

Faculty Senate Agenda
May 5, 2008
3:30 p.m.

Call to order

Approval of Minutes

April 7, 2008 Minutes

President's Report Overview & Questions: Senator Whitlock

New Business:

- Rules Committee Motion on Budget Committee Membership
- Report from Council on Academic Affairs
 1. Computer Science (B.S.) -) Program Revision - add new option in Computer Security
 2. Accelerated BBA/MBA Program - New Program
 3. Course Syllabus Policy (with attached CAA's approved revisions)

Report Overview & Questions:

Executive Committee Chair: Senator Eakin

Faculty Regent: Senator Frisbie

COSFL Representative: Senator McKenney

Provost: Senator Piercey

Student Government Association: David Fifer

Standing Committees:

Budget Committee: Senator Ciocca, Chair

Rules Committee: Senator McKenney, Chair

Rights and Responsibilities Committee: Senator Robles, Chair

Committee on Committees: Senator Foote, Chair

Elections Committee: Senator Randles, Chair

Welfare Committee: Senator Waters, Chair

Joint Ad Hoc Committee Report on Dead Week Policy: Senator Ware

Report on Colonel 1 Card Work Group: Senator Noblitt

Adjournment

FACULTY SENATE MINUTES

April 7, 2008

The Faculty Senate of Eastern Kentucky University met on Monday, April 7, 2008, in the South Room of the Keen Johnson Building. Senator Eakin called the seventh meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:

A. Chapman*, D. Clay, L. Collins*, M. Hesse[^]*, S. Hunter, K. Johnson, M. McDermott*, N. McKenney*, S. Neumann*, L. Noblitt[^]*, D. Phillips*, B. Pruitt*, S. Shasby[^]*, B. Wesley

*Indicates prior notification to the Senate Secretary

[^] ALT John Taylor attended for M. Hesse

[^] ALT Steve Barracca attended for L. Noblitt

[^] ALT Dana Howell attended for S. Shasby

Visitors to the Senate: Nickole Hale, Student Affairs; Chris McHargue; Mona Isaacs, ITDS; Gary Kuhnhenh, Enrollment Management; Shannon Means, Office of EYP; Deborah Newsom, Financial Affairs; Val Parks, Policy Compliance/Governance; Sherry Robinson, Academic Affairs; Virginia Underwood, Chief of Staff; Janna Vice, Academic Affairs; and John Wade, Arts & Sciences

APPROVAL OF MINUTES:

The March 3, 2008 minutes were approved as written.

PRESIDENT'S REPORT: Senator Whitlock

Since the last Senate meeting, all affected parties have met regarding the Higher One Card. The University plans to move forward on this project pending the answer to a couple of questions regarding the student part of the implementation. Faculty and staff will receive new I.D. Cards as well, but there will not be a MasterCard logo or a debit card option available for those cards.

On the health insurance, EKU is moving toward having the plan year and the deductible year on the same cycle beginning in 2009. The current health insurance will be extended through December (**President Whitlock has indicated that he misspoke partially on this point and will clarify the situation at the May Senate Meeting. He has met with the Senate Benefits Committee to discuss this issue.**); and the new plan with modest changes will begin in January 2009. There will be an open enrollment period to cover July 1 through December 31; and another enrollment period in the fall for the new cycle which will run from January 1 through December 31, 2009. Also beginning in January 2009, the health insurance lifetime maximum will be increased from \$1 million to \$5 million.

On the budget, EKU received a 3% budget cut rather than the 12% reduction anticipated. Senator Whitlock thanked Harry Moberly for his role in the budget process. With the state of the budget known, serious deliberations can begin regarding tuition for the coming year. Senator Whitlock reported previously that a number of institutions were considering a plan to charge by the credit hour. However, most institutions that were looking at that have now decided to study it for another year before making a decision. One thing EKU may consider is a surcharge beyond

16 credit hours. A meeting is scheduled to discuss tuition with the students on April 16th in Walnut Hall in the Keen Johnson Building. The discussion will also be available via the web so that extended campus students may also participate.

Senator Whitlock will be meeting on Wednesday with the other university presidents to discuss tuition and possible salary improvement pools, etc.

Unless the economy improves, an additional cut may be mandated from Frankfort sometime during the coming biennium. The University should prepare for that possibility.

Approximately 80 individuals have shown interest in the fifteen available spots for the new Educational Leadership doctoral program for the fall semester.

As a point of information, Senator Whitlock reported that within the next couple of months the Boards of several institutions in the state are planning to enact policies that empower their faculties, where advisable, to reduce the number of hours required for a baccalaureate degree from 128 to 120. Senator Whitlock cautioned against lowering requirements as a way to award more degrees.

Sheila Tobias, a representative of the Sloan Foundation, visited ECU in March. The Sloan Foundation is championing the Professional Science Masters which consists of approximately 70 hours of science and 30 hours of business. The purpose of the program is to get more individuals with a science background in positions of leadership. The Sloan Foundation will help fund the development costs for activities directly related to the Foundation program areas and interests, especially if there is a system-wide approach. The STEM initiatives could easily fit into this kind of program. Dr. Jerry Pogatshnik and Dr. Piercey will be attending meetings to learn more about this program.

Senator Whitlock has asked Dr. Piercey to review all interim positions within Academic Affairs and to formulate a plan for how best to move forward on those positions. All affected individuals will be asked for their input.

NEW BUSINESS:

Report on Health Insurance & Benefits.

Wally Skiba was in attendance to share updates on ECU's health care plan. There will be a short plan from July 1 to December 31 this year, with the University picking up the cost of the premium increases for that period. An open enrollment for the six-month period is scheduled for April 15, 16 & 17 and April 21, 22 & 23; and the information can also be accessed online through the Human Resources website. Those individuals who contribute to the flexible spending accounts will be able to contribute \$2,500 maximum for the six-month period.

In October, 2008 there will be another open enrollment. Beginning in January 2009, the health care plan will run from January 1 through December 31. The amount of the premium increase is not available at this time. The Benefits Committee will begin deliberations again in the fall to

make that determination. The high PPO option will have an additional 5% co-insurance with a maximum of \$1,250 which the employee will be responsible for. With prescriptions, generic medicines are being lowered from \$15 to \$7 per prescription and the high formulary is changing from \$35 to \$40. Also beginning in January, the lifetime maximum will be increased from \$1 million to \$5 million. The exact increase to the premium for this additional coverage is not available at this time. Review the distributed handout for other changes to the health care plan.

Mr. Skiba encouraged faculty to participate in the flexible spending accounts. The money contributed to the accounts is tax-free and can be used for many over-the-counter medications as well as for paying co-pays for doctor and dental visits. In addition, the flex account can be used to pay for child care services. However, please remember that the funds contributed will be forfeited if not used during the designated time frame. The maximum yearly contribution is \$5,000 per individual.

Draft E-mail Policy. Shannon Means and Mona Isaacs were in attendance to introduce the draft e-mail policy. As Eastern has established e-mail as one of the primary sources for official communication with all students, faculty, clerical and administrative staff, this policy outlines the use of and responsibilities associated with University-established accounts.

Senator Eakin requested that feedback on this issue should be directed to either mona.isaacs@eku.edu or shannon.means@eku.edu.

