

Proposed Process for ECU Degree Completion for Accomplished Professionals

A number of individuals have completed three years or more of undergraduate work at Eastern Kentucky University and have left the University without a degree to enter directly into professional schools. Among those students are some who have gone on to achieve advanced degrees and considerable success in their professions. Some of these successful professionals have regretted not completing an undergraduate degree at ECU, and we regret not having them as alumni.

It is proposed that if an individual has successfully completed at least 90 credit hours at ECU and gone on to complete an advanced degree, but has not earned a bachelor's degree, they can apply for a transfer back to ECU of credit hours from their advanced degree sufficient to complete their undergraduate degree. The review process would be handled directly by the department in which the requested degree authority resides and the department would work closely with the Office of the Dean and Office of the Registrar. In such extraordinary cases, ECU would waive the baccalaureate degree requirement that at least 30 of the last 36 hours would be earned through ECU. Programs would have specific licensure requirements would be excluded from this policy.



EASTERN KENTUCKY UNIVERSITY

Richmond, Kentucky 40475-3103

Chair of Faculty Senate
comtaylo@acs.eku.edu

108 Alumni Coliseum
(859) 622-6184

To: Faculty Senate
From: The Faculty Senate Executive Committee
Date: Sept. 18, 2000

The Faculty Senate Executive Committee requests that the Faculty Senate adopt the following motion at its meeting on October 2, 2000.

MOTION:

That Eastern Kentucky University add the following rank:

For Appointment to Lecturer

Educational Qualifications -- Master's Degree in appropriate discipline

Experience -- evidence of successful teaching and/or related work experience

Faculty Appoinment

Faculty appointed at the rank of lecturer have a temporary appointment status since they cannot obtain tenure as a lecturer. The temporary appointment is for three years and may be renewable based on satisfactory performance and student enrollment. However, the time served in this position cannot be used toward tenure should the individual successfully apply for a tenure track position at Eastern Kentucky University.

JUSTIFICATION OF THE MOTION:

Department's who need specific skilled employees and have not successfully filled the position with either a candidate with a master's degree who is willing to attain a terminal degree or a candidate with the appropriate terminal degree may request a lecturer position be established. This request must be approved by the college dean and the vice-president of academic affairs/provost.



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Date: Sept. 18, 2000

The Faculty Senate Executive Committee requests that the Faculty Senate adopt the following motion at its meeting on October 2, 2000.

MOTION:

That Eastern Kentucky University add the following rank:

For Appointment to Part-Time Lecturer

Educational Qualifications -- Bachelor's Degree in appropriate discipline

Experience -- evidence of successful teaching and/or related work experience

Faculty Appointment

Faculty appointed at the rank of part-time lecturer are hired because the department who needs a specifically skilled employee but no candidate with a master's degree can be hired.

JUSTIFICATION OF THE MOTION:

Department's who need specifically skilled employees and have not successfully filled the position with a candidate with a master's degree. This request must be approved by the college dean and the vice-president of academic affairs/provost.




EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of Academic Affairs & Research
Provost and Vice President for Academic Affairs and Research
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Richmond, KY 40475-3102
(859) 622-3884 FAX (859) 622-8136

TO: Members of the Faculty Senate

FROM: 
Michael T. Marsden, Provost and Vice President
for Academic Affairs and Research

DATE: September 27, 2000

SUBJECT: Report of the Council on Academic Affairs

The following has been approved by the Council on Academic Affairs. I recommend approval by the Faculty Senate.

ENROLLMENT MANAGEMENT

Division of Admissions

Proposed new alternative to demonstrate competence for high school students for admission to the university.

- The International Baccalaureate Diploma Program

PLANNING AND ASSESSMENT

Informational item only.

- Academic Program Review Document

COLLEGE OF BUSINESS AND TECHNOLOGY

Department of Accounting, Finance and Information Systems (Informational Item only)

Proposed revision in degree program.

