee
January 2008 - Present.

Committee is developing strategies for identification and control of Johne's
Disease in Cattle

Committee, Member, Kentucky Agriculture Council
February 2004 - Present.

During 2007, helped develop a strategic plan for the direction of Agriculture in
Kentucky. Meet approximately 6 times throughout the state to assist in the
development of the plan that was completed in December 2007.

Student Organization

Student Organization, Advisory - Unrelated to Dept./College, EKV Pre-Vet Club
1990 - Present.

Teaching Experience

Courses developed and instructed

Eastern Kentucky University

Fall 2006-present;

Undergraduate/introductory

Introduction to Biology Laboratory

Introduction to Biology

Human Physiology

Upper level undergraduate/graduate

Behavioral Ecology

Hormones and Behavior

Current Topics in Ecology and Evolution

(students critique current research literature)

Teaching Assistant Courses

Lehigh University

2000; 2002-2003

Introductory to Cell and Molecular Biology Laboratory 1998-

Designed and Taught Histology Laboratory

Additional Teaching Lectures

Lehigh University

Behavioral Ecology – Mate Choice Theory

Behavioral Endocrinology – Hormones and Parental Behavior

Histology – Adrenal Gland; Hearing, Touch, and Taste Senses

Pigeon Key Foundation

Coral Reef Fish – Damselfish Reproductive Behavior

Teaching Awards

2006 - Distinguished Educational Leader Award: Exceptional Classroom Performance

presented by Student Government Association of Eastern Kentucky University

- one of four awards presented among all university professors

Grants and Research Awards

Competitive Subcontract: Institutional development

NIH

Network of Biomedical Research Excellence (INBRE); PI Nigel Cooper, University of Louisville

Title: Neuropeptide Modulation of Biparental Care in a Monogamous Fish

2008-2009

Award: \$174,116

Graduate Education and Research Scholarship

Eastern Kentucky U.

Award: teaching release time in 2008 to prepare a manuscript

2007

(Declined for NIH INBRE award)

Junior Faculty Summer Salary Research Award

Eastern Kentucky U.

Title: Neuropeptide modulation of parental behavior

2006

CURRICULUM VITAE

NICK SANTANGELO

Page 3 of 8

NIH NRSA Post Doctoral Fellowship Grant
Title: Neuropeptide modulation of social behaviors
Award: \$130,972

Cornell University
2003 – 2006

Department of Neurobiology and Behavior Training Grant
(Declined for NIH award)

Cornell University
2003

Memberships and Affiliations

The Animal Behaviour Society	1997-present
The International Society for Behavioral Ecology	1998-present
The Society for Behavioral Neuroendocrinology	2001-present
New York Academy of Science	2003-present

Public Outreach

2007; 2008 - Kentucky Science and Technology Middle and High School Research Fair.
Judged student research projects; 6-8th grade organismal projects; and judged the winner of all the winners between all categories 9th-12th grade.

2007 - Lecture for San Diego High Tech High NOSCIB students
Presented a lecture on marine life and organisms to high school students competing in the National Ocean Sciences Bowl (high school students compete based on their knowledge of marine science).

2003 - Pigeon Key Foundation
Gave high school students and summer interns a hands-on approach to field research; gave lectures to high school students enrolled in the Pigeon Key Foundation Education Programs

Field Work

<u>Costa Rica</u> December 1999	Study Species: convict cichlid
------------------------------------	-----------------------------------

<u>Discovery Bay, Jamaica</u> Discovery Bay Marine Laboratory Summer 1998	Study Species: beaugregory damselfish
---	--

<u>Florida Keys</u> Pigeon Key Foundation August; November 2003 March; July 2004 March; May; July-August 2005 June 2006	Study Species: beaugregory damselfish
--	--

Veterans Memorial Park July 2007	Study Species: beaugregory damselfish
-------------------------------------	--

Invited Addresses

Fall 2009, Lehigh University

Department of Biological Sciences

“The Physiology of Fighting is Fishy: Can natural history predict the neuroendocrine mechanisms of affiliation and aggression?”

Fall 2007, University of Kentucky

Department of Biology

“Ecological and Neuroendocrinological Determinants of Reproductive Behavior in Fishes.”

Fall 2006, Eastern Kentucky University

Department of Biological Sciences

“Exploring the mechanisms of monogamy and aggression in a biparental fish.”

Spring 2006, McMaster University

Department of Psychology, Neuroscience and Behavior

“When Tempers Flare: Field studies on the neuropeptide modulation of social dynamics in a territorial damselfish.”

Spring 2006, Eastern Kentucky University

Department of Biological Sciences Seminar Series

“From Behavioral Ecology to Physiology: An integrative approach to the evolution of aggression and social dynamics.”

Spring 2006 Hawaii Institute of Marine Biology, University of Hawaii

“From Behavioral Ecology to Physiology: An integrative approach to the evolution of aggression and social dynamics.”

Spring 2006 Long Island University, C.W. Post Campus

Biology Department Seminar Series

“New insights into the modulation of behavior: Field studies in a territorial tropical damselfish.”

Spring 2006 Cornell University

Department of Animal Science, Reproduction and Endocrinology Seminar Series

“New insights into the neuropeptide modulation of aggressive behavior: Field studies in a territorial tropical damselfish.”

Spring 2003 Cornell University

Department of Neurobiology and Behavior Seminar Series

“Mate searching and the influence of competition in a monogamous biparental fish, the convict cichlid, *Archocentrus nigrofasciatum*”

Student mentoring

Undergraduate and High School (noted by *) students trained

Eastern Kentucky University

2008 – present; Chris Snyder, Audrey Wilkerson, Ibrahim Jadoon*

Project “Do experienced females provide the same care as inexperienced females?”

2008-present; Eric Cook

Project “Does female parental care change with offspring age”

2006 – 2009; Alisha Hall, Wenshan Liu

Project “ Neuropeptides effects on aggression and the dear enemy effect”

2006 – 2009; Nirmalee Ratnamalala, McNair Scholarship

Project “AVT’s influence on male parental aggression in the convict cichlid.”

2006 – 2007; Amanda Wilks (aided graduate student; Bethany Westrick)

Project “Neuropeptides and female retrieval behavior in the convict cichlid”

Cornell University

2004 – 2006; Cornell University, Christina DuRoos.

Project “AVT’s influence on single male aggression in the convict cichlid.”

Honors Thesis committees

2006, Cornell University, Ryan Wong

2008. Eastern Kentucky University, Nirmalee Ratnamalala

Graduate Students Mentored

2006 – present; Bethany Westrick

2007 – present; Heather Govert

Graduate Student Committees served on

2006 – present:

Christine Lattin

Brad McLeod

Patrick Ian Horn

Kimberly Little

Chad Soard

Patrick Lee Droppelman

Patrick Gastrin

Jeffery Jackson

Jason Courter

Mary Jane Donaldson

Louise Peppe

Keith Rutz

Presentations at Meetings (First author = presenter, underline = undergraduate author)

Talks:

CURRICULUM VITAE

NICK SANTANGELO

Page 6 of 8

Santangelo, N & N. Ratnamalala. 2008. Angry dads: Modulation of male parental aggression via the neuropeptide arginine vasotocin (AVT). International Society of Behavioral Ecology

Ratnamalala, N & N. Santangelo. 2008. Angry dads: Modulation of male parental aggression via the neuropeptide arginine vasotocin (AVT). Ronald McNair Post Baccalaureate Achievement Program. *Talk placed 2nd among Biological Sciences talks.*

Santangelo, N. 2008. Male aggression is modulated differently via the neuropeptides vasotocin and isotocin in males of a parental fish species versus a non-parental fish species. Kentucky Academy of Sciences.

Santangelo, N & A.H. Bass. 2006. New insights into neuropeptide modulation of aggression: Field studies in a territorial tropical damselfish. Kentucky Academy of Sciences.

Santangelo, N. & M. Itzkowitz. 2002. Courtship Differences Among Rejected and Selected Convict Cichlid Males. The Animal Behavior Society.

Santangelo, N. & M. Itzkowitz. 2001. How Does Mate Variation Influence Mate Searching in Female Convict Cichlid Fish? The Animal Behavior Society.

Santangelo, N. & M. Itzkowitz. 2000. Mechanisms Behind Mate Choice of Male Convict Cichlids. The Animal Behavior Society.

Santangelo, N. & M. Itzkowitz. 1999. The Male Beaugregory's Decision to Court or Defend. The Animal Behaviour Society.

Santangelo, N. & M. Itzkowitz. 1999. Mechanisms Behind Mate Choice of Female Convict Cichlids. The Animal Behaviour Society.

Posters:

Ratnamalala, Nirmalee and N. Santangelo. 2008. Angry dads: Male parental aggression as a measure of parental care and its modulation via the neuropeptide arginine vasotocin (AVT). Kentucky Posters at the Capitol.

