

Faculty Senate Agenda
December 1, 2008
3:30 p.m.

Call to order

Approval of Minutes

November 10, 2008 Minutes

President's Report: Senator Whitlock

Unfinished Business:

- Dead Week Policy
- Ad Hoc Committee Report on Syllabus Policy

New Business:

- Discussion on Consideration of 16-week semester (*in lieu of the FTGOTO discussion*)
- Report on University Planning Council & Strategic Planning Council (informational)
- Report from Council on Academic Affairs

Curriculum Proposals:

1. *New minor in Actuarial Science*
2. *Music (B.M.) - Program Revision - Revise text to specify degree requirement, drop one supporting course, correct required number of hours*
3. *Correctional & Juvenile Justice Studies - Program Revision - Require 2.0 GPA*
4. *Memorandum of Agreement with Loss Prevention Foundation*

Policies:

5. *Recording of Double Majors (*action item*) - Revise Catalog text to clarify procedure for recording double majors*
6. *Writing-Intensive Courses*
 - a. *Allow departments to offer writing intensive courses in the major program to meet the writing-intensive course requirement (*action item*)*
 - b. *Waive the requirement for all students who graduate by December 2009 (*information*)*
7. *Comprehensive Baccalaureate Degree Requirements (*Discussion/Action*)*
CAA will take action on this revision in December (note: Policy needs to go to the Board of Regents in January but will be withdrawn if it lacks support of Council on Academic Affairs, Faculty Senate, and Provost Council)
8. *Proposal for Ph.D. Program in Clinical Psychology (*information*)*
9. *Early Registration Policy (*Information*) [CAA will consider in December]*
CAA approved a motion to support the Faculty Senate's Ad Hoc Committee's Recommendation Regarding Early Registration Policy & Rationale

Report Overview & Questions:

Executive Committee Chair: Senator Ware

Faculty Regent: Senator Frisbie

COSFL Representative: Senator McKenney

Provost: Senator Piercey

Student Government Association: Alex Combs

Standing Committees:

Budget Committee: Senator Johnson, Chair

Rules Committee: Senator McKenney, Chair

Rights and Responsibilities Committee: Senator Noblitt, Chair

Committee on Committees: Senator Staddon, Chair

Elections Committee: Senator Randles, Chair

Welfare Committee: Senator Foote, Chair

Ad Hoc Committee Reports (if any)

Adjournment

FACULTY SENATE MINUTES

November 10, 2008

The Faculty Senate of Eastern Kentucky University met on Monday, November 10, 2008, in the South Room of the Keen Johnson Building. Senator Ware called the third meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:

A. Back, A. Chapman, D. Deaton, K. Halcomb, T. Hartch*, M. Hesse*, K. Kean, M. Kolloff*^
T. Randles, B. Wesley

*Indicates prior notification to the Senate Secretary

^ ALT D. Porter attended for M. Kolloff

Visitors to the Senate: Corey Bray, Athletics; Sue Cain, Transition & University Services; Lindsey Cross, SGA; Jim Conneely, Student Affairs; Tina Davis, Registrar; Dave Eakin, Biology; Linda Frost, Honors Program; Gary Kuhnhenh, Enrollment Management; Deborah Newsom, Financial Affairs; Sherry Robinson, Academic Affairs; Benton Shirey, Advising & Retention; John Wade, Arts & Sciences; and Marc Whitt, Public Relations & Marketing

ANNOUNCEMENTS:

Senator Ware announced that Senator Taylor will fill in as Parliamentarian for today's meeting.

Senator Ware requested that anyone speaking at the podium should turn cell phones completely off because of static interference with the microphone.

Senator Rainey distributed a flyer on a QEP-initiative CACTUS class offered for Spring entitled "Is it Time to Change the Drinking Age." She encouraged the senators to share the information with faculty and students.

APPROVAL OF MINUTES:

The October 6, 2008 minutes were approved as written.

PRESIDENT'S REPORT: Senator Whitlock

Senator Whitlock reported that the Policy on Policies will be implemented on an interim basis; he sees this as a further institutionalization of shared governance.

The Sponsored Programs policies which the Senate approved will go before the Board of Regents in January.

As preliminary talk has already begun around campus, Senator Whitlock encouraged faculty to start a conversation on whether or not a sixteen-week semester should be considered.

While not finalized, the University will probably move toward a twelve-week summer session to provide more flexibility in terms of course offerings for students and faculty.

Senator Whitlock's trip to Japan was both enjoyable and successful. While there he visited Rikkyo University, which currently partners with fourteen private liberal arts colleges and universities in this country. Currently Rikkyo University does not have a partnership with a comprehensive university and this may provide an opportunity for ECU to form a partnership with them.

While in Tokyo, Senator Whitlock attended an alumni meeting with approximately 40 Eastern graduates.

While in Kofu, Senator Whitlock renewed the second ten-year renewal exchange agreement with the University of Yamanashi.

Senator Whitlock was surprised and pleased at the number of people who read the blog he posted during his trip.

Senator Whitlock encouraged everyone to review the new test version of the ECU homepage and to share comments and suggestions. The new website will be emphasizing the use of social networks as a way to get students more engaged in campus life and campus activities.

Drs. Piercey and Conneely have been meeting regularly with the Enrollment Management team to determine how the Enrollment Management area should be structured.

State financing is looking uncertain, and projections are running about \$300 million behind for the current year's budget. The Governor is expected to release a plan in early December to address the shortfall. While ECU's budget was developed for this year with some safeguards in place to help offset another cut, the tuition income is lower than originally estimated.

Governor Brashear has established a Work Group on Higher Education which is divided into two sub-committees. The first sub-committee will be looking at ways to enhance the affordability of higher education on the campuses in Kentucky and that report is due on January 15th. The other sub-committee's primary function is stability of state funding to the campuses and stability from the standpoint of tuition for students, and that report is due by September 15th 2009.

ECU's new Strategic Planning and Budgeting model will be announced soon. Senator Whitlock's primary objective with the new model is to have a solid link between planning and budgeting and to have a high degree of transparency in both processes.

The Board of Regents will be having a retreat next month, and one of the main discussion topics will be the presidential evaluation to be held during spring semester. Senator Whitlock has insisted that there will be significant and substantive faculty, staff, and student participation in the evaluation process.

NEW BUSINESS:

Dead Week Policy. Ms. Lindsey Cross was in attendance to give a brief history of the proposed dead week policy. As the discussion unfolded, it became apparent that the senators did not have the most recent version. Senator Johnson moved to postpone the vote on the policy until December until the senators reviewed the most recent update, seconded by Senator Schmelzer. Motion carried.

Senator Robles requested that Ms. Cross forward the most recent draft which was approved by the Student Senate to the secretary for immediate distribution to the senators.

Ms. Cross asked that any comments or questions about the policy should be e-mailed to her at lindsey.cross@eku.edu. She also indicated that while she would immediately send the requested update to the secretary, there will be another revision submitted later which will address the Senate's comments from today's meeting.

Ad Hoc Committee Recommendations on Early Registration Policy. Senator Wilson moved to approve the following statements, seconded by Senator Wray. Motion carried.

- The Senate is not in favor of the policy draft as currently written and were in support of the Ad Hoc Committee's recommendations and addendums being included in the draft before discussion on an actual vote of the policy.
- The Senate approves a resolution of support for a revised Early Registration for Designated Populations policy incorporating the "Recommendation Regarding Early Registration Policy and Rationale" outlined by the Faculty Senate Ad Hoc Committee on Early Registration in its memorandum dated November 10, 2008, together with an Addendum incorporating recommendations from the November 10 Faculty Senate meeting. Said addendum will include recommendations supported by the senate as follows:
 - a. Senator Lowry suggested that priority registration be assigned by standing. For example, a Sophomore from a Designated Population could register ahead of other Sophomores, but not ahead of Juniors or Seniors

- b. Senator Richardson recommended that each designation population (Students with Disabilities, Student Athletes, Honors, etc.) should be considered individually for possible inclusion in the Early Registration for Designated Populations proposal.
- c. Senator Johnson requested that the ad hoc committee's suggestion to create a university-level committee should be developed now and presented along with the actual policy rather than waiting until the need arises to establish the committee structure; and that the recommendations of the Ad Hoc Committee on Early Registration be given due consideration to address the needs of students with significant family care and support responsibilities.