- Computer Information Systems



COLLEGE OF BUSINESS AND TECHNOLOGY - continued

Department of Technology

Proposed revision in degree program. (Informational Item Only)
Computer Electronics Technology (AS)

COLLEGE OF HEALTH SCIENCES

Department of Associate Degree Nursing (Informational Item Only)

Proposed revision in degree program.
Associate Degree Nursing

Department of Health Promotion and Administration

Proposed revision in certificate - suspend option.
Medical Administrative Certificate - Transcription Option.

Proposed revision in degree program. (Informational Item Only)
Medical Assisting Technology.

Proposed revision in degree program. (Informational Item Only)
Medical Practice Management.

International Baccalaureate Diploma Program Proposal
September 27, 2000

Propose that the University review and develop a program of recognition of the International Baccalaureate of the advanced placement of students entering the university.

The International Baccalaureate is an advanced high school curriculum and diploma program. The purpose of the program was to initially provide a common curriculum for international high schools and as a means of university credential evaluation for geographically mobile students. Since that time it has become recognized world wide as a highly competitive and academically challenging curriculum for top secondary school students. Students who have obtained the International Baccalaureate (IB) diploma have been accepted by universities in over 90 countries with an advanced placement. Currently there are over 250 college and universities in the United States which recognize the IB diploma and offer advanced placement credit to students who complete this program. The institutions which acknowledge the IB range from the members of the American Associate of Universities to selective private small colleges.

In recent years there has been significant growth in the use of the IB curriculum by high schools in the United States as an alternative curriculum for gifted and talented students. There are some schools which have adopted it's use in our traditional service region. It certainly is a common curriculum among the international schools from which we hope to recruit international students.

Currently Eastern does not recognize the IB diploma or offer advanced placement credit for it's completion. We do recognize the AP course of study and offer credit to students who complete courses at this level. The IB diploma is a significantly more demanding academic program.

The curriculum requires candidates to select on subject from each of six subject areas. At least three and not more than four are taken at the higher level (HL). The other courses are taken at what is referred to as standard level (SL) and would be similar to most AP courses. HL courses represent 250 teaching hours and SL courses 150. By setting up the curriculum in this fashion, students are able to explore topics in depth. Foreign language competency is emphasized for all students. In addition to the areas of specialization, students are required to complete a minimum "Theory of Knowledge" (TOK) component which comprises 100 hours of teaching. This program is designed to address the interconnectedness of all academic fields and attempts to expand the student's perspective on the process of learning.

Students also complete a component called "Creativity, Action, and Service" (CAS). The CAS component emphasizes the importance of the world outside of scholarship. Promotes the participation in artistic and cultural activities, wellness and community service. It encourages students to share their talents while developing awareness, concern and the ability to work cooperatively. This portion of the program requires 150 hours of extracurricular activities evenly distributed between the three components of creativity, action and service.

Finally IB candidates are required to undertake independent and original research and write a paper of at least 4,000 words reflecting their project. This is designed to investigate the topic of special interest and acquaint students with the kind of independent research and writing skills expected at the university level.

The academic curriculum is divided into six areas or groups:

- Language Arts
- Foreign Language
- Experimental Sciences
- Individuals and Societies
- Mathematics
- The Arts and Electives

All students who follow the IB program are encouraged to complete the full program. Some students may choose to complete only portions of the "Full IB". In these cases they sit for only the subject area exams rather the terminal exam structure. The exams are given world wide in May. The grading scale ranges from 1 to 7, with 7 being high. Most American universities who award credit and advanced placement do so for exam results of 5 or higher. In some of the more challenging area such as Physics, a score of 4 is considered a solid passing mark and credit is awarded for these results.

While this is a short sketch of the academic program offered through the IB, I believe it does demonstrate the quality of the program. Because of the intensity of the course of study only the best students succeed. The Division of Admissions has on file the complete curriculum by subject area as well as information on the credit recognition granted by other universities, which Eastern might wish to model. I believe an adaptation of an IB recognition policy will assist us in attracting gifted students and the recruitment of international students.