Draft Syllabus Policy. Dr. Sherry Robinson presented the draft syllabus policy for a first-read by the Senate. She also referred to an e-mail recently distributed by Dr. Eakin to the senators that separated the actual syllabus policy from the two discussion questions. Those two questions were inadvertently added at the end of the syllabus policy in the Council on Academic Affairs meeting which caused considerable confusion. The discussion points suggested for future discussion were:

- Should multiple-section courses be required to have a common textbook(s)?
- Should multiple-section courses be required to have a common syllabus?

Senator Reed distributed a memo opposing both discussion points, and he urged the Senate to oppose them as well. Several senators expressed similar concerns.

Senator Case mentioned that his department has been using a common textbook in multiple classes since their accreditation process and so far it has worked quite well.

Promotion & Tenure Policy Clarifications. Sherry Robinson shared a list of clarifications and editorial changes which should be made to the current Promotion and Tenure policy. Once the changes have been made, a new copy of the policy will be made available to the academic community.

Below is the list of clarifications and recommended editorial changes:

1. An editorial change was made in Policy Principles 13 (pg. 2 of editorial draft) in order to clarify that Associate Professors are not eligible to serve on the University Promotion and Tenure Committee.

2. As the policy currently stands, Policy Principles 18 will add approximately 15 days to the department and college timelines to allow for reconsiderations. Timelines should be adjusted accordingly. The new process also makes "divided" decisions irrelevant for promotion but still possible for tenure decisions. For promotion decisions, department chairs and college deans are still responsible for notifying a candidate of a negative decision at the committee level.
3. Principles for Establishing Criteria have been reordered for better flow, and in Principle 9 (editorial draft) the word "scholarship" has been substituted for the word "research."
4. Under Tenure Appointments, the phrase "for example" has been added and "five" has been substituted for "four."
5. The phrase "continuous full-time service" has been added to tenure criterion 2 (pg. 6 of editorial draft) in order to make the language consistent with other references in the policy.
6. In Candidate Responsibilities (4.a), the modifier "which is to be provided by the chair of the department at the candidate's request" has been moved behind "accurate factual data."
7. In Department Promotion and Tenure Committee Responsibilities (e), the phrase "reviewing applications for promotion to assistant professor and" had been inadvertently omitted and is now restored. In (h), "and tenure" has been added.
8. In Reconsideration and Appeals section of all Procedure Levels, the "and/or" circumstances have been rephrased to "the committee, the [administrator], or both."
9. In the University Level Procedures (C.1.c.), the length of term has been changed from three to two in order to be consistent with C.1.b.
10. In the University Level Procedures (Reconsiderations and Appeals, G.6.), the following sentence has been deleted: "The recommendations will be submitted to the Board of Regents, with the recommendations from the President, at the appropriate meeting for the consideration of faculty promotion and tenure." This sentence suggests that recommendations other than the President's are submitted to the Board (which is not the case). Additionally, the sentence is unnecessary because negative rulings are procedurally dealt with in G.7. and all other recommendations are procedurally dealt with in E.

Posthumous Degree for Joseph Flohre. Senator Case moved to approve awarding a posthumous degree for Joseph Flohre, seconded by Senator D. Phillips. The majority of the Senate were in favor and the motion carried.

Council on Academic Affairs Report. Dr. Janna Vice reported for Senator Piercey.

1. Globalization & International Affairs (B.A.) – New Program
2. Learning & Behavior Disorders Non-Teaching Option – Option Suspension
3. Secondary Education MAEd – Program Revision
4. Memorandum of Agreement for Awarding Academic Credit (action item)

Senator Taylor moved approval of item 1, seconded by Senator Winslow. The motion carried.

Senator Shaffer moved approval of item 2, seconded by Senator Taylor. The motion carried.

Senator Winslow moved approval of item 3, seconded by Senator Resor. The motion carried.

Senator Ruddell moved approval of item 4, seconded by Senator Richardson. The motion carried.

Nominations For Senate Chair. Senator Ware was nominated for Senate Chair. Senator Ciocca moved that nominations cease, seconded by Senator Robles. Motion carried.

Nomination For Senate Vice Chair. Senator Ware nominated Senator Foote for Vice Chair. Senator Foote declined because the rules do not allow for library staff to serve in that capacity. Senator Godbey nominated Senator Taylor. Senator Winslow moved that nominations cease, seconded by Senator Flanagan. Motion carried.

GENERAL & STANDING COMMITTEE REPORTS

EXECUTIVE COMMITTEE REPORT: Senator Eakin

Senator Eakin shared the following in his written report to the Senate.

SGA presented an updated bulletin board policy and a new posted item stamping guidelines policy at the last Executive Committee meeting. The committee recommended that SGA share both policies with the University Counsel before coming before the Senate.

Sponsored Programs is considering offering a 12-week proposal development course for ECU faculty and staff. Anyone interested in participating in this experience, should contact Tiffany Hamblin at 859-622-3636.

Senator Eakin urged the senators to reconsider the decision to disclose parts of the detailed transcriptions of Senate minutes. Two issues that have been voiced include: [1] possible legal ramifications, and [2] faculty reluctance to speak out on issues if full transcripts become public domain.

Senator Eakin announced that Senator Noblitt could not be at the meeting today because she's traveling with the ECU Mock Trial Team to the Gold-Level National Tournament in Minneapolis. Senator Noblitt will be available at the May meeting to answer any questions regarding her report on the Colonel 1 Card.

REPORT FROM FACULTY REGENT: Senator Frisbie

Senator Frisbie announced that the Board of Regents meeting for April 11th has been re-scheduled for April 22nd.

President Whitlock recently invited all of the Board members to engage in a conversation, either individually or in small groups, with him and Debbie Newsom to talk about possible budget scenarios and to discuss ideas on how to deal with the appropriations that ECU will receive. Senator Frisbie expressed his appreciation to President Whitlock for being included in those discussions.

REPORT FROM THE PROVOST: Senator Piercey

In relation to Academic Affairs policy and governance, the following items represent draft policies currently in the review process, and those should come to the Senate for action sometime in the future:

- Policy 4.1.2 (Course Syllabi) has been reviewed for a first reading by the Provost Council, the Council on Academic Affairs and the Executive Committee and is submitted for consideration to the full Senate at the April meeting.
- Policy 4.6.1 (Determination of Qualifications for Teaching Faculty) has been reviewed a second time by the Provost Council and revisions continue to be addressed. Once the Provost Council is finished with its revisions, Policy 4.6.1 will be presented to key stakeholders for review.

- Policy 4.3.4 (Joint Curricular, Collaborative, and Consortial Agreements) has not been worked on since the last report to the Faculty Senate.
- Policy 1.1.1 (Formulation and Adoption of University Policies) continues to be vetted across campus. Comments made at the last Faculty Senate meeting have been noted and we will continue to work on revisions. As soon as it is ready, a revised draft will be re-submitted to Faculty Senate.

In addition, the Office of Academic Affairs continues to work with the Executive Committee to establish a process by which existing policy can be reviewed.

Total enrollment at Eastern is up about 8% since Fall 2000. Since last year, enrollment has increased by almost one percent. While it's still very early in the process, both applications and admitted numbers are up for the fall semester.

The Graduate Council has been meeting to review the graduate faculty policy and there are a number of debates occurring around those issues. Senator Piercey encouraged faculty to provide input on those issues to their representatives on the Graduate Council.

Vice President Moberly is chairing a committee in the Graduate Education and Research area to review some of the policies that apply to Sponsored Programs administration. That committee should have some recommendations coming forward in the future.