Senator Ware announced that if any other senators have an issue that is critically important which should be included in the addendum, please send it to Steffen Wilson, chair of the Ad Hoc Committee within the next week.

Ad Hoc Committee Report on Syllabus Policy. Dr. Janna Vice reported that the committee met and had a very productive and effective meeting. The revised policy will be presented to the Executive Committee at the November meeting and to the Senate at the December meeting.

NEW BUSINESS:

Report from Council on Academic Affairs

- 1. *Subsequent Degree Requirements*
- 2. *Undergraduate & Graduate Course Load*
- 3. *Latin Honors*
- 4. *Academic Standings*
- 5. *Baccalaureate Degree Requirements*
- 6. *Coursework Transfer After Dismissal*
- 7. *Declaring a Major*

Senator Resor moved approval of item #1 (subsequent degree requirements), seconded by Senator Pruitt. Motion #1 carried.

Senator Resor moved approval of item #2 (undergraduate & graduate course load), seconded by Senator Frisbie. Motion failed for lack of support.

Senator Frisbie moved approval of #3 (Latin Honors), seconded by Senator Foote. Motion carried. Senator Kristofik asked to be on record as voting against the motion.

Senator Collins moved approval of item #4 (academic standings), seconded by Senator Ciocca. Motion carried.

Senator May moved approval of item #5 (baccalaureate degree requirements), seconded by Senator Johnson. Motion carried.

Senator Pressley moved approval of item #6 (coursework transfer after dismissal), seconded by Senator Resor. Motion carried. Senator Pressley moved approval of item #7 (declaring a major), seconded by Senator Pruitt. Motion carried.

Senator Flanagan moved to extend the meeting beyond 5:30pm, seconded by Senator Taylor. Motion carried.

GENERAL COMMITTEE REPORTS

EXECUTIVE COMMITTEE REPORT: Senator Ware

The Executive Committee met on October 20. Lindsey Cross, Executive Vice President of the Student Government Association, brought the revised Dead Week draft policy before the Committee for discussion and comment.

Representatives from the Faculty Senate Ad Hoc Committee on Early Registration, Services for Students with Disabilities Services, and Athletics met with the Committee to discuss the proposed Early Registration draft policy.

Dr. Sherry Robinson provided an update on policies under review. Legal issues relating to the promotion and tenure policy need to be reviewed and addressed, and a work group consisting of Paula Kristofik, Tom Otieno, and James Wells has been assembled to consider these issues. The Chairs Association plans to review the policy on non-tenure review, and Dr. Robinson hopes to coordinate the work of the two groups on both policies related to promotion and tenure.

Senator John Taylor updated the Executive Committee on the status of the Ad Hoc Committee on creating an ECU community college. A statute that would have allowed ECU to have a community college has expired, and the committee will pursue other options available to the university.

On October 21, the Teaching and Learning Center and ECU AAUP chapter will jointly host a panel presentation entitled, "Shared Governance: What Does it Mean for ECU Faculty?" It is hoped that this discussion will be part of the ongoing dialogue on shared governance that the Faculty Senate Faculty Welfare Committee has presented.

REPORT FROM FACULTY REGENT: Senator Frisbie reported that the Regents will meet for a retreat on December 4th. The next regular meeting will be in January.

REPORT FROM COSFL: Senator McKenney reported that the next COSFL meeting will probably be held at EKU in December. She will inform everyone of the date and time when that information becomes available.

REPORT FROM THE PROVOST: Senator Piercey shared the following in his written report to the Senate.

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

- Policy 4.1.12 (First-time Freshmen Admissions) was approved by the Board of Regents at their September meeting and was reviewed and approved by the Faculty Senate in September. No additional update.
- Policy 4.1.2 (Course Syllabi) is still under review by a work group of the Faculty Senate. No additional update
- Policy 4.6.1 (Determination of Qualifications for Faculty Teaching Credit-Bearing Courses) has been reviewed by the Provost Council. The policy has been submitted to the Executive Committee of the Faculty Senate and a small work group has reviewed Policy Definitions. In addition, The Faculty Senate passed a resolution of support at the October meeting. The policy will be submitted to the Provost Council at the November meeting.
- 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 (Policy on Policies) continues to be discussed and revised.
- Early Registration for Designated Populations – this regulation has been reviewed by the Provost Council, which recommended that it be reviewed by the Council on Academic Affairs and the Faculty Senate and returned to the Provost Council by December 1. The regulation has been approved by the University Athletics Committee, the Student-Athlete Advisory Committee, the Assistant Director for the Office of Services for Individuals with Disabilities, the Student Rights Committee, and the Student Senate.

The Council on Academic Affairs reviewed the regulation in October and will continue discussion in November. The Faculty Senate Chair appointed an ad hoc committee that reviewed the regulation and made recommendations.

- Policies 4.4.3 – 4.4.10 have been forwarded to the President with recommendations for adoption. In October, the Faculty Senate passed resolutions of support for all eight policies. Dissenting recommendations accompanied Policy 4.4.8 and 4.4.10. The policies were submitted to the Deans' Council in October. The Deans have supported the policies, with one recommended change in Policy 4.4.10.

Thirty-one Students from the EKU Honors Program participated in the National Collegiate Honors Council Conference in San Antonio, Texas. At the same conference, Ray Arnold, president of the Honors Student Advisory Council, received news that he would be this year's EKU nominee for an internship in Washington, D.C. with Congressman Chandler's office.

Any faculty interested in teaching a junior level honors course for next year should contact Director Linda Frost for more information.

In the Enrollment Management area, two successful Spotlights have taken place, and two more are scheduled for this fall on November 15th and December 6th. In addition, 10 of 13 student receptions scheduled for this fall have been completed with an overall good response. While it is early in the process, applications and admits are up 2.4% and 3.0%, compared to the same time last year.

EKU has submitted its 2007-2008 Accountability Report to the CPE, which included significant accomplishments and initiatives regarding preparation, affordability, access and success, quality, and engagement to advance the objectives of the Public Agenda. On October 24th, Eastern hosted Dr. Mike Seelig, (CPE's Interim Vice President, Academic Affairs) and his staff to meet with ECU Academic Affairs staff to develop a strong working relationship and to discuss concerns and future initiatives.

Institutional Effectiveness has been working collaboratively to go live on ECU's Profile Information for the VSA initiative (the AACSB/NASULGC Voluntary System of Accountability Project). The Voluntary System of Accountability is designed to improve public understanding of how public colleges and universities operate. VSA's College Portrait seeks to provide consistent, comparable and transparent information on the characteristics of institutions and students, cost of attendance, student engagement with the learning process, and core educational outcomes.

A database has been developed for CAT critical-thinking tests that were administered to freshmen at the beginning of the Fall 2008 semester. General demographic information from the CAT tests is currently being entered into the database for future analysis.

A faculty survey was developed and will be sent out in mid-November for the purpose of gaining information about involvement and needs in building skills related to critical and creative thinking and communication.

Senator Piercey congratulated Dr. Sue Cain who will be taking a six month leave of absence to assist the Council on Postsecondary Education on their developmental needs.

STANDING COMMITTEE REPORTS

Rules Committee. In her written report to the Senate Senator McKenney shared the following:

The committee met on October 27 to discuss the year's charges which include:

- 1) making recommendations as to the need for a new Senate Standing Committee on Academics and Advising
- 2) reviewing Faculty Senate rules and recommending any needed changes no later than February 16, 2009.

The Committee divided up a list of Eastern's benchmarks and also Kentucky's regional universities. Members will investigate whether these institutions have senate committees dealing with academics and advising and if so, what kind of structure and mission these committees have.

The next meeting is scheduled for Monday, November 24 at 3:30 p.m.