Eastern Kentucky University
ACADEMIC PROGRAM REVIEW

Approved by
Council on Academic Affairs
September 21, 2000

Eastern Kentucky University

ACADEMIC PROGRAM REVIEW

Principles of Academic Program Review

1. The primary purpose of academic program review is to ensure that quality and continuous improvement is an integral component of all EKU programs.
2. Academic program review is an ongoing process that contributes to refining Eastern=s programmatic directions and priorities, which then shape resource allocations and other academic and administrative decisions.
3. The review process involves the faculty and administrators of the program being reviewed as well as the Academic Program Review Committee.
4. Every effort has been made to ensure that the institutional criteria used in program review are clearly stated, are uniform, and disseminated with sufficient lead-time so that program faculty and administrators are aware of them before the review process starts. Program faculty may develop additional criteria that are unique to an individual program.
5. Program review is intended to provide helpful information through a process that is designed to be thorough yet not excessively burdensome to faculty and administrators.
6. A university-wide organizational framework for program review has been developed and will be consistently implemented. Program review is an integral part of each program=s and the University=s ongoing assessment and strategic planning processes.

Eastern Kentucky University**ACADEMIC PROGRAM REVIEW****Process and Structure**

1. The normal review cycle is five years. With approximately 150 degree programs we will review approximately 30 degree programs per year. The Office of Planning and Assessment will distribute a five year schedule listing programs to be reviewed.
2. The definition of an academic program is any degree program.
3. Academic program review is normally scheduled for all degree programs within a department during a given academic year.
4. To the extent possible, for programs which have specialized accreditation, the academic program review is scheduled to occur in relationship to the specialized accreditation process as determined by the department.
5. Indicators which will trigger early program review include but are not limited to:
 - a) decreases in enrollment
 - b) lack of a critical mass of faculty required for a quality program
 - c) loss of program accreditation
 - d) lack of evidence that the program is achieving its stated goal(s) and objective(s)The Provost Council initiates any early program review. The same guiding principles, criteria and data used for a regular program review govern any early program review. As resources permit, external review may also be utilized as deemed appropriate by the Provost Council and/or the relevant program.
6. An Academic Program Review Committee is established to coordinate academic program review. The Academic Program Review Committee is a standing university committee. Membership of the committee consists of three faculty from the College of Arts and Sciences, two faculty each from the Colleges of Business and Technology, Education, Health Sciences, and Justice and Safety. Committee members are to be appointed by the President from nominations from the deans. (Initial appointments are for a one, two and three year period.) Two students are members. The Director of Institutional Research is a permanent non-voting member. The Associate Vice President for Planning and Assessment, a voting member, chairs the committee.
7. The Academic Program Review Committee makes recommendations concerning academic degree programs to the Provost Council. Any formal actions based upon these recommendations go through normal university approval processes as appropriate.

Eastern Kentucky University

ACADEMIC PROGRAM REVIEW CRITERIA

1. With respect particularly to numerical data, no single piece of data or narrow data set is used as the sole assessment criterion for any program.
2. The Office of Institutional Research provides the same data set about each program for a five year period of time. These data are identified and consistently defined across programs. Programs may provide additional data in order to clarify some aspect of the program.
3. Some data at the university are collected and reported by department and not by program. The program review process uses available data. The Associate Vice President for Planning and Assessment approves requests for Aextraordinary@ data.
4. Information provided by the program should be presented in a clear and concise manner. The review must provide specific indicators or evidence of program accomplishments and quality and must clearly demonstrate the use of assessment of student learning in the program review process.
5. Every effort is made to minimize redundant, and repetitive information.

Approved by Council on Academic Affairs
September 21, 2000

Eastern Kentucky University

ACADEMIC PROGRAM REVIEW CRITERIA

I. INFORMATION AND DATA PROVIDED BY INSTITUTIONAL RESEARCH

(These data are typically examined when considering the viability and distinguishing profile of a program.)