Ratnamalala, Nirmalee and N. Santangelo. 2007. The effects of the neuropeptide arginine vasotocin (AVT) on male aggression in the monogamous convict cichlid, *Archocentrus nigrofasciatus*. Eastern Kentucky University. Kentucky Academy of Science

Santangelo, N. & A.H. Bass. 2006. Neuropeptide Modulation of Aggression: Field Studies in a Territorial Tropical Damselfish Reveal Inverted U-Shaped Dose Function for Arginine Vasotocin (AVT). Cornell University. The Society for Behavioral Neuroendocrinology.

Santangelo, N. & A.H. Bass. 2005. AVT Facilitation of Aggression in a Territorial Damselfish. Cornell University. The Society for Behavioral Neuroendocrinology.

Publications

- Gagliardi-Seeley, J., Joseph Leese, **N. Santangelo**, & M. Itzkowitz. 2009. Mate choice in female convict cichlids (*Archocentrus nigrofasciatus*) and the relationship between male size and dominance. *J. Ethology* 27:2 249-254
- Santangelo, N.** & A.H. Bass. 2006. New insights into neuropeptide modulation of aggression: Field studies in a territorial tropical damselfish. *Proceedings of the Royal Society, Series B: Biological Sciences* 273: 3085-3092. (highlighted paper on Proceedings web site).
- Santangelo, N.** & M. Itzkowitz. 2006. How does competition influence mate choice decisions for males and females in the monogamous convict cichlid fish, *Archocentrus nigrofasciatus*? *Behaviour* 143: 619-642.
- Richter, M, **N. Santangelo**, & Itzkowitz, M. 2005. Biparental division of roles in the convict cichlid fish: Influence of intruders numbers and locations. *Ethology, Ecology & Evolution* 17:1-15.
- Santangelo, N.** 2005. Courtship as communication; What are individuals saying to rejected and selected mates? *Animal Behaviour* 69: 143-149.
- Itzkowitz, M., **N. Santangelo**, A. Cleveland, A. Bockelman, & M. Richter. 2005. Is the selection of sex-typical parental roles based on an assessment process? A test in the monogamous convict cichlid fish. *Animal Behaviour* 69: 95-105.
- Santangelo, N** & M. Itzkowitz. 2004. Sex differences in the mate selection process of the monogamous, biparental convict cichlid, *Archocentrus nigrofasciatus*. *Behaviour* 141: 1041-1059.
- Itzkowitz, M., **N. Santangelo**, & M. Richter. 2003. How does a parent respond when its mate emphasizes the wrong role? A test using a monogamous fish. *Animal Behaviour* 66(5):863-869.
- Santangelo, N.**, M. Itzkowitz, M. Richter, & M.P. Haley. 2002. Resource attractiveness of the male Beaugregory damselfish and his decision to court or defend. *Behavioral Ecology* 13: 676-681.
- Itzkowitz, M, **N. Santangelo**, & M. Richter. 2001. How similar is the coordination of parental roles among different pairs? An examination of a monogamous fish. *Ethology* 108 (8): 727-738.
- Itzkowitz, M, **N. Santangelo**, & M. Richter. 2001. Parental division of labor in a monogamous fish: The shift from minimal to maximal role specialization. *Animal Behaviour*. 61(6): 1237-1245.
- Diruggiero, J, **N. Santangelo**, Z. Nackerdien, J. Ravel, F. T. Robb. 1997. Repair of

extensive ionizing-radiation DNA damage at 95 degrees C in the hyperthermophilic archaeon *Pyrococcus furiosus*. *Journal of Bacteriology*, 179 (14): 4643-4645.

CURRICULUM VITAE

STEPHEN SUMITHRAN

ADDRESS:

110 Primrose Circle
Richmond, KY 40475
Phone: (859) 626-1187

EDUCATION:

- 1997. Doctor of Philosophy in Wildlife Sciences.** Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA. *Dissertation title:* Status and Ecology of the Nilgiri tahr (*Hemitragus hylocrius*) in the Mukurthi National Park, South India.
- 1990. Wildlife Conservation and Management Training Program.** Conservation and Research Center, Smithsonian Institution, Virginia.
- 1990. Master of Science in Wildlife Sciences.** Department of Fisheries and Wildlife Resources, West Virginia University, Morgantown, WV. *Thesis title:* Small Mammal Predation on Gypsy moth (*Lymantria dispar*) larvae and pupae.
- 1987. Master of Science in Zoology.** Department of Zoology, Madras Christian College, INDIA. *Thesis title:* Studies on the Eco-biology of the Vedanthangal and Nellapattu Waterbird Sanctuaries, South India.
- 1985. Bachelor of Science in Zoology.** Department of Zoology, Madras Christian College. INDIA.

Stephen Sumithran

RELEVANT WORK EXPERIENCE

Assistant Professor – 1998 – to date. Department of Biological Sciences, Eastern Kentucky University, Richmond, KY.

- Responsible for the conduct of graduate and undergraduate courses: (a) **Conservation Biology**, (b) **Ecology and Management of Resident and Migratory Wildlife**, (c) **Ecology**, (d) **General Zoology**, (e) **Principles of Wildlife Management**, (f) **Evolution**, (g) **Upland Wildlife Management**, (h) **Conservation of Wildlife Resources**
- Designed curriculum, delivered all lectures, conducted labs, formulated and graded exams, and advised students

Lecturer - 1997-1998. Department of Wildlife, Humboldt State University, Arcata, CA.

- Responsible for the conduct of three senior level courses: (a) **Ecology and Management of Upland Habitats for Wildlife**, (b) **Conservation Biology** and, (c) **Ecology and Management of Upland Game**
- Responsible for three sections of Senior Seminar in Wildlife. Topics: (a) **Endangered Species Management**, (b) **Ecosystem Management** and, (c) **Recent Advances in Wildlife Study**.
- Designed curriculum, delivered all lectures, conducted labs with a weekend field trip, formulated and graded exams, and advised students

Graduate Teaching Assistant- Spring 1997. Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA.

- Assisted in the conduct of a three credit undergraduate course in **Wildlife Population Ecology**.
- Delivered lectures, graded exams and assignments, and advised students

Graduate Teaching Assistant- Fall 1996. Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA.

- Assisted in the conduct of a three credit undergraduate course in **Principles of Fisheries and Wildlife Management**.
- Delivered a lecture on conservation issues in India
- Graded assignments and advised students.

Course Instructor- Spring 1996. Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA.

- Responsible for a one credit course on **Introduction to Microcomputers**
- Delivered lectures and conducted lab sessions.
- Formulated, administered and graded quizzes and lab assignments.

Stephen Sumithran

Principal Investigator - September 1992 to December 1995. Indo-US Nilgiri Tahr Project c/o Nilgiri Wildlife and Environment Association, Nilgiris.

Objectives of the study were to determine:

- Status and distribution of the Nilgiri tahr within the Mukurthi National Park, S. India
- Ranging patterns and habitat use by Nilgiri tahr
- Key ecological factors that regulate tahr population
- Viability of the tahr population

The duties and responsibilities included:

- Prepared proposal and generated funding
- Planned, designed and implemented data collection
- Analyzed data
- Coordinated and communicated results to State and Central Governments and NGO's
- Prepared of interim and final reports
- Made management recommendations

Course Instructor - Fall 1991. Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA.

- Responsible for a three credit course in **Wildlife Techniques** for undergraduate seniors
- Conducted lectures and fieldwork (lab) sessions.
- Formulated, administered and graded examinations and lab assignments.

Graduate Teaching Assistant- Spring 1992. Department of Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University, Blacksburg, VA.

- Assisted in the teaching of a three credit undergraduate course in **Wildlife Ecology**.
- Assisted in delivering lectures and conducting fieldwork
- Administered and graded examinations and lab assignments.

Instructor- May-August 1991. Wildlife Conservation and Management Training Program. Conservation and Research Center, Front Royal, VA.

- Developed course curriculum for 20 students from developing countries, in wildlife conservation. Primary objective was to expose and train field personnel from developing countries to the latest techniques in ecological studies.
- Delivered lectures and conducted fieldwork in wildlife ecology, use of computers and wildlife study techniques.
- Assisted students in purchasing books and equipment to be taken back to their countries.

Graduate Teaching Assistant - August 1988 to April 1990. Department of Biology, West Virginia University, Morgantown, WV.

- Taught three sections of **Introductory General Biology** labs per semester
- Conducted laboratory sessions, graded homework assignments, and constructed and graded examinations.

Stephen Sumithran

Project Assistant- June 1987-July 1988. School of Animal Behavior, Madurai Kamaraj University, India.