Rights & Responsibilities. Senator Noblitt reported that the committee is working with Dr. Sherry Robinson on the Policy on Policies.

Committee on Committees. Senator Staddon reported that he was elected as chair of the committee.

Welfare Committee. Senator Foote reported that last month the committee sent out a survey on shared governance and asked the senators to share it with their colleagues. The committee is now in the process of reviewing the data collected and will report on the findings soon.

Ad Hoc Committee Report on EKV Community College. Senator Taylor reported that the committee met today for an informational meeting with Dr. Jack Luy, former Director of the Richmond Community College. Next month they plan to meet with Dr. Ken Clawson, dean of EKV's former community college.

FOR THE GOOD OF THE ORDER

The topic of discussion was: "How many adjuncts should a department be able to have?"

Due to time constraints, the discussion was postponed until later.

ADJOURNMENT

Senator Piercey moved to adjourn at approximately 5:45 p.m.



Eastern Kentucky University
Policy Library

Dead Week Policy

DRAFT

Policy #.#.#

Volume 3, Academic Affairs

Chapter #, Chapter Title

Section #, Policy Name

Approval Authority:

Responsible Executive:

Responsible Office(s):

Effective:

Revised:

Expires:

Next Review Date:

Policy Statement

Eastern Kentucky University prohibits assignments totaling more than 10% of a total course grade from being originally scheduled during Dead Week.

Graduate courses, lab courses, partial semester courses, and practicum courses are exempt from this policy. This policy is not intended to prohibit the completion of coursework and instruction, therefore further exemptions are allowed by the policy in these specific situations:

- Presentations or projects that were scheduled to be due before Dead Week in the syllabus can continue during Dead Week if the presentations have not been completed.
- The final portion of an assignment with incremental due dates can come due during Dead Week if no more than 10% of the course grade is determined by the final portion.
- Courses with a specific focus on presentation or performances can get exemptions on the policy by approval of the Department Chair.
- Courses that administer their final on Blackboard may be encumbered by a lack of computer lab space. If the size of a course requires that labs must be reserved for more than one date, the final may be given during Dead Week.
- Assignments that are due before Dead Week can still be turned in during Dead Week if permitted by the professor.

Purpose

The Dead Week Policy is designed to create a clear and consistent practice for assignments or grades acceptable during dead week for the mutual benefit of the students and faculty.

Entities Affected by this Policy

- Faculty
- Students
- Colleges
- Departments
- Academic Practices Committees

Who Should Read this Policy

- Students
- Faculty
- Deans
- Academic Practices Committees
- Department Chairs

NOTE: The first page of the policy should contain the above information. Do not let this information expand beyond the first page.

Policy Background

Since most students are enrolled in multiple courses each semester, inconsistent assignment practices during Dead Week may cause a student's workload to become excessive. A well defined Dead Week Policy accommodates students ability to manage their work and maintain a high quality of work. Therefore, the University deems it appropriate to establish the following procedures for workloads appropriate during Dead Week.

Since lab course and practicum courses often have no scheduled time during finals week that will not conflict with another scheduled class, they are permitted to give major assignments during Dead Week. Further exemptions of the policy are detailed to facilitate the needs of instructors when required by the structure or nature of the course, or when they cause no additional strain to the students.

Definitions

Dead Week	The specific week designated as Dead Week by the Academic Calendar beginning on the Sunday at 12:00 AM and ending the following Sunday at 11:59 PM.
Major assignments	Any assignment that is weighted at 10% or more of the course grade, or any group of assignments that together are weighted at 10% or more of the of the course grade.
University	Eastern Kentucky University
Lab Course	An academic period designated for lab work as opposed to lecture
Practicum	An academic period designated for work in practical applications of course material
Partial Semester Course	A Course that is not scheduled for the full duration of a semester

Responsibilities

Faculty	<ul style="list-style-type: none">Assuring that no more than 10% of a student's grade will be determined by assignments given during Dead Week.
Department Chairs	<ul style="list-style-type: none">Hearing students' complaints about violations of the Dead Week Policy and determining the appropriate action.
Students	<ul style="list-style-type: none">Reading the Course Syllabus and the Dead Week Policy.

Procedures

Filing a Complaint about an Dead Week Assignments

Students may address complaints about assignments first with the appropriate faculty member.

Appeals

Appeals of the faculty member's decision about the assignment can be made first to the Department Chair. Subsequent appeals will go to the Academic Practices Committee, Dean, and finally to the Provost.

Violations of the Policy

Upon the decision of the Department Chair, Academic Practices Committee, Dean, or Provost, grades for the class can be recalculated without the inclusion of the assignment in question. The student filing the complaint has the right to accept or decline a recalculated grade.

Interpreting Authority

- Provost
-

Relevant Links

NA

Policy Adoption Review and Approval

This section lists the bodies/individuals that reviewed and/or approved the policy as well as the dates of the review/approval.

Example:

Faculty Senate: Recommended on April 15, 2005

Board of Regents: Approved on May 10, 2005

To: Faculty Senate

From: The Ad Hoc Sub-Committee on Syllabus Policy

Date: November 26, 2008

The Ad Hoc Sub-Committee on the Syllabus Policy requests that the Faculty Senate adopt the following motion at its meeting on Monday, December 1, 2008.

MOTION:

The Faculty Senate supports the revised Syllabus Policy dated November 24, 2008.

JUSTIFICATION OF THE MOTION:

The Ad Hoc Committee addressed the concerns raised by the Senate and the policy is now ready for approval by the Senate.



Policy 4.1.2

Volume 4, Academic Affairs

Chapter 1, Academic Practices

Section 2, Course Syllabi

Approval Authority: Board of Regents

Responsible Executive: Provost/Vice President for Academic Affairs

Responsible Office(s): Office of Academic Affairs

Effective: Issued: October 30, 1993

Last Revised: April 27, 2007 Next Review Date:

Course Syllabi

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 but no later than 8 a.m. of the last day of the Add/Drop period. ~~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.)

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

Entities Affected by the Policy

- Colleges
- Departments
- Faculty
- 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	<i>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.</i>
University	Eastern Kentucky University

Requirements for a Syllabus

A complete syllabus should contain the following elements:

1. Department, prefix, number, title, ~~and~~ credit hours, and course reference number
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 in the Appendix.
 - 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.

Requirements for a Syllabus, continued

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~~ 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 <u>typically by the first class meeting but no later than 8 a.m. on the last day of the Add/Drop period.</u> • Give a copy of all syllabi to the department chair <u>typically by the first class meeting but no later than 8 a.m. on the last day of the Add/Drop period</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

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

DRAFT

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.)

Policy 4.1.2

Volume 4, Academic Affairs
Chapter 1, Academic Practices
Section 2, Course Syllabi

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 XXXXXXXXXX
Syllabus for **MMM ###, Course Title, and CRN**
credit hours
Semester and Year

Professor's name (*Bold added as recommended by Executive Committee*)

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.

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

Course Requirements:

Course Outline:

DRAFT



University Policy Impact Statement

Date Nov 7, 2008 Check One: Revision of Existing Policy New Policy

Policy Number (If known) 4.1.2 Policy Name Course Syllabi

Originator(s) Ad Hoc Committee to Review Syllabus Policy/University Programs

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

EKU's vision is that it "will hold national distinction as a leading, comprehensive university focused on students and learning." This emphasis on learning means that syllabi need to shift from course objectives to student learning outcomes. Additionally, learning outcomes for 500/700 courses need to be clearly differentiated for undergraduate and graduate students. Other minor changes in the policy are the result of the policy review process.