A. Program Enrollment and Faculty Data (most recent five-year period)

1. Number of Majors

2. Number of Graduates

3. Ratio of Graduates to Majors

(This ratio provides a rough gauge of the rate of the persistence of majors through a program to graduation.)

4. Student Credit Hours

Lower

Upper

Graduate

5. Average Class Size

Lower

Upper

Graduate

6. Number of Full-time Faculty (budgeted lines)

7. FTE Part-time Faculty and SCH Generated by PT

On-campus

Off-campus

8. Student/Faculty Ratio

9. Comparisons with external data

(Where available and appropriate, data about the program will be compared with data about similar programs elsewhere, especially in Kentucky through CPE-supplied data, or from benchmark institutions.)

Approved by Council on Academic Affairs
September 21, 2000

Please explain any special circumstances affecting Program Enrollment and Faculty Data.

Approved by Council on Academic Affairs
September 21, 2000

B. Student Profile Data

(These data, supplied by Institutional Research, provide indicators of the program=s student quality, as reflected in standardized Ainput@ measures.)

1. Higher Education GPA of Program Graduates
2. ACT scores and high school GPA
3. Graduate Program Data
(GPA, GRE, GAP)

Please explain any special circumstances affecting student profile data.

C. Resources

(Supplied by Budget Office and/or Institutional Research)

1. Total Institutional Budget and Expenditures, including research & support materials
2. Ratio of total expenditures/Student Credit Hour
(This ratio reflects a rough cost per credit hour measure.)

Please explain any special circumstances affecting resources.

II. INFORMATION AND DATA PROVIDED BY PROGRAM

(The program will provide specific indicators of its quality and viability as reflected in the following categories. Note that many of these indicators are based on outcomes, not inputs, of the program.)

A. Mission Statement/Relation to University Mission

(Provide a copy of the program=s mission statement, and explain how it is congruent with and supportive of the university=s mission.)

B. Teaching and Learning

1. Indicators of Teaching and Advising Quality
(Provide evidence of the program=s quality of teaching and advising.)

2. Indicators of Student Learning
 - a. Currently-enrolled Students
(Describe the program=s methods of assessing the learning outcomes of its students. These methods should be delineated in the department=s assessment

Approved by Council on Academic Affairs
September 21, 2000

plan. Provide evidence of student achievement and success.)

b. Program Graduates

(Provide evidence that graduates of the program achieve professional success.)

The indicators used in this section should reflect as much as possible outcomes not inputs and should be clearly delineated in each program=s assessment plan.

C. Research/Creative Activity; Grants

(Provide evidence that the program is productive in research/creative activity and that the quality of the activity is high. Provide evidence that the program is active and successful in attracting funds from extramural sources.)

D. Service

(Provide evidence of the quantity and quality of the program=s university service and public service.)

E. Other Indicators of Program Achievement and Contribution

(Supply information reflecting specific ways in which the program contributes significantly to the mission and success of the university in any of the following categories, as appropriate.)

1. Program Viability

(Provide evidence that the program attracts, recruits, and retains quality students. Explain any anomalies that are reflected in Institutional Research or program-supplied data. Provide any relevant data, citing recognized sources, about enrollment trends, cycles, etc., in the specific field.)

2. Contributions to university programs

(Describe the program=s contribution to other university programs through its significant involvement in the general education program, its support to other university programs through service course offerings, or in other ways.)

3. Use of Technology

(Describe the program=s significant use of technology to enhance learning. Describe the program=s use of technology to provide alternative delivery to time/place-bound learners.)

4. Uniqueness of Program

(Describe the program=s uniqueness to the state or region of the country and indicate specific advantages the uniqueness affords the university.)