- Conducted surveys to identify bat roosts, mist netting, radio tracking marked bats
- Maintained Short nosed fruit bat (*Cynopterus sphinx*) in captivity under different light regimes for circadian rhythm studies.
- Assisted fellow researchers in circadian rhythm studies on micro-chiropterans, rodents, birds and humans

Project Investigator - May 1985 to June 1986 - Studies on the Eco-biology of Vedanthangal and Nellapattu Waterbird Sanctuaries.

- Conducted inventory of waterbirds, censuses, and studies on nesting chronology.
- Conducted field experiments to compare and document paddy yields utilizing guano-enriched waters of the sanctuary versus conventional fertilizers.
- Funding for project was generated from the Range Rovers Foundation, Madras.
- Findings documented in masters thesis at Madras Christian College, Madras.

Technical Assistant - May 1986 to August 1986. Center for Research in New International Economic Order, Madras.

- Surveyed Kolli Malayalis (Tribals) to assess socio-economic status, demographics and utilization of local resources.
- Surveyed the Kolli hills to assess availability of local resources and potential
- Suggested eco-development strategy which included fruit growers' cooperatives, medicinal plant farms, pig-rearing, apiary (bee-keeping) and carpentry.
- Published findings in Indian Geographical Journal 60(2): 145-149

President - 1984-1987 PRAKRUTHI- NGO in Madras

- Launched and coordinated a major conservation effort to save the Olive Ridley sea turtles and their nests along the coast of Madras, with people's participation.
- Coordinated activities with other nature-oriented NGO's including World Wildlife Fund, Students Sea Turtle Conservation Network and Madras Crocodile Bank and the Tamil Nadu Forest Department
- Organized media campaigns to create eco-awareness among the citizens of Madras.
- Conducted eco-awareness camps for school children including handicapped students, developed curriculum for the camps and led discussions, field trips and delivered lectures.

WILDLIFE AND CONSERVATION ACTIVITIES AND RESEARCH:

1. Conducted a weeklong course on Wildlife and Forest Ecology for 20 students in the Semester In India Program organized by Gustavus Adolphus College and Concordia College, MN. October 1995.

Stephen Sumithran

2. Conducted study on the status and ecology of the Nilgiri tahr in the Nilgiris, S. India. 1992-1996
3. Session Chair at the VIth Annual meeting of the Society for Conservation Biology, VPI&SU. 1992.
4. Participated in the Wildlife Conservation and Management Training Program conducted by the Conservation and Research Center, Smithsonian Institution Virginia. June-August 1990.
5. Conducted a inventory of the Chiropteran fauna of Warren County, Virginia, study sponsored by the Friends of the National Zoo and Conservation and Research center, Front Royal. 1990-1991.
6. Conducted a study on the effects of NEMACUR on songbird populations, for Environmental Labs, Inc. at the Kennedy Space Center, Florida. 1989.
7. Collaborated with German scientists to setup study with radiotelemetry on Indian false vampire bat (*Megaderma lyra*). Madurai Kamaraj University. 1987-1988
8. Studied forest tribals in Kolli and Kal-Kadambur Hills, in relation to their conservation of wildlife. 1986.
9. Participated in workshop on 'Environmental Activities for Nongovernmental organizations at the Center for Environmental Education, Ahmedabad. 1986
10. Organized several environmental camps for School children at nature reserves in S. India under the auspices of PRAKRUTHI
11. Delivered lecture on Scrub jungle Birds, at the Wildlife Week celebrations, organized by the Madras Museum. 1986
12. Organized and participated in 'Turtle Walks' along the beaches of South Madras to locate sea-turtle nests.
13. Participated in the Sea Turtle Conservation Workshop, organized by the Central Marine Fisheries Research Institute, Madras. 1984.
14. Participated and delivered a lecture on birds at the wildlife study camp at Anamalai National Park, S. India, conducted by World Wildlife Fund (India)

Stephen Sumithran

15. Conducted avian ecological studies at the Vedanthangal and Nellapattu water bird sanctuaries, India.

PUBLISHED PAPERS, REPORTS, PRESENTATIONS, AND ABSTRACTS:

Inavovich, E., S. SUMITHRAN, R.B. Frederick. 2002. Spatially Explicit Modelling of the Allegheny Woodrat Habitat in Kentucky. Proceedings of the Southeastern Association of Fish and Wildlife Agencies.

Bauer, C. R., and S. SUMITHRAN. 2001. Effect of commercial and subsistence activities on the golden-rumped elephant-shrew, (*Rhynchocyon chrysopygus*). 8th. Annual Conference of the Wildlife Society, Reno, NV.

Ivanovich, E., S. SUMITHRAN, R.B. Frederick. 2001. Predicting habitat suitability for an endangered species. Kentucky GIS Conference, Lexington, KY

Cook, P.C., S. SUMITHRAN, and M.L. Foster . 2001. Comparative study of cranial and molecular characteristics of the eastern cottontail and Appalachian cottontail. Tennessee Academy of Science/Kentucky Academy of Science 2001 Joint Meeting, Murfreesboro, TN.

Scurlock, B. and S. SUMITHRAN. 2000. Ruffed Grouse Food Habits in Kentucky. KDFWR Annual Staff Meeting.

O'Keefe, J. and S. SUMITHRAN. 2000. Grouse Chick Survival Rates at Yatesville Lake WMA. KDFWR Annual Staff Meeting.

Ivanovich, E. and S. SUMITHRAN. 2000. A Predictive Model of Allegheny Woodrat Habitat in Kentucky Using a GIS. Annual Meeting of the Kentucky Chapter of the Wildlife Society.

Bauer, C. and S. SUMITHRAN. 2000. Ecology of the Golden Rumped Elephant-Shrew (*Rhynchocyon chrysopygus*). 86th. Annual Meeting of the Kentucky Academy of Sciences.

Scurlock, B. and S. SUMITHRAN. 2000. Ruffed Grouse Winter Diets in the Appalachian Plateau. 86th. Annual Meeting of the Kentucky Academy of Sciences.

O'Keefe, J. and S. SUMITHRAN. 2000. Use of Elevation by Ruffed Grouse at Clinch Mountain WMA, VA. 86th. Annual Meeting of the Kentucky Academy of Sciences.

Stephen Sumithran

Ivanovich, E., S. SUMITHRAN, and R.B. Frederick. 2000. A Geographical Information System Model to Predict Allegheny Woodrat Habitat in the Daniel Boone National Forest, KY. 86th. Annual Meeting of the Kentucky Academy of Sciences.

SUMITHRAN, S. and J. D. Fraser. 1997. Status and Conservation of the Nilgiri tahr, *Hemitragus hylocrius*, in the Mukurthi National Park, South India. 75th Annual Meeting of the Virginia Academy of Science, VA. Virginia Journal of Science 48(2):153. (Awarded Best Student Paper)

SUMITHRAN, S. and J. D. Fraser. 1997. Habitat Use by the Nilgiri tahr in the Nilgiris, S. India. Annual Meeting of the Society for Conservation Biology, Victoria, B. C. (Oral Presentation and Abstract)

SUMITHRAN, S. and J. D. Fraser. 1996. Status, Ecology and Conservation of the Nilgiri tahr (*Hemitragus hylocrius*) in the Mukurthi National Park, S. India. Ecological Society of America annual combined meeting, Providence, RI. Supplement to Bulletin of the Ecological Society of America. 77(Part 2):34.

SUMITHRAN, S., J. D. Fraser and R. Radcliffe. 1996. Ecology and population dynamics of the Nilgiri tahr (*Hemitragus hylocrius*) in the Nilgiris, S. India. Final Report submitted to the U.S. Fish and Wildlife Service.

SUMITHRAN, S., J. D. Fraser and R. Radcliffe. 1994. Ecology and population dynamics of the Nilgiri tahr (*Hemitragus hylocrius*) in the Nilgiris, S. India. Second Annual Report submitted to the U.S. Fish and Wildlife Service.

SUMITHRAN, S., J. D. Fraser and R. Radcliffe. 1993. Ecology and population dynamics of the Nilgiri tahr (*Hemitragus hylocrius*) in the Nilgiris, S. India. First Annual Report submitted to the U.S. Fish and Wildlife Service.

Rudran, R and S. SUMITHRAN 1992. Wildlife Conservation and Management Training Program (Poster) VIth. Annual meeting of the Society for Conservation Biology, Blacksburg, VA.

Audet, D., D. Krull, G. Marimuthu, S. SUMITHRAN, and J. B. Singh 1991. Foraging behavior of the Indian False Vampire bat (*Megaderma lyra*) (Chiroptera: Megadermatidae) Biotropica 23(1): 63-67.

SUMITHRAN, S. 1990. Studies on the Chiropteran fauna in Warren county, Virginia. Report to the National Zoological Park, Washington D.C.

SUMITHRAN, S. 1990. Small mammal predation on Gypsy moth (*Lymantria dispar*) larvae and pupae in West Virginia. Unpublished Masters thesis. West Virginia University.