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

The proposed changes are consistent with EKU's mission and values. Further, accrediting bodies, including SACS, expect the University to assess student learning outcomes. That assessment is made easier when those outcomes are explicit.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

This policy will require no additional resources. Some faculty will need to change the way their course syllabi are prepared.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

<u>Provost Council</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Other	Date <u>Mar 5, 2008</u>
<u>Council on Academic Affairs</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date <u>Apr 17, 2008</u>
<u>Faculty Senate</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
<u>Provost Council</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____

Executive Policy Group Only

Board Approval Required

Additional Pages Attached # of additional pages



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of Associate Provost
for Academic and Faculty Affairs

CPO 46, 212 Coates Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Phone: (859) 622-8812
FAX: (859) 622-8136

TO: Members of the Faculty Senate

FROM: Janna P. Vice, Chair
The Council on Academic Affairs

DATE: November 21, 2008

SUBJECT: CAA Agenda for Faculty Senate

As a result of the Council on Academic Affairs' meeting on November 20, 2008, the following items are presented for the Faculty Senate's agenda on December 1, 2008.

Curriculum Proposals

- | | |
|--|--|
| 1. Minor in Actuarial Science – Create a new program | Department of Mathematics and Statistics |
| 2. B.M. Music – Program Revision –
Revise text to specify degree requirement, drop one
supporting course, Correct required number of hours | Department of Music |
| 3. B.S. Correctional and Juvenile Justice Studies –
Program Revision – Require 2.0 GPA | Department of Correctional and
Juvenile Justice Studies |
| 4. Memorandum of Agreement with Loss Prevention
Foundation | Department of Safety, Security and
Emergency Management |

Policies

- | | |
|--|-------------|
| 5. Recording of Double Majors
Revise <i>Catalog</i> text to clarify procedure for recording double majors | Action Item |
| 6. Writing-Intensive Courses
Allow departments to offer writing intensive courses in the major program to
meet the writing-intensive course requirement. | Action Item |
| Waive the requirement for all students who graduate by December 2009 | Information |



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

- | | |
|---|-----------------------|
| 7. Comprehensive Baccalaureate Degree Requirements
CAA will take action on this revision in December
Note: Policy needs to go to the Board of Regents in January but will be withdrawn if it lacks support of Council on Academic Affairs, Faculty Senate, and Provost Council. | Discussion/
Action |
| 8. Proposal for a Ph.D. program in Clinical Psychology
CAA will consider program in December. | Information |
| 9. Early Registration Policy
CAA approved a motion to support the Faculty Senate's Ad Hoc Committee's Recommendation Regarding Early Registration Policy and Rationale | Information |



Curriculum Change Form

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Mathematics and Statistics</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title <u>(30 characters)</u> _____ *Program Title <u>Minor in Actuarial Science</u> (Major ____, Option ____; Minor <u>X</u> __; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 08/19/08	<u>Date</u> NA
Departmental Committee	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Graduate Council* <u>NA</u> Council on Academic Affairs _____
College Curriculum Committee	10/27/08	Approved <u>x</u> Disapproved _____ 11/20/08
General Education Committee*	NA	Faculty Senate** _____
Teacher Education Committee*	NA	Board of Regents** _____ Council on Postsecondary Edu.*** _____
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a minor in actuarial science</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action:</p> <p>Actuarial Science is a growing field. We have recently had students who desired to become actuaries. ECU has the courses for a student to prepare for this field.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: No impact.</p> <p>Operating Expenses Impact: No impact.</p> <p>Equipment/Physical Facility Needs: No change.</p> <p>Library Resources: Existing library resources are adequate.</p>	

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

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

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for New, Revised, or Suspended Program**

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

New or Revised* Program Text

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

**DEPARTMENT OF MATHEMATICS
AND STATISTICS**

Chair

Dr. Dirk Schlingmann
(859) 622-5942

Baccalaureate Degrees**MATHEMATICS (B.S.)***CIP Code: 27.0101***Minors****Minor in Actuarial Science**

A student may minor in actuarial science by completing a total of 21 semester hours as follows: MAT 124 or 124H; MAT 224 or 224H; STA 270; STA 320; STA 370; STA 385; and STA 520.

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

Part I

(Check one)	Department Name	Music	
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number		
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)		
<input type="checkbox"/> New Program (Part III)	*Program Title	Bachelor of Music	
<input checked="" type="checkbox"/> Program Revision (Part III)		(Major <u>X</u> , Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	Date	Date
Departmental Committee	4/08 & 9/12/08	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	10/13/2008	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 11/20/08
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.*** NA

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To specify the content of electives in the BM Emphasis in Music Industry degree and to drop one supporting course
 To add text to clarify degree requirements
 To correct an error in adding degree credits and name of emphasis

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

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

B. The justification for this action:

As part of our Plan Approval with our accrediting agency National Association of Schools of Music (NASM), this is necessary to meet current standards. It also reflects changes in the field. Since the BM is a professional degree we need to increase our music content credits by delegating the electives to music electives.

The CCT course was part of the old BA in music and was listed as a supporting course. It has become increasingly difficult to schedule due to few sections being offered. With the communications and writing courses now required in General Education, the communications skills will be covered in those areas.

A couple of errors are being corrected, as well as text added to clarify degree requirements.

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

Personnel Impact: None

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for New, Revised, or Suspended Program**

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

New or Revised* Program Text

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

Music (B.M.)

CIP Code: 50.0901

Bachelor of Music

Major Requirements.....55-75 hours**Core.....44 hours**

MUS 110, 111, 210, 211, or MUS 114 (2) and 115 (2), 181, 182, 281, 282, 366, 399, 480, 383 or 481 or 285, 384, minimum of 7 hours of ensemble over 7 semesters and minimum of seven hours of applied instrument or voice over 7 semesters (2 credits at 100 level, 2 credits at 200 level, 2 credits at 300 level and 1 credit at 400 level). Music Ensemble: wind and percussion teaching majors must elect three hours of MUS 256.

Degree Options**Performance/Instrumental.....31 hours**

MUS 367 or 368 (2), 499 (1), 550 (2), 551 (2), seventeen additional hours of lower and upper division applied (2 hours of 100 level applied in major instrument, 2 hours of 200 level applied in major instrument, 6 hours of 300 level applied in major instrument, and 7 hours of 400 level applied in major instrument). One additional hour of ensemble, three hours of upper division music theory electives, and three hours of upper division music history electives. Six semesters of MUS 101 (0 credit course)..

Performance/Vocal.....31 hours

MUS 220 (1), MUS 367 or 368, 499 (1), 520 (1), 550 (1), 551 (1), seventeen additional hours of lower and upper division applied (2 hours of MUS 122, 2 hours of MUS 222, 6 hours of MUS 322 and 7 hours of MUS 422). One additional hour of ensemble, three hours of upper division music theory electives, and three hours of upper division music history electives. Six semesters of MUS 101 (0 credit course)..

Emphasis in Music Industry 38 hours

MUS 190 (2), 191 (2), 290 (2), 349 (6), 390, 391, ACC 201, MGT 301, PUB 375, LAS 210. Eight elective credits in MUS/MUH courses. Six semesters of MUS 101 (0 credit course)..

Music Theory and Composition26 hours

MUS 283 (2), 482, 483 (8), 499 (2), 555 or 556. Three hours of upper division theory electives . Three hours of music electives. Three hours of foreign language. Six semesters of MUS 101 (0 credit course)..

Music Education/Instrumental.....11 hours

MUS 230, 251, 252, 320, 330, 351, 352, 354, 364, 365, 367 (2), (instrumental students will be excused from taking the methods course that includes their major applied instrument). Six semesters of MUS 101 (0 credit course).

Music Education/ Vocal.....11 hours

MUS 220 (1), 230, 251, 351, 354, 364, 365, 368 (2), 513 (2). Six semesters of MUS 101 (0 credit course).

Supporting Course Requirements.....9-15 12 hours

Performance9 hours

MUH 272, 371, 372

Music Industry12-15 hours

~~CCT 201~~, three hours of computer electives chosen from the following CSC 104, 160, 174, 177, 190 or CIS 212, 240; MUH 272, 371, 372

Theory and Composition9 hours

MUH 272, 371, 372

Music Education 9 hours

MUH 272, 371, 372

Professional Education Requirements for Music Education34 hours

General Education Requirements..... 36-39 hours

Standard General Education program, excluding blocks IIIA and VIII (9 hours) for Performance, Theory and Composition, and Music Education. Blocks IIIA, VII (QS), and VIII (12 hours) are excluded for Music Merchandising Industry. Refer to Section Four of the *Catalog* for details on the General Education and University requirements.