5. Contributions to Diversity Goals

(Describe the program=s efforts and progress toward promoting diversity of students and faculty. Explain how issues of diversity, including contributions of women and minorities, are integrated into the curriculum.)

6. Accreditation Status (if applicable): Attach copy of most recent report.

(What is the program=s accreditation status? Is accreditation available for the program? If the program is not accredited, explain why. Does the most recent accreditation report identify program strengths and/or areas needing improvement?)

7. Planning, Development, and Other Areas

(Address the achievement of any strategic planning goals or action plans not covered elsewhere in this document. Address any other area of significant contribution or achievement of the program, including successes in attracting development funds and other forms of private support.)

8. Additional Indicators for Career Preparation Programs

(Programs that have preparing students for specific careers as an identified and central part of their missions should supply any additional, relevant information not already covered concerning the following topics: current and future demand, or job outlook, for graduates in this specific career area; the ~~A~~need@ [social, economic, technological, etc.] for program graduates in the region, state, and nation; job placement data for graduates; achievement and success of graduates in the specific career area.)

9. Additional Indicators for Pre-Professional Programs

(Programs that prepare students in pre-professional programs for transfer to baccalaureate degree programs at other institutions should supply any additional, relevant information not already covered such as the number of students transferring to other institutions.)

F. Response to Previous Program Reviews or Other Assessments

(Address any perceived problems in the program as identified in previous program reviews or other relevant assessments, internal or external.)

CURRICULUM FORM

(CHECK ONE)

REVISION IN DEGREE PROGRAM AND/OR OPTION(S) X

REVISION IN MINOR _____

REVISION IN CERTIFICATE _____

SUBMITTED BY Accounting, Finance and Information Systems Business and Technology
(Department) (College)

PROPOSAL APPROVED BY:

Department Curriculum Committee	<u>3/8/00</u> (Date)	Teacher Education Committee*	_____
College Curriculum Committee	<u>4/24/00</u> (Date)	Graduate Council*	_____
General Education Committee*	_____	Council on Academic Affairs	<u>9-21-00</u>
	(Date)	Approved <input checked="" type="checkbox"/> Disapproved	(Date)
		<u>as amended</u>	
Faculty Senate*	_____	Board of Regents*	_____
	(Date)		(Date)

*if applicable

EFFECTIVE DATE: YEAR 2001 TERM Spring

FROM CURRENT REQUIREMENT (in catalog format):

Computer Information Systems

- Major Requirements**.....21 hours
CIS 250, 355, 380, 435, 480, and six hours upper division computer information systems electives above core.
- Business Core**.....45 hours
- Business Electives**.....3 hours
- Supporting Course Requirements**.....7 hours
MAT 107 or 211; CIS 215; and SOC 131
- General Education Requirements**.....45 hours
Standard General Education program, excluding general education course categories 09 and 21. Refer to Part Three of this *Catalog* for details on the General Education and University requirements.
- University Requirements**.....4 hours
CBO 100 and three hours of restricted electives.
- Total Curriculum Requirements**.....128 hours

TO PROPOSED REQUIREMENT (in catalog format; new/changed information should be underlined):

Major Requirements	<u>six</u>	<u>21</u>	hours
CIS 250, <u>375</u> , 380, 435, 480, and <u>nine</u> hours upper division computer information systems electives above core.			
Business Core			42 hours
Business Electives			3 hours
Supporting Course Requirements		<u>9</u>	hours
MAT 107 or 211; CIS 215; and SOC 131			
General Education Requirements			45 hours
Standard General Education program, excluding general education course categories 09 and 21. Refer to Part Three of this <i>Catalog</i> for details on the General Education and University requirements.			
University Requirements			4 hours
<u>BTD</u> EBC 100 and three hours of restricted electives. <u>4</u>			
Free Electives			<u>1</u> hour
Total Curriculum Requirements			128 hours

MODIFICATION

MODIFICATION

JUSTIFICATION

Because of the many and rapid changes in computing technology, both hardware and software, the changes as described are requested. These changes better reflect the job market, both currently and for the future.