Stephen Sumithran

- SUMITHRAN, S. 1989. Attitudes of the general public towards predators - A survey. West Virginia University Project Report.
- Audet, D., D. Krull, G. Marimuthu, S. SUMITHRAN, and J. B. Singh. 1988. Foraging strategies of the Indian False Vampire bat (*Megaderma lyra*). Bat Res. News 29(4) 43.
- SUMITHRAN, S. 1987. Studies on the ecobiology of the Vedanthanagal and Nellapattu water bird sanctuaries. Unpublished Masters thesis. Madras Christian College, India.
- SUMITHRAN, S. and A. Zohair. 1986. Eco-development strategy for the tribals of the Kolli hills, South India. The Indian Geographical Journal. 60(2): 145-149.
- SUMITHRAN, S. 1986. Nature: Mammals on the campus, Woodchips. Student magazine of Madras Christian College. India.
- SUMITHRAN, S. 1985. Breeding behavior of the Olive Ridley (*Lepidochelys olivacea*) on the South Madras coast. Independent Project Report.
- SUMITHRAN, S. 1984. Half a century of bird life on our campus. Centenary issue of the Madras Christian College Magazine.
- SUMITHRAN, S., M. Natrajan and T.L. Shashikala. 1982. Studies on the ecology and behavior of the White-headed Babbler (*Turdoies affinis*). Project Report, Madras Christian College.
- SUMITHRAN, S. 1981. Gecko feeding on mouse. Journal of the Bombay Natural History Society. 79 (3):691-692.
- SUMITHRAN, S. 1981. Magpie robin feeding on geckoes. Journal of the Bombay Natural History Society. 79 (3):671.
- SUMITHRAN, S. 1979. Birds of our school campus. Madras Christian College School Magazine.

RESEARCH GRANTS AND AWARDS:

1. Research Grant to study Influences of forest fragmentation on bat species richness and habitat use in Central Kentucky – Proposal funded by Institutional Research Grants, Eastern Kentucky University. 1999. - \$3,081.50
2. Research Grant to study Brood Survival and Habitat use by Ruffed Grouse in the Yatesville Lake Wildlife Management Area. 1999-2001– R.K. Mellon Foundation - \$85,000.00

Stephen Sumithran

3. Food Habits of the Ruffed Grouse – Kentucky Department of Fish and Wildlife Resources. 1999- \$609.00 (, in equipment)
4. Research Grant to study Small Mammal and Allegheny Woodrat Distribution in Kentucky – Kentucky Department of Fish and Wildlife Resources - \$7000.00
5. Small Mammal and Allegheny Woodrat Distribution in Kentucky (Year II) – Kentucky Department of Fish and Wildlife Resources - \$3500.00
6. Best Student Paper Award at the 75th Annual Meeting of the Virginia Academy of Science. Paper titled: Status and Conservation of the Nilgiri Tahr, *Hemitragus hylocrius*, in the Mukurthi National Park, South India.
7. Travel grant from the Graduate Student Assembly of Virginia Polytechnic Institute and State University, Blacksburg, to attend the Society of Conservation Biology Annual Meeting 1997. \$210
8. Research grant from the U.S. Fish and Wildlife Service to study the ecology and population dynamics of the Nilgiri tahr in the Nilgiris, S. India, 1992-1995. INR 110,000 (= \$60,000).
9. Research grant from Nilgiri tahr studbook keeper, Minnesota Zoological Park to study the ecology of the Nilgiri tahr in the Mukurthi National Park, S. India, 1992. \$1500
10. Career Development Award, Smithsonian Institution, August 1990. \$600.
11. Visiting Student Award, Smithsonian Institution, May 1990. \$550.
12. Research grant from the Friends of the National Zoo, Washington and The Conservation and Research Center, Front Royal to survey the Chiropteran fauna in and around Warren County, VA. 1990. \$1500
13. Research grant from Madurai Kamaraj University, to study circadian rhythms in the short-nosed fruit bat (*Cyanopterus sphinx*), 1987. INR 15,000.
14. Research grant from Range Rovers Foundation, to study Ecobiology of the Vedanthangal and Nellapattu Waterbird sanctuaries, June 1986. INR 400.
15. Research grant from Center for Research in New International Economic Order, to study eco-development strategy for tribals in Kolli Hills, S. India. 1986. INR 750.

Stephen Sumithran

MEMBERSHIP OF ENVIRONMENTAL GROUPS:

1. Member, PRAKRUTHI (NGO in Madras)
2. Member, Kentucky Academy of Sciences
3. Member, World Wildlife Fund (India)
4. Member, Nilgiri Wildlife and Environment Association, India

MEMBERSHIP OF HONOR SOCIETIES:

Inducted into Xi Sigma Pi, National Forestry Honorary, West Virginia Chapter 1990.

REVIEWER:

1. Member – Program Committee, Contributed paper or contributed poster Sub-committee - 9th Annual Meeting of the Wildlife Society in Bismarck, ND. 2002
2. Grant Proposal Reviewer - Scholarly Grants Program – Smithsonian Institution, Washington, D.C. 2000-2005
3. Grant Proposal Reviewer - Small Grants Program – Lincoln Zoo, Chicago, IL 1999-2001
4. Paper Reviewer - Journal of the West Virginia Academy of Science 1996-1997

LANGUAGES KNOWN:

English, Tamil, Telugu, and French

SARAH TSIANG

Associate Professor, Dept. of English & Theatre
Eastern Kentucky University
467 Case Annex, Richmond, KY 40475
Phone: (859) 622-3082, Fax: (859) 622-3156
E-mail: sarah.tsiang@eku.edu

EDUCATION

B.A. Linguistics University of Chicago, 1983.
M.A. Linguistics University of Illinois, Urbana, 1985.
Specialization: Applied Linguistics
Ph.D. Linguistics University of Illinois, Urbana, 1997.

Specialization: Sanskrit Studies.

Dissertation: The discourse functions of subordinate constructions in Classical Sanskrit narrative texts.

PROFESSIONAL WORK EXPERIENCE

Asst. Professor, Dept. of English & Theatre, EASTERN KENTUCKY UNIVERSITY, Richmond, (2001-2006).

Assoc. Professor, Dept. of English & Theatre, (2006-).

Dept. of English & Theatre:

ESL	Developmental Composition	ESL: Theory (grad)
World Literature 1, 2	Composition 1	Linguistics (grad)
Asian Literature	Grammar	History of English (grad)
Mythology		Indian Literature (grad)

Honors Program:

Legacy of Classical Languages	Mysteries of the East
The Foreigner Abroad	

Faculty advisor: World Mythology Club, International Students Organization.

Visiting Asst. Professor, Dept. of Linguistics, UNIVERSITY OF ILLINOIS, Urbana, (2000-2001).

Sanskrit I	Sanskrit II
------------	-------------

Faculty advisor: Sanskrit Club.

Visiting Professor, Faculty of Humanities, MIE UNIVERSITY, Tsu, Japan, (1997-2000).

Phonetics	English Conversation	Language in America
Language Communication	English Composition	UK & USA Today
Second Lang. Acquisition		

Faculty advisor: English Club.

Visiting Professor, Faculty of Law & Literature, SHIMANE UNIVERSITY, Matsue, Japan, (1995-1996).

Phonetics & Phonology	Second Lang. Acquisition	English Conversation
Morphology & Syntax	English as an Intl. Lang.	Western Culture

Faculty Advisor: University Scholarships.

Sessional Lecturer, Dept. of Linguistics, UNIVERSITY OF ALBERTA, Edmonton, Canada, (1991-1995).

Intro. to Ling. I & II	L1 Acquisition	Discourse Analysis (grad)
Sociolinguistics	L2 Acquisition	Experimental Psycholing. (grad)
Historical Ling.		