University Requirement.....1 hour**Free Electives.....0-9 hours****Total Curriculum Requirements.....128-137 138 hours**

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Correctional & Juvenile Justice Studies																													
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Justice & Safety																													
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	_____																													
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	_____																													
<input checked="" type="checkbox"/> Program Revision (Part III)	*Program Title	Correctional & Juvenile Justice Studies BS																													
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.																														
<table border="0" style="width:100%;"> <tr> <td style="width:30%;">Proposal Approved by:</td> <td style="width:20%;"><u>Date</u></td> <td style="width:30%;"></td> <td style="width:20%;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td>9-15-08</td> <td>Graduate Council*</td> <td>NA</td> </tr> <tr> <td colspan="4"><i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i></td> </tr> <tr> <td>College Curriculum Committee</td> <td>9-25-2008</td> <td>Approved <input checked="" type="checkbox"/> Disapproved _____</td> <td>11/20/08</td> </tr> <tr> <td>General Education Committee*</td> <td>NA</td> <td>Faculty Senate**</td> <td>_____</td> </tr> <tr> <td>Teacher Education Committee*</td> <td>NA</td> <td>Board of Regents**</td> <td>_____</td> </tr> <tr> <td></td> <td></td> <td>Council on Postsecondary Edu.***</td> <td>_____</td> </tr> </table>				Proposal Approved by:	<u>Date</u>		<u>Date</u>	Departmental Committee	9-15-08	Graduate Council*	NA	<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>				College Curriculum Committee	9-25-2008	Approved <input checked="" type="checkbox"/> Disapproved _____	11/20/08	General Education Committee*	NA	Faculty Senate**	_____	Teacher Education Committee*	NA	Board of Regents**	_____			Council on Postsecondary Edu.***	_____
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<p>*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs *** Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>																															

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>To revise the BS program to drop COR 100 and 490, add COR 300 and 340, explicitly require a 2.0 GPA in major requirements, and clarify general education requirements</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2009</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	<p>B. The justification for this action: Content from 100 and 490 can be effectively combined into the 300 level course, and faculty believe COR 340 needs to be added to the core.</p> <hr/> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: No impact is projected.</p> <p>Operating Expenses Impact: No impact is projected.</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>
--	--

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

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

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

New or Revised* Catalog Text

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

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

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

The Department of Correctional and Juvenile Justice Studies offers a baccalaureate degree as well as professional certificates in Correctional Intervention Strategies and in Youth Services. Graduates of the department are expected to: 1) understand historical, legal, theoretical, research, and conceptual/operational foundations of the field; 2) possess competencies relevant to adult corrections and juvenile justice including communication, problem solving and decision making, and interpersonal relations; 3) be qualified for careers in adult correctional, juvenile justice, and related human services agencies; and 4) be prepared for further education. Students are encouraged to take advantage of opportunities to enrich learning and enhance their employment potential through involvement in faculty research projects and service learning experiences in a variety of professional agencies.

Baccalaureate Degree

CORRECTIONAL AND JUVENILE JUSTICE STUDIES (B.S.)

CIP Code: 43.0102

Major Requirements.....36 hours

COR ~~400, 201, 300, 310, 340, 350, 388, 400, 490,~~ six hours of Correctional and Juvenile Justice Studies electives, and nine hours within either the Adult Corrections option or the Juvenile Justice option. (Students may choose to complete both these options in lieu of completing the six elective hours, but such students will complete a minimum of 39 hours of major coursework.) ~~Students must enroll in COR 100 the first semester this course is offered following declaration of a major in Correctional and Juvenile Justice Studies.~~

Adult Corrections Option: COR 301, 315, and 330.

Juvenile Justice Option: COR 311, 316, and 321

NOTE: Majors must have a minimum grade point average of at least 2.0 across major core, option, and elective course requirements in order to graduate.

General Education Requirements.....48 hours

Standard General Education program. Refer to Section Four of this *Catalog* for details on the General Education and University requirements. NOTE: Correctional and Juvenile Justice Studies majors may not use courses from Block V (Social and Behavioral Sciences) to complete Block VIII (Depth of Knowledge) requirements.

University Requirement.....1 hour

JSO 100

Free Electives.....43 hours***Total Curriculum Requirements.....128 hours**

*Correctional and Juvenile Justice Studies majors not having a second major or minor are required to devote at least nine of these 43 hours to coursework from at least two of the following programs in consultation with the major advisor; observe prerequisites: Criminal Justice Studies, Police Studies, Child and Family Studies, Political Science, Psychology, Recreation, Social Work, Sociology, and any foreign language. These nine hours may not be used to fulfill general education requirements. Also, a minimum GPA of 2.0 is required in these nine hours.

ONLINE COURSE WORK

The major requirements for the B.S. degree, as well as coursework required for professional certificates (see below), may be completed online. In addition to satisfying Eastern Kentucky University's (EKU's) requirements for full freshman admission or provisional admission, admission to an online cohort requires either that students reside at least 60 miles from campus, or if they reside closer, demonstrate a rationale that is satisfactory to the department for pursuing requirements online. Admission to pursue BS major requirements online further requires a composite ACT score of 20 or greater. Students with composite ACT scores of 18 or 19 may be admitted on a probationary basis but are required to furnish a writing sample. Though students transferring from another accredited institution are not required to submit test scores, such students must meet EKU's requirements for admission as a transfer student. In addition, transfer students must have an overall 2.5 or greater grade point average (GPA) on a 4.0 scale on all work from accredited institutions. Transfer students with overall GPAs less than 2.5 but at least 2.0 may be admitted on a probationary basis but are required to furnish a writing sample. The requirement that B.S. students must earn a minimum of 30 of the last 36 hours through EKU is waived for students pursuing these B.S. major requirements online. However, for the BS degree, a minimum of 32 hours must be earned through EKU. Visit www.corrections.eku.edu and contact the Undergraduate Online Program Coordinator for additional details.

Memorandum of Agreement for Awarding Academic Credit
For Non-Collegiate Instruction
Between
Eastern Kentucky University and
And
The Loss Prevention Foundation

I. Purpose

The purpose of this Memorandum of Agreement (MOA) is to describe the conditions under which academic credit will be awarded for non-collegiate instruction and to assign, as appropriate, the responsibilities of the agreement's designated parties.

II. Background and General Information

The Loss Prevention Foundation develops, directs, oversees, manages and ensures the LP Qualified (LPQ) and LP Certified (LPC) programs and their policies and procedures.*

The LP Qualified (LPQ) certification is designed to be a benchmark educational program for individuals within the Loss Prevention profession. The LP Certified (LPC) is a program designed as advanced education for Loss Prevention professionals interested in career advancement.

The Loss Prevention Foundation is a non-profit 501c (6) organization founded in 2006 in industry leading professionals to serve the Loss Prevention industry. Companies currently represented on the board of directors include A C Moore, ADT, AutoZone, Best Buy, Brinker International, ChoicePoint, Enable-U Technologies, Food Lion, The Gap, Home Depot, IBM, J C Penney's, KPMG, Loss Prevention Magazine, Lowe's Home Improvement, Michael's, Nike, NRS, Polo Ralph Lauren, Retail Leaders Industry Association, Sterling Jewelers, Target, TJX Companies, Vector Security, Walgreens, and Wal-Mart.

III. Recruitment, Admission, and Advisement of Students

EKU will provide a dedicated team of “enrollment advisors” and “marketing staff” through an existing educational services agreement with Compass Knowledge Group. Marketing efforts will consist of online educational directories, internet advertising, print publications, direct mail and outreach initiatives. Such activities are geared toward generating inquiries for the online Master of Science Safety, Security, and Emergency Management program. All inquiries will be directed to an enrollment advisor. The role of the enrollment advisor is to provide prospective students with information regarding admission to the University and to the SSEM program. Individuals who wish to receive academic credit at EKU must be admitted to the University based on the normal requirements outlined in the Graduate Catalog. If they are matriculating as degree-seeking students, prospective students may also need to meet specific program admission requirements. Students will be advised by EKU faculty/advisors concerning the process for receiving academic credit for the LP Certified and LP Qualified Programs.