Senator Piercey encouraged faculty to show support for the Honor's Program on April 10th and 12th when the seniors present their theses. In addition, Dr. Bonnie Gray will be speaking at the banquet in the Keen Johnson Ballroom on April 11th on "Musings of an almost retired Honor's Program director".

In Institutional Effectiveness, Dr. E.J. Keeley has agreed to chair a work group to re-work the program review process.

The QEP documents are in the process of being placed in a public domain so that all faculty have easy access to them.

Senator Piercey has been working with Shannon Means in Administrative Affairs and James Street in Facilities Affairs, among others, on a more efficient system for allocating space on campus.

Senator Piercey stated that, if funds become available, requests for equity adjustments should be handled the same way this year as last year--requests should go through departments and chairs and then on to the Provost for review.

In reference to a question from Senator Taylor regarding compensation for changes in rank, Senator Piercey answered that there is a compensation adjustment on promotion, but to check the Faculty Handbook for that information.

Senator Waters announced that the Faculty Welfare Committee will be meeting with Dr. Sherry Robinson on April 16th in an informal meeting to discuss the Policy on Policies draft proposal. Anyone with questions, suggestions or comments regarding the Policy on Policies draft proposal should e-mail Senator Waters or a member of the Faculty Welfare Committee.

Budget Committee. Senator Ciocca reported that the committee met on April 2, to discuss the preliminary results obtained from faculty feedback regarding suggested rank ordered priorities for the budget. Approximately 100 Faculty responded. The priorities were given a decreasing value (13 to 1) according to their ranking (Highest ranking is 13 and lowest is 1).

Below are the preliminary results obtained:

<u>Scores</u>	<u>(Value of ranking x frequency)</u>
Cost of Living Adjustment	925
Keeping existing faculty lines	773
Operating Money	655
Merit Pay Increase	644
Technology enhancements, equipment	448
Professional development for Faculty	406
Equity Adjustments for Faculty	244
Student recruitment	237
New Faculty Lines	137
Capital expansion	104
More office space for Faculty sharing offices	20
Student services	4
More Part-time instructors	1

Committees on Committees. Senator Foote announced that the committee met on March 26th. The self nomination notices were distributed last Friday. The survey results should be compiled by the May meeting.

Elections Committee. Senator Randles distributed a tentative list of committee vacancies. Election for those positions will be held at the organizational meeting immediately following the regular meeting in May.

Welfare Committee. Senator Waters shared the following in her written report to the Senate.

One of the charges of the committee this year is a discussion of the philosophy and reality of shared governance at Eastern. The Faculty Welfare Committee would like to begin a discussion about shared governance within the professoriate and the ECU community during this year. At this time in the country, there is a concern about the business model of governance that is being promoted in academic institutions. This model of governance is a top down decision making model in which there is either no shared governance or very little among faculty, staff, and administration.

In an AAUP document that described a study of Indicators of Sound Governance: <http://www.aaup.org/AAUP/protect/legal/topics/legal-govern.htm?PF=1> shared governance is discussed and a survey of universities is described. The survey defines 3 models of shared governance on page 19.

The committee recommends that faculty review the following three documents:

- <http://www.aaup.org/AAUP/pubsres/policydocs/contents/governancestatement.htm?PF=1>
- AAUP link - <http://www.aaup.org>
- "Shared Governance" - <http://www.aft.org/topics/shared-governance>

In addition the committee recommends that each department begin the discussion of shared governance within their unit. This discussion is especially important in light of academic administrative decisions in which faculty had little to no role in the decisions. Please consider the following two questions in those discussions.

1. What does faculty think about shared governance at Eastern at this time?
2. What shared governance model, principles, and elements does faculty want at Eastern?

Colonel 1 Card Work Group Report. Senator Noblitt shared the following information in her written report to the Senate.

The impetus for the project is both to cut administrative costs and to improve student services. ECU would also like to get students their residual financial aid funds more promptly.

As currently planned, all students will be given Colonel 1 Cards as an identification card. These cards will be required for the library, gym, and anywhere else on campus that requires university ID. In addition to serving an ID function, the card will also have a Mastercard Debit Logo and a Higher One Logo. These two corporate logos are prominently displayed on the card along with the ECU logo and the new ECU Colonel logo.

Faculty and staff will not receive Colonel 1 Cards, but they will need to receive new ID cards due to technical difficulties associated with using new card readers. There will be no Mastercard Debit Logo or Higher One Logo on the card or any other features that are not currently available.

Higher One will oversee distribution of student financial aid reimbursements and perhaps other student funds. Students have three choices on how to receive funds: (1) placed on Colonel 1 Card within 24 hours, (2) transferred to own bank account within 24-72 hours, or (3) cut a personal check within 3-5 days.

Higher One will also offer banking services for students. Any funds placed on the Colonel 1 Card can be accessed through one of three ATM's on ECU campuses (1 on main campus, 1 near Stratton, and 1 on Corbin campus). If students use any other ATM to access funds, they will be charged \$2 by Higher One and additional fees from the other bank's ATM. There is no overdraft protection or other type of credit extended to students.

Documentation regarding consequences of loss or theft of the card is conflicting. Please visit http://www.mastercard.com/general/zero_liability.html for additional information.

Senator Noblitt suggested that the Senate should discuss options for addressing the following issues surrounding the Higher One project:

1. Development of an assessment tool to determine student satisfaction with the Colonel 1 Card and associated checking accounts. The results of such assessment should be reviewed annually and in time for EKU administration to consider whether to extend the Higher One contract another year.
2. Implementation of appropriate financial education programs for incoming students that directly address the Colonel 1 Card and other banking options.
3. Assignment of a Faculty Senate Committee to review reports on the relationship of Higher One to EKU, including the cost-savings EKU enjoys as part of the relationship and any changes in the scope relationship. This committee should also review any breaches of confidential information or other problems that arise relating to the relationship.

FOR THE GOOD OF THE ORDER:

The topic of discussion was "Identifying Barriers for Working More Effectively and Efficiently" examples: availability of records, ways to reduce "drudgery", etc.

The discussion was postponed to the May meeting due to time constraints.

ADJOURNMENT:

The meeting adjourned at approximately 5:30 p.m.

To: Faculty Senate
From: The Rules Committee
Date: April 17, 2008

The Rules Committee requests that the Faculty Senate adopt the following motion at its meeting on May 5, 2008.

The following change should be made in the Faculty Handbook, Part VII (Organization of the Faculty of Eastern Kentucky university), VII. The Faculty Senate, E. Committees of the Senate, 5. Committee on the Budget:

Under section (a), which lists membership of the committee, remove the following sentence:

The Vice President for Government Relations and Planning shall serve as a non-voting member of the Committee.

Replace it with this sentence:

The Vice President for Financial Affairs shall serve as a non-voting member of the Committee.