PROFESSIONAL PUBLICATIONS

Articles

- Tsiang, S. 2009. Straight from the horse's mouth: Animals in fiction and their linguistic ways. In Patricia Sutcliffe, Toby Griffen & Lois Stanford, eds. *LACUS 34: The 34th LACUS FORUM 2007*, Richmond, KY: LACUS.
- Shordike, Anne, Stewart, Kendra & Tsiang, Sarah. 2006. Participant perspectives on the Faculty Learning Communities experience. In Nancy Simpson & Jean Layne, eds. *Student Learning Communities, Faculty Learning Communities, & Faculty Development*. Stillwater, OK: New Forums Press, 103-20.
- Tsiang, S. 2004. New linguistic perspectives in a Post-September 11th world. In Gordon D. Fulton, William J. Sullivan & Arle Lommel, eds. *LACUS 30: The 30th LACUS Forum 2003*, Victoria, B.C., Canada: LACUS, 437-445.
- Tsiang, S. 2003. Linguistic lessons from the War on Terrorism. In Douglas W. Coleman, William J. Sullivan & Arle Lommel, eds. *LACUS 29: The 29th LACUS Forum 2002*, Houston: LACUS, 171-82.
- Tsiang-Starcevic, S. 2000. Connotation as a factor in lexical choice in media coverage of the Yugoslavian civil war. In A. Melby & A. Lommel, eds., *LACUS 26: The 26th LACUS Forum 1999*, Fullerton, CA: LACUS, 543-551.
- Tsiang-Starcevic, S. 2000. Usage patterns of non-finite verbs in Classical Sanskrit fables and stories. *Mie University Bulletin of the Faculty of Humanities and Social Sciences*, 17, 153-164.
- Tsiang-Starcevic, S. 1999. Patterns in the development and spread of the term 'ethnic cleansing'. *Philologia*, 31, 65-79.
- Tsiang-Starcevic, S. 1998. Contextual usage of special terms in media coverage of the Yugoslavian civil war. *Philologia*, 30, 35-54.
- Tsiang-Starcevic, S. 1998. Grammatical alternatives and their effect on discourse flow in Classical Sanskrit narrative texts. *Mie University Bulletin of the Faculty of Humanities and Social Sciences*, 15, 185-199.
- Stanford, L. & Tsiang-Starcevic, S. 1998. Discourse functions as a significant variable in *do*-support alternation in Shakespeare's English. In S. Embleton, ed., *LACUS 24: The 24th LACUS Forum 1997*, Chapel Hill, NC: LACUS, 326-339.
- Tsiang-Starcevic, S. & Stanford, L. 1997. The role of rhetorical factors in the usage of *do*-support in six Shakespeare plays. *Shimane University Memoirs of the Faculty of Law & Literature*, 2, 69-90.
- Stanford, L. & Tsiang-Starcevic, S. 1997. Use and diffusion of auxiliary *do* in interrogatives and negatives in Shakespeare's English. In A. Melby, ed., *LACUS 23: The 23rd LACUS Forum 1996*, Chapel Hill, NC: LACUS, 665-682.
- Tsiang-Starcevic, S. 1996. Discourse factors and temporal sequencing in Classical Sanskrit narrative texts. *Shimane University Memoirs of the Faculty of Law & Literature*, 1, 43-66.
- Tsiang, S. 1988. The discourse function of the absolutive in the *Pañcatantra*. *Studies in the Linguistic Sciences*, 18:2, 163-181.

Tsiang, S., & Watanabe, A. 1986. The *Pañcatantra* and Aesop's Fables: A comparison of rhetorical structure in classical Indian and western literature. *Studies in the Linguistic Sciences*, 17:1, 137-146.

Book Reviews

Tsiang, S. 2005. A thorough accounting of the distinguishing characteristics of American English. Book review of Gunnel Tottie: *An Introduction to American English*. *American Speech* 80:1.98-104.

Tsiang, S. 2003. Book review of Anita K. Barry: *English Grammar: Language as Human Behavior*. *Syntax in the Schools* 20:1.13-15.

Tsiang, S. 1985. Book review of Caroline MacAfee: *Varieties of English around the world: Glasgow*. *World Englishes*, 4:2.280-282.

Invited Contributions to Journals

Tsiang, Sarah. 2009. Preface. *LACUS Forum XXXIV: Speech and Beyond*. Houston, TX: LACUS. Pp. xi-xiii.

Tsiang-Furrier, Sarah. 2007. Two submissions to Tribute to Ladislav Zgusta. *Dictionaries* 28. Pp. 170-1, 173.

Online

Muroga-Mura and the Muroga Family. Los Angeles: Makai Media, March 15, 2006.
< <http://www.makaimedia.com/muroga/>>.

PROFESSIONAL CONFERENCES

Animals in translation: Animals in transition. *Kentucky Philological Association Annual Conference*. University of Louisville. Louisville, KY, March 7, 2008.

Straight from the horse's mouth: Animals in fiction and their linguistic ways. *The 34th LACUS Forum*. Eastern Kentucky University. Richmond, KY, July 25, 2007.

Larry McMurtry's horses: Steed characterization. *Kentucky Philological Association Annual Conference*. Pine Mountain State Resort Park. Pineville, KY, March 2, 2007.

Who are the players when all the world's a stage. *Kentucky Philological Association Annual Conference*. Western Kentucky University, Bowling Green, KY, March 2006.

Don Quixote's windmills as a window on popular culture. *Commemorative Conference on Cervantes' Don Quixote*. University of Texas, San Antonio, TX, November 2005.

Recycling war material: Bases for lexical repetition in the language of war. *The 32nd LACUS Forum*. Dartmouth College, New Haven, CN, 2005.

Linguistic views of Mt. Everest: Assigning the blame for the 1996 Expedition disaster. *Kentucky Philological Association Annual Conference*. Northern Kentucky University, Highland Heights, KY, 2005.

Discourse foundations of the dreamworld in Kazuo Ishiguro's *The Unconsoled*. *Kentucky Philological Association Annual Conference*. Morehead State University, Morehead, KY, 2004.

The rhetorical potential of verbs for perspective-switching in Sanskrit fable and story literature. *The 31st LACUS Forum*, University of Illinois, Chicago, IL, 2004.

Developing an empathetic response to non-standard English. *The Second Annual Symposium on Educator Dispositions*. Eastern Kentucky University, Richmond, KY, 2003.

- New linguistic perspectives in a post-September 11th world. *The 30th LACUS Forum*, University of Victoria, Victoria, Canada, July 2003.
- Reflections on the Faculty Learning Community experience. With Anne Shordike & Kendra Stewart. *The 23rd Annual Lilly Conference on College Teaching*. Miami University, Oxford, OH, 2003.
- Dealing with dialect at Eastern Kentucky University. *Kentucky Philological Association Annual Conference*. Kentucky State University, Frankfort, KY, March 2003.
- Linguistic lessons from the War on Terrorism. *The 29th LACUS Forum*, University of Toledo, Toledo, OH, 2002.
- Ascertaining discourse motivations for grammatical choices. *The 27th LACUS Forum*, University of Quebec, Montreal, Canada, 2001.
- Connotation as a factor in lexical choice in media coverage of the Yugoslavian civil war. *The 26th LACUS Forum*, University of Alberta, Edmonton, Alberta, 1999.
- Rhetorical aspects of media coverage of the Yugoslavian civil war. *Committee on Institutional Cooperation Annual Fellows Conference*, Indiana University & Purdue University, Indianapolis, IN, 1998.
- Discourse functions as a significant variable in *do*-support alternation in Shakespeare's English. Joint research presented by L. Stanford. *The 24th LACUS Forum*, York University, Toronto, Canada, 1997.
- The influence of rhetorical factors on *do*-usage in Shakespearean drama. Joint research presented by L. Stanford. *Alberta Conference on Language (ACOL)*, Banff, Alberta, Canada, 1996.
- Use and diffusion of auxiliary *do* in interrogatives and negatives in Shakespeare's English. Joint research presented by L. Stanford. *The 23rd LACUS Forum*, Brigham Young University, Provo, UT, 1996.
- Factors associated with *aux-do* development in Shakespearean English. Joint research presented by L. Stanford. *Alberta Conference on Language (ACOL)*, Banff, Alberta, Canada, 1995.
- The role of literacy in the Vedic tradition: A look at the evidence. *Alberta Conference on Language (ACOL)*, Banff, Alberta, Canada, 1993.
- Finite vs. non-finite subordination in Classical Sanskrit narrative texts. *South Asian Languages Analysis Roundtable (SALA) XIII*, University of Illinois, Urbana, IL, 1991.
- Clear descriptions of complex designs: The language of strategies in the *Vetalapañcavimsati*. *South Asian Languages Analysis Roundtable (SALA) XI*, University of Wisconsin, Madison, WI, 1989.
- The Sanskrit revival movement: Its purpose and potential. *Committee on Institutional Cooperation Annual Fellows Conference*, Purdue University, West Lafayette, IN, 1988.
- The discourse function of the absolutive in the Pañcatantra. *South Asian Languages Analysis Roundtable (SALA) X*, University of Washington, Seattle, WA, 1988.
- The perception of Sanskrit in modern India. *South Asian Languages Analysis Roundtable*

(SALA) IX, Cornell University & Syracuse University, Ithaca, NY, 1987.

Western standards for non-western nations: The case of English abroad. *Committee on Institutional Cooperation Annual Fellows Conference*, Michigan State University, East Lansing, MI, 1986.

The *Pañcatantra* and Aesop's Fables: A comparison of rhetorical structure in classical Indian and western literature. Joint research presented with A. Watanabe. *South Asian Languages Analysis Roundtable (SALA) XIII*, University of Illinois, Urbana, IL, 1986.