IV. Awarding and Transcribing of Credit

Eastern Kentucky University agrees to accept the certificates of successful completion of the LP Certified and LP Qualified Program, the candidate must apply for and be accepted in the online or on campus Master of Science degree in Safety, Security and Emergency Management and present their certificate of completion of the LP Certified or LP Qualified programs. Upon verification, the graduate student may register for SSE 890 – Topical Seminar in LPQ/LPC. Utilizing the knowledge the graduate student acquired in the LPQ or LPC program, the graduate student will be required to develop and submit a research paper of not less than 20 pages. Paper topics must be approved by the SSE 890 instructor and papers will be based on research and course assignments.

V. Curriculum and Faculty

The development and delivery of the curriculum as well as the determination of the qualifications and appointment of faculty for the SSE 890 – LPC/LPQ course is the responsibility of the Eastern Kentucky University. Eastern Kentucky University has been provided access to and has conducted a thorough review of the LPQ and LPC courses and content by the graduate faculty of the MS in SSEM program. Given the rigor and content of the LPQ and LPC courses, the graduate faculty has recommended three (3) graduate hours for successful completion of the SSE 890 – LPC/LPQ course.

Furthermore, EKU and The Loss Prevention Foundation agree that the graduate faculty of the MS in SSEM program will be permitted to monitor and assess all aspects of the Loss Prevention Foundation program, including but not limited to the content, delivery and program changes, on a periodic basis.

VI. Recordkeeping

An original signed copy of this MOA will be maintained in the Academic Affairs Office at Eastern Kentucky University. Copies will be distributed to the Registrar, the appropriate dean and department, and to the Graduate Dean. The Loss Prevention Foundation will be responsible for ensuring that it maintains and distributes its copies of this agreement.

VII. Term, Review, Renegotiation, and Review of MOA

A. Terms of the MOA

This Agreement shall become effective upon its execution by the parties and shall have an initial term ending on June 30, 2010.

B. Renewal and Renegotiation of the MOA

Upon expiration of the initial term, this Agreement shall automatically renew four times for one-year terms unless either party terminates, with or without cause, by adequate written notice in compliance with the termination provisions of paragraph C, of this Section VII. Any changes, alterations, modifications, or qualifications to the terms of this Agreement shall be made in writing signed by both parties.

C. Termination of the MOA

Eastern Kentucky University and The Loss Prevention Foundation may terminate this agreement with adequate written notice. Adequate notice is defined as providing sufficient time to implement the “affected students” agreement below. Termination of the MOA may occur for various reasons, including but not limited to, changes in EKU’s mission, state or federal regulations or accrediting policies which may affect the University’s ability to award credit for SSE – 890 – Topical Seminar in Loss Prevention (LPC/LPQ).

D. Affected Students Agreement

In the event that a decision is made to terminate this MOA, every effort will be made to accommodate students as to minimize the disruption to their academic path. To the extent possible, students admitted to EKU or, students who have a reasonable expectation of receiving credit for the SSE 890 – Topical Seminar in Loss Prevention (LPC/LPQ), will be accommodated. When this is not possible, students will be advised by EKU advisors as to their options.

The undersigned agree to the terms and conditions set forth in this document.

Eastern Kentucky University _____ **Date** _____
President

_____ **Date** _____
Provost/Vice President for Academic Affairs

Loss Prevention Foundation _____ **Date** _____

_____ **Date** _____

_____ **Date** _____



University Policy Impact Statement

Date November 10, 2008 Check One: Revision of Existing Policy New Policy

Policy Number _____ Policy Name Recording of Double Majors

(If known) _____

Originator(s) Office of the Registrar

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

A clarification of Catalog text is needed regarding recording of Double Majors on the diploma.

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

<u>Council on Academic Affairs-Introduced for Discussion</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Other	Date <u>Oct 16, 2008</u>
<u>Council on Academic Affairs</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date <u>11/20/08 Approved</u>
<u>Faculty Senate</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
<u>Provost Council</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
<u>President</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____

Executive Policy Group Only

Board Approval Required

Current *Catalog* language:**Multiple Majors/Minors**

Students pursuing baccalaureate degrees may consider more than one major and/or minor at the same degree level and type (e.g., BA Art/BA English; BS Biology/BS Chemistry; not BA History/BS Math) if they intend to complete all requirements by the time the initial degree is awarded and their academic program is not General Studies. Associate degrees are not eligible for minors or second/multiple majors. Additionally, ECU does not allow the awarding of a subsequent major/minor/concentration after the initial degree is conferred unless the student is pursuing a subsequent degree program. While multiple majors, minors and certificates that are earned by a student are formally posted to a student's academic transcript, formatting challenges permit the acknowledgement of no more than two majors on each diploma. Students interested in pursuing multiple majors, minors, certificates and/or concentrations should contact the Office of Academic Advising or the departments of interest for additional information. (2008-09 Undergraduate Catalog, pg. 48).

Proposed Revised *Catalog* language:**Multiple Majors/Minors**

Students pursuing baccalaureate degrees other than General Studies may consider more than one major and/or minor, at the same degree level and type (e.g., BA Art/BA English; BS Biology/BS Chemistry; BA History/BS Math) if they intend to complete All requirements for the declared major and/or minor must be completed by the time the initial degree is awarded. And their academic program is not General Studies. Students are required to declare a primary degree program (specific baccalaureate degree and first major). This program of study is that which will be recorded on the diploma, and which will determine the degree awarded by the University. A second or additional major represents a further emphasis of study and shall be designated on the student's academic transcript. Earning a second or other major, however, is not to be considered as completion of an additional or distinct degree program. Students who wish to earn additional baccalaureate degrees should refer to the Concurrent Degree policy.

Associate degrees are not eligible for minors or second/multiple majors. Additionally, ECU does not allow the awarding of a subsequent major/minor/concentration after the initial degree is conferred unless the student is pursuing a subsequent degree program. While multiple majors, minors and certificates that are earned by a student are formally posted to a student's academic transcript, ~~formatting challenges permit the acknowledgement of no more than two~~ the degree earned and only one majors will be printed on each the diploma. Students interested in pursuing multiple majors, minors, certificates and/or concentrations should contact the Office of Academic Advising and Retention or the departments of interest for additional information.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

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

201 Keen Johnson
521 Lancaster Ave.
Richmond, KY. 40475-3163
Phone: (859) 622-2222 Fax (859) 622-5018

TO: Council on Academic Affairs

FROM: Dr. Onda Bennett, Interim Dean, University Programs
Dr. William E. Davis, Associate Dean, College of Business and Technology

DATE: Nov. 11, 2008

RE: Agenda Items for 11/20/08 Council on Academic Affairs meeting

The following items are being submitted to the Council on Academic Affairs for consideration at the November, 2008 meeting:

Proposed Policy Change

Proposal brought forward to change the status of writing intensive courses in the major.





University Policy Impact Statement

Date October 2, 2008 Check One: Revision of Existing Policy New Policy

Policy Number _____ (If known) Policy Name Writing Intensive Course Requirements

Originator(s) Onda Bennett, University Programs, Ed Davis, College of Business and Technology

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

A revision of the policy to require all students to take a writing intensive GENERAL EDUCATION course is needed to expand the opportunities for students to complete the required W course prior to graduation. This is a temporary revision to allow time for the implementation of W courses to meet the requirement. (See Attached for time line and motion)

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

CAA and Senate Approved original motion on 3/07
 Approved and funded through EKU's Quality Enhancement Program
 Supports mission focusing on student success and QEP

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

TCAC course proposal process
 Funding for faculty to develop the course (existing QE budget to support faculty while designing implementing and assessing the course).
 Department/faculty required to submit a proposal for Writing Intensive course description.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

<u>Director, TCAC</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date <u>Sept. 29, 2008</u>
<u>University Programs</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date <u>Sept. 29, 2008</u>
<u>College of Business and Technology</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date <u>Sept. 29, 2008</u>
<u>Associate Deans</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date <u>Oct. 2, 2008</u>
<u>General Education Committee</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
<u>Council on Academic Affairs</u>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date <u>Nov 20, 2008</u> Approved

Executive Policy Group Only
 Board Approval Required

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. (Continued from page 1 of Impact Statement)

Faculty Senate ___ Yes ___ No ___ Other Date _____

Provost Council ___ Yes ___ No ___ Other Date _____

President ___ Yes ___ No ___ Other Date _____

Proposed Motion October 2008 CAA

Departments may choose to submit courses in the degree program core or major through the TCAC process in order to be considered for the mandatory writing intensive course designation. The policy will be reviewed for continuation in Fall of 2011 or at the time of the SACS QEP review.