JUSTIFICATION OF THE MOTION:

There is no longer a Vice President for Government Relations and Planning. The Vice President for Financial Affairs is now the appropriate person to serve on the Senate's Committee on the Budget as this is the individual most ready at any time to provide necessary budgetary information. In the past, regardless of title, the person with the job duties of the current V. P. for Financial Affairs has served as the non-voting member of this committee.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Computer Science</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>Computer Science (B.S.)</u> (Major <u>x</u> , Option _____; Minor _____; or Certificate _____) *Provide only the information relevant to the proposal.
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Proposal Approved by: Departmental Committee	<u>Date</u> <u>3/3/08</u>	Graduate Council* Council on Academic Affairs	<u>Date</u> <u>NA</u>
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Approved <u>X</u> Disapproved _____	<u>04/17/08</u>
College Curriculum Committee	<u>3/24/08</u>	Faculty Senate**	<u>Pending</u>
General Education Committee*	<u>NA</u>	Board of Regents**	<u>Pending</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.)
 Revise the Computer Science degree to include a new option in Computer Security, modify the courses required by the core and options, and reword the science course requirement in the general option, update the supporting courses for the Tech and Bioinformatics options.

A. 2. Effective date: (Example: Fall 2001)
 Fall 2008

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

B. The justification for this action:
 We see a definite need and interest in a computer security program. Also we are revising our existing courses to improve retention in the early courses and update the program to include more database experience. We are also rewriting the science requirements for the general option to be easier to understand. This includes minor changes to the Tech and Bioinformatics options.

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 ~~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.)

Computer Science (B.S.)

CIP Code: 11.0101

Major Requirements.....30-48 hours
Computer Science Core 24 hours
 CSC ~~460~~, 185, 190, 191, 195, 310, 340, and two of CSC 300, 303, 304, ~~312~~, 313, 320, 330, 350, 370, 390, 400, 425, 440, 460, 490, 491, 520, 538, 540, 544, 545, 546, and 550 that are not ~~required by~~ used for credit in the option.

Options

Computer Science (General) 24 hours
(Accredited by the Computer Science Accreditation Commission of the ~~Computer Science Accreditation Board ABET~~)

CSC 200, ~~312~~, 320, 330, 370, 400, 440, ~~and 460~~, and 545.

Computer Technology ~~12~~ 21 hours

CSC 200, ~~312~~, 330, 370, 440, 460, one of CSC 313 or 545; and 3 hours of CSC 349¹.

Bioinformatics 6 hours

~~CSC 320 and 540~~ One of CSC 303 or 520; one of CSC 313 or 545.

Interactive Multimedia 24 hours

CSC 120, 140, 303, 304, 330, 491, 520, and 550.

Computer Security 21 hours

CSC 200, 313, 330, 370, 538, 544, and one of CSC 400 or 460.

Supporting Course Requirements 30-55 hours

Computer Science (General) 31-35 hours

EET 252; MAT 124* or 124H, 214, 224 or 224H, STA 270. ~~Four courses in the natural sciences which must include one biological lab science course and one physical lab science course. Two of these four courses must also be one of the following sequences: BIO 121, 131; BIO 121, 141; CHE 111/115, 112/116; GLY 108, 109; or PHY 201, 202. The other two courses must be chosen from the above sequence courses or from the following: PHY 131, 132; or any 200 level or above science course that counts toward a science major. If the BIO 121, 131 or BIO 121, 141 sequence is taken, both of the other two courses must be physical lab science courses taken from the above list of courses. One of the following two plans:~~

Plan 1: One sequence from Biological lab science courses (BIO 121, 131; or BIO 121, 141); and any two additional courses taken from CHE 111/115, CHE 112/116, GLY 108, GLY 109, PHY 131, PHY 132, PHY 201, or PHY 202.

Plan 2: One sequence from Physical lab science courses (CHE 111/115, 112/116; GLY 108, 109; or PHY 201, 202); BIO 121; and one additional course from CHE 111/115, CHE 112/116, GLY 108, GLY 109, PHY 131, PHY 132, PHY 201, PHY 202, or any 200 level or above science course that counts toward a science major.

Computer Technology 30-31 hours

EET 251, 252, 253, 254, ~~257~~, 302, 303, 343, 351, and 354; one of MAT 124*, 124H, 211*, or 261*

Bioinformatics 55 hours

BIO 121, 315, 331, 348, 511, 533, 3 hours of BIO 598; 3 hours of BIO 349; CHE 111/115, 112/116, 330, 361, 362; MAT 124* or 124H, STA 270, 320.

Interactive Multimedia 34-35 hours

COM 200; EET 252; MKT 301; MUS 290; STA 270; Two of ART 200, ARH 390 or 391; MAT 124*, 124H, 211*, or 261*; PHY 131 or 201; TEC 190, 255, 313, or 355; MAT 214*, 214H, or 3 credits from COM 320A-I.

Computer Security	28 hours
<u>APS 110, 438; EET 252, 303, 343, 354; one of MAT 124* or 124H; PLS 220, 408.</u>	
General Education Requirements	30-45 hours
Computer Science (General)	30 hours
Standard General Education Program, excluding blocks II, IVA, IVB, VII (NS) and VIII (6 hours). Refer to Section Four of this Catalog for details on the General Education and University Requirements	
Computer Technology	45 hours
Standard General Education Program, excluding block II. Refer to Section Four of this Catalog for details on the General Education and University Requirements	
Bioinformatics	33 hours
Standard General Education Program, excluding blocks II, IVA, IVB, and VIII (6 hours). Refer to Section Four of this Catalog for details on the General Education and University Requirements	
Interactive Multimedia	33 hours
Standard General Education Program, excluding blocks II, IIIA, IVB, VII (6 hours) Refer to Section Four of this Catalog for details on the General Education and University Requirements	
Computer Security	45 hours
<u>Standard General Education Program, excluding block II. Refer to Section Four of this Catalog for details on the General Education and University Requirements</u>	
University Requirement	1 hour
ASO 100.	
Free Electives	6-18 hours
Computer Science (General)	14-18 hours
Computer Technology	6-7 hours
Bioinformatics	9 hours
Interactive Multimedia	11-12 hours
Computer Security	9 hours
Total Curriculum Requirements	128 hours

¹Under special circumstances, a student may seek an administrative waiver of the CSC 349 requirement from the Computer Science Curriculum Committee and the department chair. Waiver recipients are required to complete three semester hours of additional course work approved by the Computer Science Curriculum Committee

*A preparatory course in Mathematics (MAT 107 and/or MAT 109) may be required before admission to calculus

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">AFIS/MMAC</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>Accelerated BBA/MBA Program – 3 + 2 Program</td> </tr> <tr> <td></td> <td>(Major ____, Option ____, Minor ____, or Certificate ____)</td> </tr> <tr> <td colspan="2">*Provide only the information relevant to the proposal.</td> </tr> </table>	Department Name	AFIS/MMAC	College	B&T	*Course Prefix & Number		*Course Title (30 characters)		*Program Title	Accelerated BBA/MBA Program – 3 + 2 Program		(Major ____, Option ____, Minor ____, or Certificate ____)	*Provide only the information relevant to the proposal.															
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<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Proposal Approved by:</td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">2/29/2008</td> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="2"> <i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i> </td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">3/22/2008</td> <td>Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/></td> <td style="text-align: center;">04/17/08</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Faculty Senate**</td> <td style="text-align: center;">Pending</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;">Pending</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td style="text-align: center;">NA</td> </tr> </table>		Proposal Approved by:	<u>Date</u>		<u>Date</u>	Departmental Committee	2/29/2008	Graduate Council*	NA	<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs		College Curriculum Committee	3/22/2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	04/17/08	General Education Committee*	NA	Faculty Senate**	Pending	Teacher Education Committee*	NA	Board of Regents**	Pending			Council on Postsecondary Edu.***	NA
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Teacher Education Committee*	NA	Board of Regents**	Pending																										
		Council on Postsecondary Edu.***	NA																										
<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.) Implement "3 + 2 Program" for accelerated BBA/MBA degree completion. Pending approval of revised criteria for Undergraduate Concurrent Admission to Graduate School</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008</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: To allow students to concurrently enroll in undergraduate and graduate courses in order to enhance their educational and work options.</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 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.)