PROFESSIONAL PRESENTATIONS

From Roman times to Times New Roman: Linguistic issues in the computer age. *Forum on New Developments*, Eastern Kentucky University, Richmond, KY, 2002.

From my old home to *My Old Kentucky Home*: Reflections on Japanese and Kentucky culture. *Lectures in Honor of Dr. Kinya Kobuchi on his 60th Birthday*. Ichishi, Japan, 2002.

It's not easy when they don't speak your language: An American in Japan. *Foreign Language Club*, Eastern Kentucky University, Richmond, KY, 2002.

Lives of wives of Buddhist monks. *Sanskrit Club*, University of Illinois, Urbana, IL, 2001.

Like a western woman in a sari: Reflections on my experiences in India. *Sanskrit Club*, University of Illinois, Urbana, IL, 2001.

The rhetoric of war: Development and usage of the term 'ethnic cleansing'. *English Dept. Lecture Series*, Nagoya Gakuin University, Nagoya, Japan, 2000.

The historical development of expressions related to particular wars. *Historical Linguistics Club*, University of Illinois, Urbana, IL, 2000.

How discourse factors can explain preferences among grammatical alternatives: Examples from Sanskrit literature. *English Dept. Lecture Series*, Nagoya Gakuin University, Nagoya, Japan, 1998.

The rhetorical potential of grammatical constructions. *Philologia Lecture Series*, Mie University, Tsu, Japan, 1997.

English in Japan: The good, the bad, and the ugly. *Faculty of Education Seminar Series*, Shimane University, Matsue, Japan, 1996.

Aux-do development in Shakespearean drama. Joint research presented by L. Stanford. *Research Initiatives Poster Session*, University of Alberta, Edmonton, Alberta, 1996.

The discourse functions of subordinate constructions in Classical Sanskrit narrative texts. *Department of Linguistics Colloquium*, University of Alberta, Edmonton, Alberta, Canada, 1991.

In search of Sanskrit scholars: My fieldwork in India 1986-1987. *Linguistics Department Seminar Series*, University of Illinois, Urbana, IL, 1987.

World Englishes: Characteristics and implications. *Linguistics Colloquium*, University of Illinois, Urbana, IL, 1986.

POPULAR PUBLICATIONS

Articles

Tsiang, Sarah. 2009. One club, three barrels, four champions. *Horse Resource*, February, 2:2.54-57.

Tsiang, Sarah. 2009. Cowboy Mounted Shooting: More barrels, more fun. *Horse Resource*, July, 2:7.26-27.

On-line

The Madison County Quarter Horse Association <<http://www.mcqha.com>>

2009

Speaking of horses ... <<http://www.mcqha.com/index.htm>>

2009 Babies <http://www.mcqha.com/html/Archive/Feature%20Articles/06_09%20Babies%202009.htm>

Cowgirls rule at Kentucky Junior Rodeo

<http://www.mcqha.com/html/Archive/Feature%20Articles/04_09%20Junior%20Rodeo.htm>

Happy St. Patrick's Day

<http://www.mcqha.com/html/Archive/Feature%20Articles/03_09%20St%20Patricks%20Day.htm>

Valentine's Day feature <http://www.mcqha.com/html/Archive/Feature%20Articles/02_09%20valentines.htm>

MCQHA 2008 Year in review

<http://www.mcqha.com/html/Archive/Feature%20Articles/01_09%20year%20review.htm>

2008

Special photo feature <http://www.mcqha.com/html/Archive/Feature%20Articles/12_08%20Funny.htm>

One club, three barrels, four champions

<http://www.mcqha.com/html/Archive/Feature%20Articles/11_08%20one%20club.htm>

Trial riding and more in Missouri <http://www.mcqha.com/html/Archive/Feature%20Articles/10_08_CCTR.htm>

William Ball & Will Bingham: Kentucky Futurity

<http://www.mcqha.com/html/Archive/Feature%20Articles/09_08%20ballBingham.htm>

Cowboy Mounted Shooting: Blast from the past

<http://www.mcqha.com/html/Archive/Feature%20Articles/08_08_MountedShooting.htm>

HONORS & AWARDS

Finalist. May 15, 2008. American Quarter Horse Association Team Wrangler Fix My Horse Essay Contest.

Faculty Development Grant. 2005. Granted by Eastern Kentucky University for expenses at the *Commemorative Conference on Cervantes' Don Quixote*, University of Texas, San Antonio.

Faculty Development Grant. 2003. Granted by Eastern Kentucky University for expenses associated with being an exchange teacher at the Liaoning Institute of Technology, Jinzhou, China. (deferred)

Grant to participate in a Diversity Learning Community. 2002. Granted by the Teaching & Learning Center, Eastern Kentucky University.

RESEARCH AREAS

- Sanskrit
- Discourse analysis
- Sociolinguistics
- Horses in culture, horses in language and literature, the animal in literature

LANGUAGE PROFICIENCY

English	Native
Sanskrit	Good
German	Fair

Japanese	Communicative
Serbian/Croatian	Communicative
Chinese	Communicative
French, Spanish	Reading

PROFESSION-RELATED COMMUNITY SERVICE

Madison County Quarter Horse Association, Richmond, KY. Secretary, 2006, 2007. Publicity Secretary, 2008-present. Creator of and writer for webpage: www.mcqha.com.

St. Panagia Greek Orthodox Church, Lexington, KY. Oratorical Festival Chair, 2006-2008. Editing church history for its 60th anniversary celebration.

Kobuchi Hospital, Ichishi, Japan, 1998-2000. Gave twice-monthly lectures on American and foreign cultures as an educational program for long-term patients.

REFERENCES

Professor Hans Henrich Hock, Dept. of Linguistics, University of Illinois

4088 FLB, Urbana, IL 61801

Phone: (217) 333-0357; Fax: (217) 333-3466; E-mail: hhhock@uiuc.edu

Professor Seiki Ayano, Dept. of English, Mie University

1515 Kamihhamacho, Tsu, Mie, Japan 514-001

E-mail: ayano@human.mie-uac.jp

Professor James Kenkel, Dept. of English & Theatre, Eastern Kentucky University

467 Case Annex, Richmond, KY 40475

Phone: (859) 622-3177; Fax: (859) 622-3156; E-mail: jim.kenkel@eku.edu

Professor Deborah Core, Dept. of English & Theatre, Eastern Kentucky University

467 Case Annex, Richmond, KY 40475

Phone: (859) 622-2098; Fax: (859) 622-3156; E-mail: deborah.core@eku.edu



September 22, 2009

TO WHOM IT MAY CONCERN:

During the last six months, I have had the privilege of discussing the proposed Animal Studies course at Eastern Kentucky University with my colleague and friend, Professor Robert Mitchell. Bob and I worked together on an "Animal Minds" conference at the University of Toronto in the summer of 2008; and since then, I have been fortunate to hear of his plans for an Animal Studies major at ECU. I have also read the complete proposal for the major with enthusiasm and admiration.

Animal Studies is a burgeoning field, one that attracts many students. Thus far, no university has offered an Animal Studies major, although many provide one or two courses in the area. I have taught "Animals in Literature" class here at the University of Wisconsin, Whitewater several times as a special topics course, and it has always drawn a full classroom. Professor Mitchell has had the foresight to propose the first major in the field, and I have no doubt that it will be recognized as an important and pivotal contribution to Animal Studies and to ECU.

One of the great strengths of such a program, in my opinion, is its interdisciplinarity. Although "interdisciplinarity" is often cited as a desirable goal, few people realize the intellectual challenges it poses. It requires openness to a breadth of methodologies and perspectives that enhance critical thinking and regularly place one outside of his or her "comfort zone." This is precisely the kind of intellectual experience that excites students. And I think that Professor Mitchell is especially adept at bringing together people from all points of view. I have no doubt that the new major will provide a high quality experience for students, one that will be an asset in the job market after they graduate.

A handwritten signature in cursive script that reads 'Julie A. Smith'.

Julie A. Smith
Associate Professor
Department of Languages and Literatures
University of Wisconsin, Whitewater



PSYC 168



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Career Services
Division of Student Affairs
career@eku.edu
www.career.eku.edu

SSB Room 463, SSB CPO 62
521 Lancaster Avenue
Richmond, KY 40475-3162
859.622.1568 – Fax: 859.622.1570

September 28, 2009

RE: ANIMAL STUDIES PROGRAM SUPPORT

This letter is in support of the Bachelor of Science in Animal Studies program being proposed by the Psychology Department and taught in conjunction with the departments of Agriculture; Anthropology, Sociology, & Social Work; Biology; English; Government; and Philosophy & Religion at Eastern Kentucky University.