CURRICULUM FORM

(CHECK ONE)

REVISION IN DEGREE PROGRAM AND/OR OPTION(S) XX

REVISION IN MINOR _____

REVISION IN CERTIFICATE _____

SUBMITTED BY Technology Business and Technology
(Department) (College)

PROPOSAL APPROVED BY:

Department Curriculum Committee 5/3/00 Teacher Education Committee* _____
(Date) (Date)
College Curriculum Committee 8/31/00 Graduate Council* _____
(Date) (Date)
General Education Committee* _____ Council on Academic Affairs 9-21-00
(Date) Approved Disapproved (Date)
Faculty Senate* _____ Board of Regents* _____
(Date) (Date)

*if applicable

EFFECTIVE DATE: YEAR 2001 TERM Fall

FROM CURRENT REQUIREMENT (in catalog format):

Computer Electronics Technology (A.S.)

Department of Technology

CIP Code 15.0402

Major Requirement36 hours
EET 251, 252, 253, 254, 257, 305, 350, 351, 354, 355, 356, and MFG352

Supporting Course Requirement31 hours
ATO 100, CSC 177, Six hours of English Composition, MAT 107, 108, PHY 131, three hours of general education humanities, three hours of general education social sciences*, and four hours of restricted electives.

Total Curriculum Requirement67

TO PROPOSED REQUIREMENT (in catalog format; new/changed information should be underlined):

Computer Electronics Technology (A.S.)

Department of Technology

CIP Code 15.0402

Major Requirement33 hours
EET 251, 252, 253, 254, 257, 350, 351, 352, 354, 355, 356

Supporting Course Requirement33 or 34 hours
ATO 100, CSC 177, Six hours of English Composition, MAT 107, 108, PHY 131, SPE 100 or SPE 301, three hours of general education humanities, three hours of general education social sciences*, and four hours of restricted electives.

Total Curriculum Requirement66 or 67

JUSTIFICATION

The SPE 100 or SPE301 course is added in order to comply with the National Association of Industrial Technology (NAIT) requirements for obtaining accreditation for our Computer Electronics Technology Associate Degree program. The EET352 course is a prerequisite course for the EET452 course in the four year degree program.

CURRICULUM FORM

(CHECK ONE)

REVISION IN DEGREE PROGRAM AND/OR OPTION(S) X

REVISION IN MINOR _____

REVISION IN CERTIFICATE _____

SUBMITTED BY Associate Degree Nursing Health Sciences
(Department) (College)

PROPOSAL APPROVED BY:

Department Curriculum Committee	<u> 4-7-00 </u> (Date)	Teacher Education Committee*	<u> </u> (Date)
College Curriculum Committee	<u> 8-30-00 </u> (Date)	Graduate Council*	<u> </u> (Date)
General Education Committee*	<u> </u> (Date)	Council on Academic Affairs	<u> 9-21-00 </u> (Date)
		Approved <input checked="" type="checkbox"/> Disapproved	
Faculty Senate*	<u> </u> (Date)	Board of Regents*	<u> </u> (Date)

*if applicable

EFFECTIVE DATE: YEAR 2001 TERM Spring

FROM CURRENT REQUIREMENT (in catalog format):

Associate Degree Nursing

Current requirements:

Major requirements: NUR 115, 116, 117, 120, 121, 122, 123, 235, 245, 255 Total 36 hours

Supporting course requirements: BIO 273, 301*, CHE 105*, NFA 201, and PSY 202 Total 17 hours

General Education requirements: HSO 100, SOC 131*, BIO 171*, three hours from humanities* (categories 5-8), and six hours of English composition*. Total 16 hours

Total Curriculum requirements: 69 hours

TO PROPOSED REQUIREMENT (in catalog format; new/changed information should be underlined):

Revised requirements:

Major requirements: NUR 115, 116, 117, 120, 121, 122, 123, 235, 236, 237, 238 , 245, and 255
Total 36 hours

Supporting course requirements: BIO 273, 301*, CHE 105*, NFA 201 and PSY 202 Total 17 hours

General Education requirements: HSO 100, BIO 171*, SOC 131, three hours from humanities* (categories 5-8), and six hours of English composition. Total 16 hours

Total Curriculum requirements: 69 hours

NUR 17

JUSTIFICATION

Currently NUR 235, a 10 hr. course, has three components - a medical-surgical lecture, a mental health lecture, and a combined medical-surgical and mental health clinical. Course evaluations have shown students may be successful in one or more of these three components. However, by course design, all three components must be completed successfully to obtain course credit. This program revision will allow the student to pass and receive credit independently for completion of four separate courses – a medical-surgical lecture, a medical-surgical clinical, a mental health lecture, a mental health clinical (NUR 235–5 hrs., NUR 236–2 hrs., NUR 237–2 hrs., NUR 238–1 hr. respectively).

Separating NUR 235 into four different courses will allow student flexibility in completing third level courses at a personally defined pace. Students may choose to take the medical-surgical lecture and medical-surgical clinical concurrently with the mental health lecture and mental health clinical or choose to take medical-surgical theory and medical-surgical clinical one semester and the mental health theory and mental health clinical another semester or vice versa. Further, students will repeat only specific lecture and/or clinical component(s) that were unsuccessfully attempted.

(CHECK ONE)

REVISION IN DEGREE PROGRAM AND/OR OPTION(S)

REVISION IN MINOR _____

REVISION IN CERTIFICATE X (Suspend Option)

SUBMITTED BY Health Promotion and Administration Health Sciences
Medical Assisting Practice (Department) (College)
Program

PROPOSAL APPROVED BY:

Department Curriculum Committee	<u>04-21-00</u> (Date)	Teacher Education Committee*	_____ (Date)
College Curriculum Committee	<u>8-30-00</u> (Date)	Graduate Council*	_____ (Date)
General Education Committee*	_____ (Date)	Council on Academic Affairs	<u>9-21-00</u> (Date)
		Approved <input checked="" type="checkbox"/> Disapproved	
Faculty Senate*	_____ (Date)	Board of Regents*	_____ (Date)

*if applicable

EFFECTIVE DATE: YEAR 2001 TERM Spring

FROM CURRENT REQUIREMENT (in catalog format):

Medical Administrative Certificate Program (Current)

Major Requirements.....11 hours
 MAS 100, 355, 360
 Supporting Requirements.....9 hours
 AHN 200, 201, ACS 250
 Transcription Option.....4 hours
 MAS 350
 Total Curriculum Requirements.....20 - 24 hours

TO PROPOSED REQUIREMENT (in catalog format; new/changed information should be underlined):

Major Requirements..... hours
 MAS 100, 355, 360
 Supporting Requirements.....9 hours
 AHN 200, 201, ACS 250
 Total Curriculum Requirements.....20 hours

JUSTIFICATION

Due to the fact that there is a medical transcription certificate available, there is no need for a "transcription option" in the medical administrative certificate.

(CHECK ONE)

REVISION IN DEGREE PROGRAM AND/OR OPTION(S) X

REVISION IN MINOR -

REVISION IN CERTIFICATE

SUBMITTED BY Health Promotion and Administration

Health Sciences

Medical Assisting Practice (Department)
Program

(College)

PROPOSAL APPROVED BY:

Department Curriculum Committee	<u>4-21-00</u> (Date)	Teacher Education Committee*	<u> </u> (Date)
College Curriculum Committee	<u>8-30-00</u> (Date)	Graduate Council*	<u> </u> (Date)
General Education Committee*	<u> </u> (Date)	Council on Academic Affairs	<u>9-21-00</u> (Date)
		Approved <input checked="" type="checkbox"/> Disapproved	
Faculty Senate*	<u> </u> (Date)	Board of Regents*	<u> </u> (Date)