Accelerated BBA/MBA Program - "3 + 2 Program"

An Eastern Kentucky University undergraduate student who needs 30 or fewer credit hours to complete all of the requirements for the baccalaureate degree may be considered for undergraduate concurrent admission to the Masters of Business Administration Program. To be eligible for this admission, the student must have an overall undergraduate grade point average of at least 3.0 at the time of admission. The student must maintain an overall undergraduate grade point average of at least 3.0 and must meet the MBA requirements for overall academic standing.

Students may earn a maximum of 12 graduate credit hours while holding undergraduate concurrent admission status. A maximum academic load of 15 hours during a regular fall or spring semester and of nine hours during the summer session is permissible when the student is concurrently enrolled in graduate and undergraduate level course work.

Application for undergraduate concurrent admission should be initiated by the student by completing an application to the Graduate school at least 30 days prior to requesting enrollment in any graduate classes. Students must meet all the MBA admission requirements, with the exception of completion of the baccalaureate degree, prior to admission into the Accelerated BBA/MBA Program. Students are advised to take the GMAT, one of the MBA admission requirements, during their junior year (the year prior to starting the Accelerated BBA/MBA Program.)



Eastern Kentucky University
Policy Library

Course Syllabi

Policy 4.1.2

Volume 4, Academic Affairs

Chapter 1, Academic Practices

Section 2, Course Syllabi

Approval Authority: Board of Regents

Responsible Executive: Provost/VP for
Academic

Affairs

Responsible Office(s): Academic Affairs
Office

Originally Issued: October 30, 1993

Effective:

Revised: April 27, 2007

Next Review Date:

Policy Statement

Each course and each section of each course must have a complete syllabus. Faculty members will distribute a complete syllabus either in paper format or online to students and their department chair typically on the first day of class and no later than the second University work day. ~~Faculty choosing the online option must inform the class that a paper copy will be provided upon request.~~ If requested by students, a faculty member must provide a syllabus in an alternate format (e.g., a paper copy, an email attachment, etc.)

Purpose

This policy ensures that course syllabi across the University consistently contain the required elements.

Entities Affected by the Policy

- Colleges
- Departments
- Faculty
- Students

Who Should Read the Policy

- College deans
- Department Chairs
- Faculty members
- Students

Policy Background

NA

Definitions

**Provost and Vice
President for Academic
Affairs**

Refers to either the Provost and Vice President for Academic Affairs or his/her designee.

Syllabus

An outline for a course that describes the course content, provides a general framework for covering the course material, and identifies requirements for successful completion of the course.

University

Eastern Kentucky University

Requirements for a Syllabus

A complete syllabus should contain the following elements:

- 1) Department, prefix, number, title, and credit hours
- 2) Catalog course description, including prerequisites
- 3) Text(s) with dates, supplemental text(s), other required readings and references
- 4) Student learning outcomes. Student learning outcomes express in the following manner what successful students learn in the course:
 - a) Outcomes should use action verbs that express what students will learn and demonstrate in the course.
 - b) Upper division and graduate courses should expect students to acquire more sophisticated skills in critical and creative thinking than lower division courses. For courses taught concurrently at the 500/700 levels, outcomes should clearly distinguish what is expected of students enrolled at the 500 level from what is expected of students enrolled at the 700 level. See note 1 below.
 - c) Outcomes should be measurable. Faculty members should be able to evaluate student mastery of the learning outcome.
 - d) Multi-section courses must have a common core of student learning outcomes that are addressed in all sections. Individual faculty members may add outcomes to the common core.
 - e) Approved general education courses must list the General Education Goals addressed in the course in addition to the common core of student learning outcomes. See www.gened.eku.edu/faculty/syllabus/.
- 5) Evaluation method(s) and relative weight of each course requirement
- 6) Student Progress. The syllabus will describe a mechanism by which the instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course.
- 7) Attendance policy. Faculty members will outline a specific course attendance policy consistent with their departmental attendance policy, if one exists. Do not refer students to the University attendance policy. The policy would normally describe how

- absences and tardiness will be recorded, how excused and unexcused absences will be handled, and how missed exams and late or missed assignments will be handled.
- 8) Notification of the last day to drop the course. For courses that start and stop on standard dates, the faculty member may either list the drop date or direct the student to the *Colonel's Compass* for the date. For courses that start or stop on nonstandard dates, the faculty member should list the drop date.
 - 9) Disability Statement. All faculty should include the following standardized statement on the course syllabus to establish consistency between individual instructors, departments, colleges and other University offices.
 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.
 - 10) Academic Integrity Policy. All faculty should include the following standardized statement on the course syllabus.
 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.
 - 11) Course requirements: required activities, papers, quizzes, exams, oral reports, special projects, field trips, labs, etc. For courses taught concurrently at the 500/700 levels, the course requirements should clearly distinguish requirements at the 500 level from those at the 700 level. For specific guidance go to http://www.gradschool.eku.edu/gradfaculty/docs/crs_guide_500_700.pdf. An approximate time schedule for these requirements must be included. (Faculty members may combine 11 and 12)
 - 12) Course outline: an ~~topic~~ outline indicating subject matter, ~~scope, contents,~~ and an approximate time schedule.
 - 13) Other. Faculty members may add other information.

Responsibilities

Course Instructor	<ul style="list-style-type: none"> • For each course taught, create a course syllabus that contains all of the required elements. • Distribute a complete syllabus to students no later than the first course meeting. • Give a copy of all syllabi to the department chair no later than the first course meeting. • <u>Inform students and department of changes in syllabi.</u>
Department	<ul style="list-style-type: none"> • Review syllabi to ensure compliance with this policy. • Keep a copy of complete syllabi for all sections of all courses (or one copy for multiple sections using the same syllabus) offered by the department.
Student	<ul style="list-style-type: none"> • Read the syllabus and adhere to the information contained therein. • Keep a copy of the course syllabus until course is complete and grades are final.

Procedures

NA

Violations of the Policy

NA

Interpreting Authority

- Provost/Vice President for Academic Affairs

Relevant

Links

NA

Policy Adoption Review and Approval

Policy Revisions

- Council on Academic Affairs: Revision Recommended April 17, 2008
- Faculty Senate: Revised October 24, 2005
- Board of Regents: Revised April 27, 2007
- Faculty Senate: Approved December 3, 1984
- Faculty Senate: Revised March 1, 1993

Policy Adoption

- Board of Regents: Approved October 30, 1993

Appendix: Notes to Faculty and Syllabus Template

1. **Student learning outcomes.** Course objectives commonly express what the faculty member will do or the topics addressed in the course. In contrast, student learning outcomes emphasize what knowledge and skills the student will be expected to demonstrate throughout the course. If accurately expressed, student learning outcomes are measurable and assist both the faculty member and students. They help the faculty member design the course (classroom experiences, assignments, examinations, papers, projects, etc.), develop

effective teaching strategies, and design an effective assessment process. They also help the student understand what knowledge and skills are addressed in the course and the faculty member's expectations.