The mission of EKU Career Services is to provide guidance and resources to a diverse student population, enabling them to achieve their career-related goals. In doing so, our office encourages students to follow their passions and set their goals high when considering their career options. We work directly with students in helping them with their career decisions, developing the tools necessary to compete in the job market, assisting with the graduate school process, helping them connect with potential employers, and ultimately finding a job.

In working with students making career decisions, I have personally talked with individuals who have a passion for working with and/or studying about animals. Other than Wildlife Management or Agriculture, we have never had an option for these students to pursue. So, I do think that many students would be very attracted to the degree just based on their areas of interest.

In terms of job opportunities for graduates of this degree program, like many of our liberal arts programs, we would work with the students individually to see how they can best apply their skill set in the work world. In our research of jobs currently posted that relate to animal studies, a majority of the positions are science-based. Students interested in pursuing these opportunities could easily be advised to take courses in their major requirements, general education requirements and free electives that would prepare them for these careers. Students not interested in science-based careers can apply their interdisciplinary skills in career fields such as county extension, marketing, sales, public relations, retail management, journalism, entrepreneurship, non-profit administration in **industries** related to animal care, products, husbandry, agribusiness, professional organizations, tourism, pharmaceuticals, research and governmental agencies. There are also occupations directly related to animal studies that are projected to experience increased hiring in Kentucky based on projections by the U.S. Department of Labor.



Occupation	Projected growth In KY 2006 – 2016	Projected growth in U.S. 2006 – 2016
Animal Breeders	+29%	+4%
Animal Control Workers	+12%	+12%
Animal Trainers	+23%	+23%
Nonfarm Animal Caretakers	+26%	+18%
Veterinary Assistants & Laboratory Animal Caretakers	+17%	+16%
Conservation Scientists	+19%	+5%

In addition, the degree would obviously be an excellent preparation for students considering graduate school in a more specialized field of study, either behavioral or science-based. As of our last graduation survey, 28% of ECU students planned to attend graduate school immediately after completing their undergraduate degree.

In conclusion, I think that there are a wide variety of opportunities that await students graduating with a degree in animal studies, both in Kentucky and nationally. I also feel that the degree would be a major draw for the many students passionate about working with and studying about animals.

Please feel free to contact me if you need further information.

Sincerely,

Laura Melius, Director
EQU Career Services



30 Sept 2009

To Whom It May Concern:

I am writing in support of the proposed major in Animal Studies. I am a professor in the Department of Biology at the University of Louisville, and my research is in the field of animal behavior.

I believe this major would be an excellent addition to the programs at Eastern Kentucky University. The degree plan is well thought out, and the course requirements are well balanced among varied fields, all of which address aspects of animals and their interactions and relationships with humans.

This program represents an interesting and highly functional blend of arts and sciences courses. A student with this degree would clearly be qualified for jobs in a wide variety of fields, some of which are mentioned in the proposal. Students interested in pursuing a graduate degree would similarly be qualified for programs in diverse subjects. In my own area of interest, students could enter graduate programs in animal ecology or animal behavior. Furthermore, if a student chose additional foundational biology courses to fulfill elective requirements, that student could be admitted into general graduate programs in biology such as the one at University of Louisville. As this suggests and the proposal notes, this degree plan is highly flexible, and its graduates could tailor their studies to emphasize areas of interest to them and to enable them to achieve further educational goals.

Programs in Animal Studies are at present rare. Their scarcity may in part be a result of the interdisciplinary nature of this field - some universities balk at accommodating interdisciplinary work, despite the obvious benefits for faculty and students, which include improved communication, increased opportunities for collaboration across departments, and more synthetic scholarship. With this program, ECU has the opportunity to be in the forefront of education in animal studies, and to develop a new major that is likely to be highly attractive to students.

Thank you for your attention.

Sincerely yours,

Dr. Perri Eason
 Professor



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Arts and Sciences
Department of Psychology
521 Lancaster Ave: 127 Cammack Bldg
Richmond, KY 40475

Rose M. Perrine, Ph.D.
859 622-2378
rose.perrine@eku.edu

September 8, 2009

To Whom it Concerns:

I support the proposed Animal Studies Major at Eastern Kentucky University. As a social psychologist who conducts research on animal-human interaction, I am always seeking motivated undergraduate students who would be interested in learning about such research, and assisting in the research process. I believe that the Animal Studies Major will attract good students from across the country with whom I can collaborate on mutually beneficial scholarly activities.

Sincerely,

Rose M. Perrine
Psychology

Professor,



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



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Arts and Sciences
Department of Anthropology, 521
Sociology, and Social Work

Keith 223
Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-1644

To: Curriculum Committee

Cc: Robert Mitchell, Ph.D.
Department of Psychology

From: Stephanie McSpirit, Ph.D,
Sociology Program
Department of Anthropology, Sociology and Social Work

RE: Letter of Support, Animal Studies Major
Eastern Kentucky University

I would like to throw my full weight of support behind the momentum that is mounting, here at EKU, to develop, build and promote an Animal Studies major. As the formal justification for this major rightly claims, this will be the first Animal Studies major of its kind in the United States. While other universities may offer "specializations" and "concentrations," Eastern Kentucky University would be the first to have built a full university curriculum in animal studies for undergraduates. Can you imagine the draw that this will have in pulling undergraduate students from across the United States onto our university campus? As you know, there is an emerging ethic and growing understanding among young people especially regarding our connection to the environment and other species. This curriculum in Animal Studies will appeal to so many young minds. In fact, as rumor has gotten out on these developments, I have already received email inquiries from students from across the state and elsewhere on when such courses would be offered.

EKU already has an outstanding environmental studies and environmental research program which I am happy to be a part. EKU students who are interested in research and study of the environment have access to excellent faculty and field and research experiences and opportunities that few other universities can attest to. The development of a rigorous animal studies program would complement these undergraduate teaching, research and training experiences on the environment and would strengthen EKU's reputation as a leading campus on questions of sustainability and now, relationships between humans and other species.

This is an exciting (and historic) time to be at EKU as this new major develops and complements our existing programs in environmental studies. I can think of no one more qualified to lead up the start of this new major than Dr. Bob Mitchell, who is a leading and respected scholar in the field of animal studies, animal behavior and animals and society. With Bob at the helm, this new major will not only be a big draw nation-wide but will gain national recognition and reputation.

If you have any further questions, please do not hesitate to contact me directly. I would be happy to speak on behalf of EKU's efforts to build an animal studies major.

Sincerely,
Stephanie McSpirit, Ph.D.
Professor, Sociology Program
Office: 859-622-3070
Stephanie.McSpirit@eku.edu
Commissioner, KY Environmental Quality Commission



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



September 22, 2009

To whom it may concern:

College of Arts and Sciences
Department of Psychology
125 Kastle Hall
Lexington, KY 40506-0044
859 257-9640
fax 859 323-1979
www.uky.edu

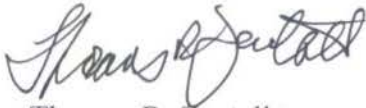
I am writing this letter in support of the initiative to initiate an undergraduate major in animal science at Eastern Kentucky University. Animal studies is an area of interdisciplinary research that draws upon methodologies from a number of university departments. At the University of Kentucky I teach a course in animal behavior that is offered through the Psychology Department but that draws students from biology, anthropology, animal science, agriculture, physiology, geography, and sociology.

Students at the University of Kentucky have expressed an interest in the study of animals for several reasons. First, many students are interested in understanding the behavior of animals for their own sake. Many of these students come from biology and agriculture. Second, many students are interested in the strong bonds that form between humans and animals. Not only are students quite attached to their companion animals but they also have concerns about abused and feral animals in their community, the survival of wild populations, and the contribution of animals to the ecology of our state. These students come from many departments and their interest is often environmental. Finally, many students are interested in understanding animal behavior because of its implications for the biological basis of our own behavior. For example, I am currently studying the maladaptive choice behavior of animals because of the implications that it has for addictive behavior in humans (e.g., gambling, alcohol, and other drugs). Psychology, sociology, anthropology, and education students are particularly interested in the parallels that exist between us and other animals.

Although universities are forced to establish departments that focus on disciplinary studies for organizational reasons interdisciplinary majors of this kind can bring together faculty from different departments who share common interests and animal studies would provide an area of study that has great coherence. As a faculty member at the University of Kentucky who is involved in comparative cognition research and who is training graduate students for a career in this area, I have a personal interest in the establishment of an animal studies major at EKU. Most of the students who apply to our doctoral program have little background in animal studies and have done no research with animals. Many of my colleagues in the region, for example, at Indiana University, Ohio State University, and the University of Tennessee would give special attention to a student with a background in animal studies who applied to our doctoral program. Furthermore, I am sure that other graduate programs at the University of Kentucky and other universities (e.g., behavioral ecology, animal science, and behavioral science) would look favorably to admitting students with a major in animal studies.

A major in animal studies would be innovative and creative. I fully support your efforts to develop a major in animal studies at ECU and I believe that it would attract great student interest.