Catalog Copy Revision (See pg. 50 in the Undergraduate Catalog, 2008-09 Edition)

Writing Intensive ~~General Education~~ Courses

All Baccalaureate-degree seeking students who enter the University in Fall 2007 or later are required to successfully complete one writing intensive general education course or a degree program core or major course following completion of ENG 102, ENG 105, or HON 102. Students are strongly encouraged to complete their writing intensive ~~general education~~ course before the conclusion of their second year of study. Writing intensive ~~general education~~ courses are designated with the suffix “W” following the course prefix and number (e.g., HUM 300W). W and non-W versions of the same course (e.g., HUM 300W and HUM 300) are considered equivalent for the purposes of satisfying course requirements for prerequisites, major courses, minor courses, and supporting courses. Credit will not be awarded for W and non-W versions of the same course. Transfer students who are (full) general education certified and students who have earned any associates degree (including AAS) and baccalaureate degrees are not required to complete a writing intensive general education course.

Background

Timeline for CAA actions on the Writing Intensive Initiative.

The following CAA activities resulted in the approved policy for the writing intensive courses reflected in the 2008-2009 *Catalog*.

11/20/08 CAA Approval for Implementation of Writing-Intensive Course Requirement:

The writing-intensive requirement is waived for students who graduate by December 2009. The following students are also exempt:

- 1) Those who entered prior to Fall 2007 (that is, those whose requirements are set by an earlier *Catalog*)
- 2) Those who transfer into ECU fully General-Education certified
- 3) Those who have an associate degree
- 4) Those who will graduate at the end of December 2008, May 2009, or Summer 2009

9/08 Current Proposal to allow designation of major courses as writing intensive.

- 5/14/08 Clarification to Registrar through Associate Provost
- 1) The WI requirement will be waived for students whose graduation is pending for May 2008, Summer 2008, Fall 2008, Spring 2009, and Summer 2009.
 - 2) The Registrar's Office will apply the waiver to the CARES report for each student within the aforementioned cohorts after each graduation application deadline. The colleges do not need to initiate individual exception requests for these students.
 - 3) Students who graduate Fall 2009 and thereafter are not eligible for this waiver.

5/7/08 Current *Catalog* copy approved (2008/2009 *Catalog* page 50)

Writing Intensive General Education Courses

All baccalaureate degree seeking students who enter the University in Fall 2007 or later are required to successfully complete one writing intensive general education course following completion of ENG 102, ENG 105 or HON 102. Students are strongly encouraged to complete their writing intensive general education courses before the conclusion of their second year of study. Writing intensive general education courses are designated with the suffix "W" following the course prefix and number (e.g., HUM 300W). W and non-W versions of the same course (e.g., HUM 300W and HUM 300) are considered equivalent for the purposes of satisfying course requirements for prerequisites, major courses, minor courses, and supporting courses. Credit will not be awarded for W and non-W versions of the same course. Transfer students who are (full) general education certified and students who have earned any associates degree (including AAS), and baccalaureate degrees are not required to complete a writing intensive general education course.

- 10/18/07 Procedure for proposing the "W" designation approved by CAA
- 1) Faculty prepare a course for the designation "S" or "W" in collaboration with the Service Learning or TCAC committee. Approval of the designation "S" or "W" is given by the committee, contingent on the approval of the home department.
 - 2) Prepare the curriculum form, indicating the specific change and the justification.
 - 3) The form/request begins at the home department level, and then goes to the home college.
 - 4) The colleges forward the curriculum proposals for CAA, Gen Ed, and Teacher Ed, as applicable.
 - 5) After approved by CAA, certain proposals go to Faculty Senate.

4/9/07 Senate approval
If SACS approves the QEP, then all baccalaureate students who matriculate Fall 2007 or after will successfully complete one writing intensive general



University Policy Impact Statement

Date November 10, 2008 Check One: Revision of Existing Policy New Policy

Policy Number _____ (If known) Policy Name Comprehensive Baccalaureate Degree Requirements

Originator(s) Enrollment Management

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

The recently-approved policy change from a minimum degree requirement of 128 to 120 hours necessitates revision of the 43 credit hours requirement for 300-level courses.

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

No significant resources are needed to implement the policy change and maintain compliance.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

<u>Council on Academic Affairs</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Other	Date <u>Nov 20, 2008</u> Pending
<u>Faculty Senate</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
<u>Provost Council</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
<u>President</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____
_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other	Date _____

Executive Policy Group Only

Board Approval Required

Additional Pages Attached # of additional pages 1

Print Form

Proposed revised *Catalog* language:
(Current *Catalog* language is found on page 48 of the *Undergraduate Catalog*).

DEGREE information

Comprehensive Baccalaureate Degree Requirements

To qualify for a baccalaureate degree, students must satisfy the following requirements:

1. Complete all requirements in the degree program as established by appropriate University committees.
2. Complete University academic requirements, including basic skills proficiencies in English, reading, and mathematics; and general education; as established by appropriate University committees for each degree program.
3. Complete a minimum of ~~128~~ 120 semester credit hours, ~~with at least 43 hours at the 300 level or above.~~
4. Complete at least 36 hours at the 300 level or above.
5. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at Eastern Kentucky University. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and Eastern Kentucky University work.
6. Earn a minimum of 32 semester hours through EKU.*
7. Earn the credits applicable to the degree within eight years prior to the date the degree is awarded. Credits more than eight years old may be validated by the college dean.
8. Students enrolled in MAT 090 are not permitted to enroll in any course with the following prefix: AST, BIO, CHE, CIS, CNM, CSC, FOR, GLY, NAT, PHY, SCI or STA.
9. According to AACSB International business accreditation standards, students enrolled in University baccalaureate degree programs, other than those within EKUBusiness, will not receive credit toward their degrees for more than 25 percent of their undergraduate programs in credit hours in courses offered through EKUBusiness and/or business courses (courses commonly taught in school of business) transferred from other colleges and universities or taken from other units within Eastern Kentucky University. Students who desire to take business courses are encouraged to enroll in the Business minor.

*Degree programs offered by the College of Business and Technology have more stringent residency requirements. Please refer to degree requirements in the College of Business and Technology section of this *Catalog*.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input checked="" type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name <u>Psychology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (<u>30 characters</u>) _____ *Program Title <u>Psy.D. in Clinical Psychology</u> (Major <u>X</u> , Option ____; Minor ____; or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	9/3/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs 11/20/08 Postponed
College Curriculum Committee	10/13/08	Approved ____ Disapproved ____
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

A. 1. Specific action requested: Create a new doctoral-level degree program in Clinical Psychology

A. 2. Effective date: Fall, 2009

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

B. The justification for this action: There is a national shortage of psychologists in rural communities including those in the EKU service region. The proposed program will prepare psychologists to practice in rural settings. There is only one other institution in Kentucky (Spaulding University in Louisville) offering the Doctor of Psychology degree (Psy.D.). The proposed program will increase the accessibility of doctoral-level professional psychology training.

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

Personnel Impact: The new program will necessitate the replacement of a clinical psychology faculty member who entered the RTP program this year (2008). The current faculty (with the RTP replacement is adequate for offering the program.