All courses should normally have student learning outcomes that expect students to acquire not only knowledge and comprehension, but also skills in critical and creative thinking. Bloom's Taxonomy categorizes educational objectives into knowledge, comprehension, application, analysis, synthesis, and evaluation. Critical thinking occurs when students are expected to apply their knowledge and comprehension to new and concrete problems (application), to analyze component parts in order to understand an organizational structure (analysis), to synthesize parts into a whole (synthesis), and to evaluate the value of information (evaluation). Creative thinking occurs in conjunction with critical thinking when the student develops something new.

Sample action verbs to each category in Bloom's Taxonomy are (list adapted from the General Education Program Guidelines 1998, San Jose State University (www2.sjsu.edu/ugs/ge/guideline.html) on November 4, 2004:

- a. Knowledge (recall of previously learned information): defines, enumerates, identifies, labels, lists, matches, names, reads, reproduces, restates, selects, states, views.
- b. Comprehension (understand the meaning of information): classifies, cites, converts, describes, discusses, estimates, explains, generalizes, gives examples, paraphrases, summarizes, understands.
- c. Application (apply information to new and concrete problems): acts, administers, articulates, charts, collects, computes, constructs, contributes, controls, determines, develops, discovers, establishes, extends, implements, includes, informs, instructs, participates, predicts, prepares, preserves, produces, projects, provides, records, relates, reports, shows, solves, takes, teaches, transfers, uses, utilizes.
- d. Analysis (separate a whole into component parts in order to understand organizational structure): breaks down, correlates, diagrams, differentiates, discriminates, distinguishes, focuses, illustrates, infers, limits, outlines, points out, prioritizes, recognizes, separates, subdivides.
- e. Synthesis (organizes parts into a whole): adapts, anticipates, categorizes, collaborates, combines, communicates, compares, compiles, composes, contracts, contrasts, creates, designs, devises, expresses, facilitates, formulates, generates, incorporates, initiates, integrates, intervenes, models, modifies, negotiates, plans, progresses, rearranges, reconstructs, reinforces, reorganizes, revises, structures, substitutes, validates.
- f. Evaluation (assess the value of information for a given purpose): appraises, concludes, confronts, criticizes, critiques, decides, defends, interprets, judges, justifies, reframes, translates.

Critical and creative thinking develop more fully as students acquire deeper knowledge and comprehension of a subject. Student learning outcomes should therefore increasingly emphasize skills in critical and creative thinking as student knowledge and comprehension increase. Learning outcomes in lower division courses may have more outcomes expressing knowledge and comprehension than outcomes expressing skills in critical and creative thinking. Upper division and graduate courses should emphasize skills in critical and creative thinking.

Examples of student learning outcomes for lower division, upper division, and graduate courses are provided below.

Lower Division Courses

1. The student will demonstrate the ability to apply the model of demand and supply to determine equilibrium price and quantity in a competitive product market. (The action verb "apply" suggests that the student will learn how to apply knowledge and comprehension to new and concrete problems.)
2. The student will demonstrate the ability to test hypotheses about the sample mean of one population. (The action verb "test" suggests that the student will learn how to apply knowledge and comprehension to new and concrete problems.)
3. The student will be able to apply genetic theory to discover how genetic traits are inherited within populations. (The action verb "apply" suggests the student will learn application.)

4. The student will be able to analyze the social and cultural significance of the visual art of other societies relative to western society. (The action verb “analyze” suggests the student will learn analysis.)

Upper Division Courses

1. The student will demonstrate the ability to analyze macroeconomic performance. (The action verb “analyze” suggests that the student will learn how to identify and use the component parts of an organizational structure.)
2. The student will demonstrate the ability to contrast the short run and long run economic effects of fiscal and monetary policies. (The action verb “contrast” suggests that the student will learn how to synthesize information.)
3. The student will analyze the ethical issues within organizations and the importance of choices and consequences to the decision makers. (The action verb “analyze” again suggests that the student will learn analysis.)
4. You will be able to synthesize knowledge of social psychology with your own life experience. (The action verb “synthesize” suggests that the student will learn to integrate knowledge.)
5. Students will be able to evaluate the risk of natural disasters for an area given its tectonic, physical, and climatic environment. (The action verb “evaluate” suggests the student will learn to evaluate knowledge for a specific purpose.)

Graduate Courses

1. The student will demonstrate the ability to assess the economic effects of international trade policies. (The action verb “assess” suggests that the student will learn how to evaluate economic policies.)
2. The student will evaluate theory in nursing and related disciplines for use in advanced nursing practice in rural settings. (The action verb “evaluate” suggests the student will learn to evaluate knowledge.)
3. The student will apply principles of financial and resource management to the management of rural health delivery systems. (The action verb “apply” suggests the student will learn application.)
4. The student will be able to formulate a strategy for protecting the sector by various means: target hardening, regulatory policies, or restructuring the sector. (The action verb “formulate” suggests the student will learn to synthesize knowledge.)

2. **Disability statement.** At least one out of every ten students has some type of disability. Those students who request accommodations will need to self-identify with the Offices of Services for Students with Disabilities and provide appropriate documentation concerning the stated disability. Including the exact wording of the above statement in course syllabi is important because the process: 1) invites students with disabilities to self identify, 2) makes no promises for particular accommodations, but it allows a campus wide policy and process to take place concerning the determination of accommodations, 3) discourages students from presenting documentation directly to faculty, and 4) indicates that faculty are willing to work with students who are officially registered with the disabilities office. When students do make an appointment to discuss academic accommodations, faculty can and should ask for the “letter of accommodation” issued by the Office of Services for Students with Disabilities.

The following is a syllabus template. Required elements are in **bold** and recommended elements are in *italics*. For specifics on the required elements see pages 2 and 3 of this policy.

Eastern Kentucky University
Department of XXXXXXXXX
Syllabus for **MMM ###, Course Title**
credit hours
Semester and Year

Professor's name

Professor's Office #
Professor's Contact information
(Phone and email)
Professor's Office Hours

Catalogue Course Description:
(including pre-requisites)

Text(s):
(with dates, supplemental text(s), and other required readings or references)

Student Learning Outcomes:

Evaluation Methods:
(including relative weight of each course requirement)

Student Progress:
(mechanism for notifying students of progress in the course)

Attendance Policy:

Last Date to Drop the Course:

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.

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

Course Requirements:

Council on Academic Affairs - April 17, 2008

Faculty Senate's Response Regarding the Syllabus Policy

p. 1 Question: Must the syllabus be provided on the first day of class? Why not the second?

Question: Must a paper copy be provided if students can access the syllabus on line?

Each course and each section of each course must have a complete syllabus. Faculty members will distribute a complete syllabus either in paper format or online to students and their department chair on the first day of class. Faculty choosing the online option must inform the class that a paper copy will be provided upon request.

Approved revision:

Each course and each section of each course must have a complete syllabus. Faculty members will distribute a complete syllabus either in paper format or online to students and their department chair typically on the first day of class and no later than the second University work day. If requested by students, faculty must provide a syllabus in an alternate format (e.g., a paper copy, an e-mail attachment, etc.).

p. 2, Item 2 Question: Must the course description be included if it has not changed from the *Catalog*? **CAA approved requiring the complete current course description.**

Catalog course description, including prerequisites

p. 2, Item 4.d Question: Must multi-section courses have some common objectives?

CAA approved requiring a common core of student learning outcomes for all multi-section courses.