Respectfully,

A handwritten signature in black ink, appearing to read "Thomas R. Zentall". The signature is written in a cursive style with a large, prominent initial "T".

Thomas R. Zentall
Professor of Psychology and
DiSilvestro Professor of Arts and Sciences

To: Council on Academic Affairs

From: Onda Bennett Interim Dean, University Programs
Neil Wright, Director, International Education
Deborah Core, TCAC Coordinator

Subject: Discussion Item The Writing Intensive Course Requirement for International Students

Date: October 1, 2009

Question: EKU has students transferring from foreign institutions who have the equivalent of an earned Associates Degree. Are these students also waived from meeting the writing requirement?

Issue:

Transcripts from foreign institutions are evaluated by agencies such as Silny or WES and international students are given an equivalency for an Associate's degree. However:

1. Silny and WES evaluate content equivalency, however they do not assure proficiency in writing (or speaking) English. While we value and accept the students content knowledge as equivalent to an associate degree this does not assure that our international students can write adequately.
2. The associate's degree in a foreign language does not give the international student a substantive experience writing in English.
3. Our writing requirement is meant to assure that all students graduating from EKU are able to write at a satisfactory level in English.
4. We would be doing our international students a disservice by NOT requiring them to take a writing intensive course as they would not have adequate preparation in writing English to complete upper level courses or to be successful in an English speaking graduate program.
5. EKU's International Education program currently advises international students that they must take a W course.

Recommendation:

That the catalog text referring to degrees earned be clarified to read *“the waiver of the writing requirement applies only to institutions where the language of instruction is English.”*

CAA and Timetable for Effective Terms/Years

I. May become effective mid-academic year (spring term):

- a. New course.
- b. New program.
- c. Drop course.
- d. Drop program.
- e. Changes to course pre-reqs, repeat limit, max hour limits, equivalencies, or cross-list status
 - o ONLY if the timing is such that no registration for the effective term has yet occurred.
- f. Adding "S" or "W" notations, to equivalencies, or pre-reqs.

II. May NOT become effective mid-academic year:

- a. Pre-req changes where the changes cannot pass CAA, and be applied by the Registration Center, **before** pre-registration for spring term begins.
- b. Program changes that relate to program admission or graduation requirements
 - o **All changes to existing academic program are retroactive to the beginning of the fall term – regardless of when they become approved.**
 - o Changes made after the fall term, but which go back and become effective to the beginning of the year can negatively impact students in these programs
 - o Exception may be allowed if change can get to January BOR. Then the change could still be applied retroactively to fall graduates. *This is not recommended as a general practice because the University (i.e. college office staff), may be obligated to proactively identify potentially impacted fall graduation candidates - who may or may not have applied - but who could graduate with the program change; and then retroactively clear this population to graduate, after the program adjustment is affirmed by the BOR in January.*
 - o Clarity and transparency of graduation requirements would dictate that a program approved for an academic year would remain reliably static for all student held to the major requirements for that particular catalog year.
- c. Catalog text revision of substance.
 - o The original description would remain in the printed copy of the existing academic year catalog and therefore it would only serve to confuse to make a substantive catalog text revision effective in the middle of the academic year.
 - o The "old version" text would be in general circulation in the hard copy catalog, and the "new version" would only appear online in an addendum, thus creating ample opportunity for confusion and possible negative impacts on students.
 - o For transparency, and clarity, it is best to make substantive catalog text revisions effective with the new hard copy print of the catalog.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Academic Affairs and Research
Enrollment Management
Office of the Registrar
(859) 622-2320, FAX (859) 622-8031

www.eku.edu

M. Tina Davis, Interim Univ. Registrar
SSB CPO 58, 521 Lancaster Avenue
Richmond, KY 40475-3158
Tina.Davis@eku.edu

TO: DR. JANNA VICE, INTERIM PROVOST
FROM: TINA DAVIS, INTERIM UNIVERSITY REGISTRAR
SUBJECT: UPPER DIVISION HOURS EXCEPTIONS
DATE: AUGUST 17, 2009

A handwritten signature in black ink, appearing to read "Tina Davis", written over the "FROM:" line of the header.

During the past academic year the University requirement of 42 upper division hours was thoroughly debated and it appeared to be unambiguously communicated that this minimum is considered an essential component to the baccalaureate experience at EKU.

From the various discussions on this topic the following themes emerged. I ask for confirmation of these guidelines so that the Registrar's Office can provide clear direction to advisors, faculty, students, and staff.

- If EKU faculty have evaluated a transfer course and deem the academic rigor to be equivalent to a 300 level EKU course, the transfer course may count toward the upper division hour requirement.
 - Such a transfer course may be allowed to count toward the required 42 upper division hours but not necessarily meet major, supporting, or elective requirements.
 - It is the prerogative of colleges and departments to establish whether such a transfer course may be used to meet major, supporting, or specific electives.
- All articulation agreements or MOA which establish a relationship or obligation related to the upper division hour requirement will be honored.
- Exceptions to the 42 hour upper division requirement, unrelated to any of the above, will be disapproved unless the circumstances are such that the University is at fault, or there is some documented catastrophic situation affecting the student's progress toward degree.



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



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of Academic Advising &
Retention

SSB 347 CPO 64
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-2276
FAX: (859) 622-5887

To: Janna Vice, Interim Provost
From: Benton Shirey, Director of Academic Advising
Subject: Withdrawal Process
Date: October 9, 2009

As the University has grown and moved to a computer-based system for students processes, we have stopped practices that once required paper forms and human interaction. At one time, Eastern had a withdrawal clerk to process the paperwork necessary for students to withdraw from classes. After Banner was adopted and brought on line, the process for withdrawal was computerized. As such, students could withdraw at anytime during the semester without discussing, or fully understanding the consequences of their decision. Also removed from the process was the human element. Students could no longer rely on an EKU identified staff member as a consistent point of contact that could guide them through the process and suggest solutions to student problems so they might be retained.

This past academic year, approximately 550 students withdrew from the university and only 10% of those actually spoke to someone about their intentions to leave. Of the students leaving, 32% were freshmen and 37% were seniors. An average of 6.5 students withdrew per day during business days in the 10-week withdrawal period. Less than 10% of the students in the spring semester who withdrew were on academic warning or probation. Historically, a number of students withdraw from the university during the first three weeks of fall. For the previous two fall semesters, 335 students withdrew in fall 2008, whereas 319 students withdrew in fall 2009. Just over 200 students withdrew (227-Fall 08, 206-Fall 09) during the first week of classes both years. Currently, there is no mechanism in place to gather information about why students are leaving the university or what could be done to retain them.

In order to reintroduce the human element, problem solve to increase persistence, and gather data on why students leave the university, we propose the following:

- An Advisor position be added to the Office of Academic Advising & Retention to meet with all students withdrawing from the university.
- The implementation of an exit survey in order to gather data about why the student is leaving. (Retention Analyst would work with the Office of Institutional Effectiveness and Research to create the survey.)
- The application of a Banner process which would prevent the student from dropping their last class, and a message that would tell the student to report to the Office of Academic Advising & Retention in order to formally withdraw.





EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of Academic Advising &
Retention

SSB 347 CPO 64
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-2276
FAX: (859) 622-5887

To: Janna Vice, Interim Provost
From: Benton Shirey, Director of Academic Advising, Tina Davis, Interim Registrar
Subject: Change of Major Process
Date: October 9, 2009

In order to increase retention, persistence, and graduation rates at EKU, the Office of Academic Advising & Retention and the Office of the Registrar are recommending a change in procedure for the student change of major. Currently students are allowed to change their major without consulting an advisor. The net result of this practice is that students are making uninformed decisions with serious implications for their academic futures. Meeting with a department chair or advisor regarding an intended major change, forces a student to understand the consequences of changing degree programs and may decrease the overall number of students who change haphazardly. Some students currently contact departments for this information; it is a concern that many poor performing students do not. It is hoped that requiring consultation and written approval before a student is allowed to change their major will positively impact retention, decrease time to degree, and increase overall student satisfaction.

Without consulting an advisor, students risk:

- extending their time to degree due to loss of credit hours between programs.
- not understanding the implications the decision may have on their financial aid.
- being unclear as to whether the new major is a good fit for them.
- jeopardizing their NCAA athletic eligibility (if an athlete).

Therefore I ask your consideration of adopting, as of the 9/10 academic year, the following procedure:

- Students will be required to meet with a chair or advisor of the degree program they wish to change to before they will be allowed to change their major. (Department chairs will sort students according to each department's preference.)
- The chair or advisor will be required to sign the change of major form and forward it to the Registrar's office for processing.
- The Registrar's office will then enter the change of major and forward a request to Academic Advising & Retention for the assignment of an advisor in the student's new major.