Operating Expenses Impact: The Department requests a \$10,000 increase in its M&O budget to cover additional faculty development activities appropriate for a doctoral-level program and funding to support five additional graduate assistantships (\$52,500 total stipends plus waiver of out-of-state portion of tuition)

Equipment/Physical Facility Needs: The current facilities are adequate

Library Resources: The current library resources are adequate.

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

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

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

New or Revised* Catalog Text

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

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

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

New or Revised* Program Text

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

DEPARTMENT OF PSYCHOLOGY

CIP Code: 42.0101

Dr. Robert Brubaker, Chair

Dr. Donald Beal, Coordinator, Clinical Psychology

Dr. Andrea Hale, Coordinator, School Psychology

Dr. Robert Mitchell, Coordinator, General Psychology

Dr. Jerry Palmer, Coordinator, I/O Psychology

www.psychology.eku.edu

(859) 622-1105

I. GENERAL INFORMATION

The Department of Psychology offers the ~~Master of Science~~ Doctor of Psychology (Psy.D.) degree in Clinical Psychology, the Specialist in Psychology (Psy.S.) degree in School Psychology and the Master of Science degree in Industrial and Organizational Psychology and in General Psychology. Clinical psychology students may elect to complete a program for "Providing Services to the Deaf/Hard of Hearing" in cooperation with the Department of Special Education. The department also cooperates with the College of Education in offering course work for the Master of Arts in Education with an option in psychology. Requirements for this degree may be found in the College of Education section of this *Catalog*.

MASTER OF SCIENCE, ~~and~~ SPECIALIST IN PSYCHOLOGY, and DOCTOR OF PSYCHOLOGY

II. ADMISSION REQUIREMENTS

Candidates must satisfy the following special requirements.

A minimum of five undergraduate courses in psychology: general psychology, statistics, and experimental psychology are required, as well as two other courses acceptable to the departmental admissions committee. An undergraduate course in industrial and organizational psychology or related course is required for the industrial and organizational psychology program. A minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours, is a Graduate School requirement. Satisfactory performance on the general sections of the Graduate Record Examination is required prior to admission. A minimum combined score of 750 (V&Q) on the GRE is required for full consideration to all graduate programs in the Department of Psychology. Admission is competitive and limited to available space. Meeting the minimum requirements, therefore, does not guarantee admission. Candidates must arrange for submission of three letters of recommendation directly to the department, two related to the undergraduate major, with at least one from psychology faculty.

Applications should be received by March 15. Notification regarding admission normally will be made in April. Students applying later may be accepted as space is available

III. PROGRAM REQUIREMENTS

Clinical Psychology Program

Requirements for the degree are a minimum of 121 graduate hours including 12 credit hours for a year-long internship, 24 credit hours for clinical practica, 58 credit hours of required courses, 9 credit hours for the doctoral research project, and 12 hours of elective graduate courses approved by the student's graduate advisor.

Core Courses.....	58 hours
PSY 7XX (Multicultural Psy), 799, 820, 824, 825, 826, 827, 837, 840, 841, 846, 847, 850, 853, 857, 860, 862, 868, 871, 881	
Experiential Courses.....	36 hours
PSY 843, 899	
Electives.....	12 hours
Research.....	9 hours
PSY 8XX (Doctoral Research Project)	

Clinical Psychology Program

Requirements for the degree are a minimum of 60 graduate hours including six credit hours for the 16-week internship. Advanced practicum and internship placements should reflect the selected clinical emphasis.

Research Courses..... 9 hours

— PSY 820, 846, and (888 or 890 or approved elective).

Theory Courses..... 16 hours

— PSY 826, 837, 840, 841, 847, 853.

Techniques Courses..... 19 hours

— PSY 824, 825, 827, 850, 857, 860, 871.

Experiential Course..... 16 hours

— PSY 843 (10 hours), 899.

Total Requirements 60 hours

— Clinical psychology students may elect to complete a program for “Providing Services to the Deaf/Hard of Hearing” in cooperation with the Department of Special Education. This is designed to meet the needs of individuals trained as clinical psychologists who seek to provide a range of psychological services, including assessment and psychotherapy, to deaf or hard-of-hearing children and adults. The program provides an introduction to deaf culture and the development of communication skills through the following course work cluster:

Prerequisite Courses..... 15 hours**

— SED 101, SED 102, SED 115, SED 201, SED 202

— ** These courses or the equivalent of these courses

..... demonstrated through proficiency in American Sign Language

— and an equivalent orientation to deafness.

Required Courses 9 hours

— SED 830, PSY 845, and an additional requirement that

— three hours of PSY 843 must be earned in a practicum setting

— serving deaf or hard of hearing clients.

General Psychology

A total of 33 credit hours is required for candidates for the Master of Science in General Psychology. In addition to 18 credit hours of required courses, 9 credit hours of electives approved by the student’s graduate advisor are required. A total of 6 credit hours of master’s thesis is required (students enrolled in the Specialist in School Psychology may substitute 6 credit hours of electives approved by the coordinator of the School Psychology program).

Psychological Foundations.....18 hours

PSY 820, 837, 840, 847, 853, 862.

Electives.....9 hours

Thesis (or additional electives for School Psychology students).....6 hours

Total Requirements33 hours

Industrial and Organizational Psychology

A total of 49 credit hours is required of candidates for the Master of Science in Industrial and Organizational Psychology. In addition to 34 hours of required courses, 3 credit hours of either thesis, master’s research project, or an approved elective and 6 credit hours of practica are required. Another 6 credit hours of electives are chosen after consultation with the program coordinator in light of the student’s academic and professional goals.

Psychological Foundations 19 hours

PSY 790, 820, 826, 837, 862, 868, and 888 or 890 or approved elective.

Industrial and Organizational Psychology Core

..... 18 hours

PSY 844, 870, 872, 873, 874, 875.

Practicum 6 hours

PSY 843.

Electives 6 hours**

Total Requirements 49 hours

**Courses from other disciplines such as general business, economics, management, marketing, political science, health education, and loss prevention and safety may be suitable as electives. Electives must be approved by the program coordinator, the student’s graduate committee, and the relevant department before the courses are taken.

School Psychology Program

The school psychology program is a three calendar year (71 semester hour) program leading to the Specialist in Psychology degree in school psychology. The third year is spent in internship. The Psy.S. degree qualifies the individual to seek Kentucky and National School Psychologist Certification and licensure through the State Board of Psychology.

Psychological Foundations 12 hours

PSY 837, 840, 847, 853.

Educational Foundations (1 from each group) 9 hours

(1) EAD 800, 828.

(2) ELE 871, EMG 806, EME 873, ESE 774.

(3) SED 800 or SED 810.

Assessment and Intervention 25 hours

PSY 824, 827, 843 (six hours), 846, 850, 857, 865, 881.

Professional Psychology 4 hours

PSY 826, 848.

Research, Evaluation, and Statistics..... 9 hours

PSY 820, 862, and 868 or 888 or 890.

Internship 12 hours

PSY 898.

Total Requirements 71 hours

IV. EXIT REQUIREMENTS

Comprehensive Examination — Candidates for all degrees ~~the degree~~ will take written and oral examinations in the area of study in which they seek the master's, ~~or specialist degree~~ or doctoral degree.

Internship — Students in both the clinical psychology and the school psychology programs must perform satisfactorily in PSY 899 or PSY 898 in partial fulfillment of requirements for the degree.

RULES COMMITTEE REPORT

December 1, 2008

Members: Nancy McKenney, Chair; Michelle Gerken, Kristen Kean, Jane Rainey, Tom Reed.

The Senate Rules Committee met on Monday, November 24, 2008 from 3:30 p.m. to 5:00 p.m. Committee members reported their findings after examining EKU's benchmarks and also Kentucky's comprehensive regional universities to determine whether they had any senate or university committee dealing with academics and/or advising. Some good models of such committees were found though there is considerable variation in title, membership, and function. Rules Committee members discussed the question of whether to recommend creation of entirely new Committee on Academic matters or whether it might be possible to use an existing senate committee to deal with this.

The Committee plans to meet again in January, date and time TBA.