Question: Does requiring a core of common objectives violate faculty's academic freedom? **No. The individual instructor may add objectives.**

Multi-section courses must have a common core of student learning outcomes that are addressed in all sections. Individual faculty members may add outcomes to the common core.

p. 3, Item 8 Question: Should students be responsible for knowing the withdrawal date?

CAA approved the requirement. The current policy requires listing the drop date. The proposed policy gives the faculty member the option of referring the student the *Colonel's Compass*.

Notification of the last day to drop the course. For courses that start and stop on standard dates, the faculty member may either list the drop date or direct the student to the *Colonel's Compass* for the date. For courses that start or stop on nonstandard dates, the faculty

member should list the drop date.

p. 3, Item 12 Question: Must the outline be “topical”?

Question: What does scope mean? Contents?

Approved revised wording:

12. Course outline: an outline indicating subject matter and an approximate time schedule.

Senate Chair May Report

I would like to thank all of you for the last two years. I had some trepidation when I began my work as Chairperson of the Faculty Senate, primarily because I had little experience chairing such an august body. But you have made it easy for me by exhibiting behavior that has been the very definition of collegiality. I wish each of you the very best in the future – in your influence on your students through teaching – in your continued service to Eastern and our service area – and through your individual scholarship and example of life-long learning.

You should be aware of the draft of the proposed faculty qualification policy (and the cover page) sent to us by Dr. Robinson. While this is not on the agenda, it is a sincere request for immediate faculty feedback. Thus, I sent it to you directly and have requested that you send your input and discussion to Dr Robinson. I know she will greatly appreciate our help.

At our last Executive Committee meeting Dr. Jaleh Rezaie was in attendance to discuss the proposed Graduate Faculty Status policy. The draft policy will be distributed to the graduate coordinators who will in turn share with their colleagues. Thus, please share your comments on the policy with your graduate coordinators. The intent is to present this policy to the Senate in the fall. Faculty will also have an opportunity to provide additional feedback at that time.

SGA shared the Bulletin Board policy draft and the Posted Item Stamping Policy Guidelines draft with the University attorney, at the request of the Executive Committee. Student Services asked the University counsel to postpone reviewing the policies until they have an opportunity to respond. However, the SGA reports that Student Services has had a continued presence over the years in this discussion. Dr Eakin reported that he had a long discussion with Mike Reagle, AVP of Student Affairs concerning the Bulletin Board Policy. Reference to a statement in the Faculty Handbook has been referenced regularly. Perhaps the best solution is to eliminate that statement from the faculty handbook and place it as the level of university policy. Please be thinking about that as a possible resolution to the problem.

SGA submitted an updated Dead Week Policy, but it came well after the deadline for submission of topics for our meeting. However, the Executive Committee will review the policy at our August 25 meeting.

On behalf of the Executive Committee, I would like to thank David Fifer and the SGA for working with the faculty on a number of issues this year. Such faculty/student/staff work groups represent an important step toward shared governance at EKU.

The topic of Professional Learning Communities came to us via Keith Johnson who reported that Charlie Sweet had asked him to bring this to the attention of the Executive committee. The PLC's include a process for evaluation which may be of concern to others among the faculty. The Teaching and Learning Center would like to have a workshop in the fall regarding faculty evaluating other faculty in the classroom. Since the intent is to establish such evaluations as policy - you should ask your respective faculties to send their considerations to the TLC and to your Senate representatives. I anticipate many questions regarding this topic.

To: Faculty Senate
From: Malcolm P. Frisbie
Date: 5 May 2008
Re: Regent's Report

22 April 2008, Regular Quarterly Meeting of the Board

The Board of Regents met on 22 April 2008 for a regular quarterly meeting.

Informational Items

- The Board heard a financial status report for the University. Our tuition revenue is running about on pace with last year's, which is a bit below projected tuition revenue. Thus, we will likely end the fiscal year with a shortfall for tuition revenue, as we did last year. But, we remain in good position with respect to the overall budget picture. We will use a more conservative tuition revenue prediction as we build the budget for next year.
- The Board heard a report from the chair of the EKU Foundation board. We continue to make progress on realizing the capital campaign goal of \$25M. The Foundation value is currently at \$22.5M. Foundation investments declined recently, due to poor performance of the US economy. Our investments fared substantially better than the Standard & Poor's index (7% decrease vs. 9% decrease), so relatively speaking, our portfolio is performing well.
- Two representatives from Siemens Building Technologies reported on EKU's performance contract with them. This is an exciting, \$22M, 12-year project. Siemens will provide campus-wide energy efficiency improvements and address deferred maintenance issues in six target buildings (Stratton, Campbell, Burrier, Combs, Coates, and Jones Buildings). These efforts will provide annual energy cost reductions of at least \$2M, which is guaranteed by Siemens. Improvements will target things like more efficient lighting, heating and cooling, and ventilation; and water conservation. Siemens estimates that it can help the University reduce its CO₂ emissions by 76M lbs., its nitrogen oxide emissions by 123K lbs., and its emissions of SO₂ by 404K lbs. over the life of the contract. This is the largest such contract in the state to date.

Action Items

- The Board approved all 10 items that came to it from the Council on Academic Affairs.
- The Board approved the tenure and promotion recommendations that came to it following review and recommendation at the departmental, college, and university levels.
- The Board approved recommendations for emeritus status for five retiring faculty members: Paul Blanchard (Government), Rick Clewett (English & Theatre), Richard Freed (English & Theatre), Un-Chol Shin (Foreign Languages & Humanities), and Richard Givan (Criminal Justice & Police Studies).
- The Board approved two new Foundation Professorships for Elizabeth Hansen (Communications) and Robert Mitchell (Psychology).
- The Board approved a tuition increase for 2008-09 of 8% (tuition and mandatory fees). This will result in an increased charge of \$228 per credit hour for in-state undergraduates (\$246 for graduate students). The increase for out-of-state students will be \$615/credit hour (undergraduate) and \$674/credit hour (graduate students). In addition, the new tuition structure calls for a \$128/credit hour (\$346 for out-of state undergraduate students) for each credit hour at 17 or more hours per semester. The corresponding surcharge for graduate students will be \$184/credit hour (\$505 for out-of-state graduate students) for each hour at 13 or more hours per semester.

Part of the thinking on the surcharges is that this will put in place incentive for students to register only for the number of hours that they truly intend to pursue, and reduce the inefficiency of use of university resources that stems from students registering for more hours than they want to carry, "shopping around", and then dropping one or more courses part way into the semester.

The 8% tuition increase will result in a projected increase of \$7.3M in tuition revenue. The CPE recommended a 6% tuition increase for the regional universities prior to the onset of the belt-tightening measures of the state (3% reduction in 07-08 appropriation, 3% additional reduction in the 08-09 appropriation). The CPE proposal would have resulted in a tuition revenue increase for the University of \$9.5M because they applied the increase to additional fees that the Board action last week does not affect. So, our proposed increase of 8% is less than the CPE's proposed increase of 6%! Most other Kentucky institutions are proposing increases of 8 or 9%; the community college system is proposing increases of 13%; Murray is proposing an increase of 6%. EKU, then, looks to be keeping its costs to students down better than some other institutions in the state and will likely remain in the middle of the pack in terms of tuition and fee cost to its students.