*if applicable

EFFECTIVE DATE: YEAR 2001 TERM Spring

FROM CURRENT REQUIREMENT (in catalog format):

Medical Assisting Technology
Major Requirements.....35 hours
MAS 100, 221, 222, 310, 320, 321, 322, 355, 360, 390
Supporting Course Requirements.....15 hours
ACS 201, 250, AHN 200, 201, EMC 102
General Education Requirements.....20 hours
HSO 100, BIO 171, 301, HPR 180 or 282, three hours general
education humanities, three hours general education social science,
and six hours of English composition.
Total curriculum requirements.....70 hours

TO PROPOSED REQUIREMENT (in catalog format; new/changed information should be underlined):

Major Requirements.....34 hours
MAS 100, 221, 222, 320, 321, 322, 355, 360, 390
Supporting Course Requirements.....15 hours
ACS 201, 250, AHN 200, 201, EMC 102
General Education Requirements.....20 hours
HSO 100, BIO 171, 301, HPR 180 or 282, three hours general
education humanities, three hours general education social science,
and six hours of English composition.
Total curriculum requirements.....69 hours

JUSTIFICATION

MAS 310 was deleted from the curriculum in the Spring of 2000. Additional revisions at this time include the change in credit hours for MAS 221 and 321. These revisions are needed to reflect actual teaching hours needed for each of these classes.

(CHECK ONE)

REVISION IN DEGREE PROGRAM AND/OR OPTION(S) X

REVISION IN MINOR

REVISION IN CERTIFICATE

SUBMITTED BY: Health Promotion and Administration
Medical Assisting Practice (Department)
Program

Health Sciences
(College)

PROPOSAL APPROVED BY:

Department Curriculum Committee

+21-00
(Date)

Teacher Education Committee*

(Date)

College Curriculum Committee

8-30-00
(Date)

Graduate Council*

(Date)

General Education Committee*

Council on Academic Affairs

Approved Disapproved

9-21-00
(Date)

as amended

Faculty Senate*

Board of Regents*

(Date)

*if applicable

EFFECTIVE DATE: YEAR 2001

TERM Spring

Medical Practice Management
Area Major (Bachelor of Science)

FROM CURRENT REQUIREMENT (in catalog format):

Major Requirements.....47 hours
 MAS 100, 221, 222, 310, 320, 321, 322, 355, 360, 390
 MPM 410, 450, 460, 480
 Supporting Course Requirements..... 43 hours
 ACS 201, 250, AHN 200, 201, EMC 102, BIO 171, 301, CHE 105,
 ACC 201, 202, ECO 230, MGT 300, 320, HCA 370
 General Education Requirements..... 36 hours
 Standard General Education program excluding course categories 03, 09, 13, 14, 15
 University Requirements..... 4 hours
ANO 100 and 3 hours of restricted electives

Total Curriculum Requirements..... ..130 hours

TO PROPOSED REQUIREMENT (in catalog format: new/changed information should be underlined):

Major Requirements.....46 hours
 MAS 100, 221, 222, 320, 321, 322, 355, 360, 390
 MPM 410, 450, 460, 480
 Supporting Course Requirements.....43 hours
 ACS 201, 250, AHN 200, 201, EMC 102, BIO 171, 301, CHE 105,
 ACC 201, 202, ~~ECO~~ ECO 230, MGT 300, 320, HCA 370
 General Education Requirements..... 36 hours
 Standard General Education program excluding course categories 03, 09, 13, 14, 15
 University Requirements..... 4 hours
HCO 100 and 3 hours of restricted elective

Total curriculum requirements.129 hours

MODIFICATION

JUSTIFICATION

MAS 310 was deleted from the Medical Assisting Technology Associate degree program in the Spring of 2000. This change in the Associate Degree program caused the hours to change for the bachelor's degree program as well.