- The Board approved residence hall rate increases that average 10%. This will result in increased costs to students of \$216-256 for a single room, depending on the particular facility, and increases of \$103-175 for double rooms. Student Affairs intends to use some of the increased revenue to carry out some maintenance and upgrade work in the residence halls.
- The Board approved a dining rate increase of 4.5% for 2008-09. This rate was negotiated with Aramark some time ago, and looks particularly good in light of more recent increases in food and other prices.
- The Board approved the re-engagement of Deloitte and Touche as external auditors for the University for 2008-09.

The Board will next convene on June 2, 2008 for a regular quarterly meeting.

Please feel free to contact me for further information about any of these items or to discuss topics of concern to you.

Respectfully submitted,

Malcolm P. Frisbie
622-1507
malcolm.frisbie@eku.edu

TO: Faculty Senate
FROM: Rodney B. Piercey
DATE: May 5, 2008
RE: May Faculty Senate Report

ACADEMIC AFFAIRS POLICY AND GOVERNANCE:

The following items represent draft policies currently in the review process:

- Policy 4.1.2 (Course Syllabi) has been reviewed for a first reading by the Faculty Senate. The policy was approved with revisions by the Council on Academic Affairs.
- Policy 4.6.1 (Determination of Qualifications for Teaching Faculty) has been reviewed a third time by the Provost Council. The policy was supported and disseminated to the Chairs Association and the Faculty Senate for review.
- Policy 4.3.4 (Joint Curricular, Collaborative, and Consortial Agreements) has not been worked on since the last report to the Faculty Senate.
- Policy 1.1.1 (Formulation and Adoption of University Policies) continues to be vetted across campus. Dr. Sherry Robinson met informally with members of the Faculty Welfare Committee to discuss possible revisions. As soon as it is ready, a revised draft will be re-submitted to Faculty Senate.

All new or revised policies are presented as drafts until they are approved by the Board of Regents.

Editorial clarifications for Policy 4.6.4 (Promotion and Tenure) will be sent to University Counsel for review. As soon as possible, the clarifications and the revised policy will be published to the academic community. A small work group consisting of someone from Faculty Senate who previously worked on the promotion and tenure policy and of an administrator who works with implementation on the policy will begin evaluating some potential amendments to Policy 4.6.4.

GRADUATE EDUCATION & RESEARCH

Strategic Plan

We are seeking comments on a draft of the Strategic Plan for Graduate Education and Research. Formal invitations for review have been sent to all Graduate program coordinators, chairs, deans and members of the Graduate Council. The draft plan is posted for comment on the web at <http://ekuculture.ning.com>. A special thanks to faculty members JoAnn Ewalt, Derek Paulsen, Marcel Robles, Sharon Shasby, and Melinda Wilder for their contributions to the development of our Strategic Plan.

INSTITUTIONAL EFFECTIVENESS:

Strategic Planning and Program Review

Dr. E. J. Keeley (with Dr. Kendra Stewart and Corey Bray) presented a University Strategic Plan progress report to the Board of Regents. Dr. Keeley continues to collaborate on the Graduate Education & Research and Powell Student Center strategic plans. The Program Review Work Group is finalizing its plan to reform program review as part of the Institutional Effectiveness process. Dr. Keeley

continues to refine the Fall 2008 enrollment forecast based on inputs from a variety of university constituencies.

Quality Enhancement Plan (QEP)

We are conducting internal interviews for a QEP Director. Four senior-level classes are left that will have the CAT test administered by the end of the semester. Once all the tests have been given, we will have tested about 5% of the senior population, which is on target. A database of all the seniors that have taken the CAT test has been developed for future assessment. Also, we have been studying how the University's Critical Thinking Rubric and the CAT correlate to one another. GSO 100 classes are currently being reviewed for fall 2008 CAT assessment to be used in the assessment of both the GSD 101 program and the University's overall critical thinking. The Service-Learning programs have developed a pre and post in-class assignment that will be used for all the undergraduate projects. The assignment will then be assessed using the University's Critical Thinking Rubric. The first-year program (GSD 101) now has instructors identified and is meeting weekly to discuss class structure and course assessment.

State Compliance and University Accreditations:

Dr. E. J. Keeley participated in the CPE's Quality and Accountability Policy Group in Frankfort on April 14th. Dr. Keeley continued his work with the NCATE accreditation task group. Dr. Keeley participated in a conference call with SACS to discuss ECU's upcoming Ed.D. in Educational Leadership six-month SACS team review to be held in January or February 2009.

Assessment

The Assessment Exemplar was held March 27th with the eight 2007 Assessment Grant recipients presenting posters about the assessment projects funded through the assessment grant process. Stacey Street is consulting on building an assessment plan for the new Ed.D. program and is assisting the Clinical Laboratory Science program with their assessment process in response to their NAACLS accreditation visit. The program review committee overview of using TracDat was conducted at the end of March.

INSTITUTIONAL RESEARCH:

IPEDS Finance, Financial Aid, and Graduation Rates were all submitted this month, in addition to the U.S. News and World Report Main, Finance, and Financial Aid surveys. IR consulted, created, administered, or analyzed data of 18 surveys for various on-campus constituents. We have filled 14 ad hoc data requests, including larger requests for the Chemistry Department, Counseling Center, and NOVA Program. We attended the Comprehensive Database Meeting at CPE - an annual meeting of IR staff from the public universities and CPE to discuss reporting guidelines for the upcoming year. April also begins the collection of completed IDEAs for Spring 2008. We are consulting with WEKU to develop, administer, and analyze the results of a survey on listeners' programming preferences.

Faculty Senate Organizational Meeting Agenda

May 5, 2008

Approximately 10 minutes after First Meeting Convenes

Call to order

New Business:

- Senate Chair Election
Senator Ware was nominated at April's meeting
- Senate Vice-Chair Election
Senator Taylor was nominated at April's meeting

COMMITTEE ELECTIONS:

Elections Committee (0 vacancies)

Continuing members: Jason Koontz; David May; Ted Randles; Cynthia Resor; & Elizabeth Underwood

Budget Committee 1 vacancy)

Continuing members: Bill Phillips (Dean Rep.); Rodney Piercey (Provost); Marco Ciocca; Keith Johnson; Beth Anne Pruitt; Anne Shordike; TBA (Senate Chair)

Replace: Ann Chapman

Rights & Responsibilities (0 vacancies)

Continuing members: Dorothy Carter; Paula Kristofik; Lynnette Noblitt; Tom Reed; Marcel Robles

Rules Committee (3 vacancies)

Continuing members: Kristen Kean; Tom Reed

Replace: Nancy McKenney; Robert Milde; Jane Rainey

Welfare Committee (2 vacancies)

Continuing members: Gary Barksdale (ex officio); Larry Collins; Keith Johnson; Mixon Ware
[If M. Ware elected as chair will need to replace]

Replace: Elaine Waters; Margaret Foote

Executive Committee (1 vacancy)

Continuing members: Rodney Piercey (Provost); TBA (Senate Chair); TBA (Senate Vice-Chair); Larry Collins; Keith Johnson; Paula Kristofik; Bob Shadur; Sharon Shasby; Malcolm Frisbie (ex officio)

Replace: Nancy McKenney

Committee on Committees (2 vacancies)

Continuing members: Michelle Gerken; Vickie Sanchez; Maryann Kolloff

Replace: Becky Gaffney; Margaret Foote

COSFL (1 Rep & 2 Alts)

Current Rep: Nancy McKenney
Current Alternates: Matt Winslow; Mixon Ware

Adjournment