Call to order

Approval of Minutes
   February 5, 2007 Minutes

President’s Report Overview & Questions: Senator Glasser

Unfinished Business:
   • Report from Council on Academic Affairs
     1. Incomplete Grades Proposal
   • Adopt EKU Senate Resolution Regarding Faculty Workload

New Business:
   • Report from Council on Academic Affairs
     1. Summer Enrollment Levels (Informational only)
     2. Educational Leadership department name change to Educational Leadership & Policy (informational only)
     3. Special Education restructuring of department (informational only)
     4. Graduate School Proposals (time limit for master’s degree, academic bankruptcy, and suspension of candidacy)
     5. Literacy Consultant Endorsement - New Program Option
     6. Educational Leadership and Policy Studies (EdD) - New Program
     7. Dual Credit Policy
     8. Loss Prevention & Safety (MS) - Change program title to: Safety, Security & Emergency Management
   • Arlington Board Draft Letter

Report Overview & Questions:
   Executive Committee Chair: Senator Eakin
   Faculty Regent: Senator Schlomann
   COSFL Representative: Senator Ware
   Provost: Senator Piercey
   Student Government Association: David Fifer
   Standing Committees:
      Budget Committee: Senator Taylor, Chair
      Rules Committee: Senator McKenney, Chair
      Rights and Responsibilities Committee: Senator Robles, Chair
      Elections Committee: Senator Randles, Chair
      Committee on Committees: Senator Dieckmann, Chair
      Welfare Committee: Senator Collins, Chair

Reports from Ad Hoc Committees:
   (none presently)

For the Good of the Order
"Preliminary Framework for Distributing One-Time Merit Funds To Faculty"

Future For the Good of the Order Discussions
April - "Faculty Workload Issue"
May - "Alternative Scheduling"

Adjournment
The Faculty Senate of Eastern Kentucky University met on Monday, February 5, 2007, in the South Room of the Keen Johnson Building. Senator Eakin called the fifth meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:

*Indicates prior notification to the Senate Secretary
^ SUB Karen Camarata attended for V. Sanchez
^ ALT Brooke Bentley attended for L. Wray

Visitors to the Senate: Gary Barksdale, Human Resources, Jim Conneely, Student Affairs; Phillip Gump, SACS; Deborah Newsom, Financial Affairs, Jaleh Rezaie, SACS; Wally Skiba, Human Resources; Aaron Thompson, University Programs; and Virginia Underwood, Chief of Staff

APPROVAL OF MINUTES:
The December 11 minutes were approved as written.

PRESIDENT’S REPORT: Senator Glasser
Senator Glasser shared the following updates in her written report to the Senate:

Senator Glasser welcomed Senator Piercey to his first EKU Faculty Senate meeting.

EKU unveiled a new financial aid initiative this week, the BEACON Program. BEACON is an acronym for "Bringing Educational Access to the Commonwealth and Our Nation." This program is a bold new initiative created to reach those students and families least able to finance a college education. For additional information, please see EKUpdate (http://www.prm.eku.edu/Update/?issue=82&department=0&article=849).

As shared in December, a new and improved budget calendar and process are in place. The Academic Affairs budget information submitted to date is being accumulated/processed for redistribution through the Provost's Office for the Provost review.

The Student Government Association, in conjunction with the President's Office, held a student tuition forum to give students an opportunity to ask questions and express concerns regarding the tuition increase for next year. The forum was held in Walnut Hall on January 23rd and was also made available via broadcast and web-cast to students at the extended campuses.

On January 29th, President Glasser brought the 2007-08 Board of Regents approved tuition before the Council on Postsecondary Education. The CPE approved the tuition increase without discussion.
Since the last campus update, there has been a significant emphasis on regional events and visits. The regional outreach program has been and continues to be key to securing support for the capital campaign.

The Spring Phonathon and Annual Fund efforts are off to a very good start. Student calling is underway and annual fund initiatives targeting key constituencies, especially class gifts, are also off to a promising start.

The alumni magazine is being completely redesigned, and the first edition of the newly designed magazine will be mailed in early March.

This year's Alumni Weekend is scheduled for April 27 – 29, 2007. For additional information, please contact Jackie Collier, Director of Alumni Relations, at 622-1260.

The Department of Family and Consumer Sciences and Human Resources submitted a proposal for funding to the EKU Foundation for a Feasibility Study for an On-site Child Care Center. The proposal was approved and funding is now available to conduct this study. It is anticipated that the study will begin during the spring and be concluded by summer.

UNFINISHED BUSINESS:

Report from Council on Academic Affairs

1. Incomplete Grades Proposal

Senator Case moved, seconded by Senator Winslow, to postpone further discussion until March and to invite the Registrar to the March meeting. The majority were in agreement and the motion carried.

NEW BUSINESS:

Budget Committee Report on Alternative Scheduling. Senator May introduced the Budget Committee's report on alternative scheduling as an informational item. Based on the survey results, the committee felt there was no immediate need to change EKU’s current course configurations.

Senator Robles suggested that the alternative scheduling report be electronically distributed again after the meeting so senators could share it with their faculty and get additional faculty feedback. Furthermore, the issue could be addressed again at a future "For the Good of the Order" discussion.

SACS & QEP Update. Jaleh Rezaie gave a 20 minute powerpoint presentation on the status of the SACS & QEP preparation. She also distributed a handout on "Frequently asked questions about EKU's QEP."
The SACS site visit is scheduled for April 10-12, 2007. There will be several training workshops on the QEP available in March in preparation for the on-site visit.

Health Care Plans Update. Wally Skiba announced that the University will cover the increase in premium costs for 2007-2008.

In addition, he encouraged everyone to attend the Wellness Fair on February 28 to become more familiar with ways individuals can help to improve EKU's health care costs.

Adopt Senate Resolution Regarding KTRS. Senator May moved approval of the proposed resolution (below) regarding KTRS, seconded by Senator Ciocca. The majority were in favor and the motion carried.

Be it resolved that the Faculty Senate of Eastern Kentucky University joins the Western Kentucky University Senate and strongly urges the Governor to help secure the retirement system of thousands of educators in this Commonwealth by using that budget surplus to help place the Kentucky Teachers' Retirement System on a financial footing that does not endanger the retirement fund of Commonwealth educators, and

Be it resolved that the Faculty Senate of Eastern Kentucky University joins the Western Kentucky University Senate and strongly urges Faculty and University Senates at other institutions of higher education in the Commonwealth to pass resolutions similar to this one.

Adopt Senate Resolution Regarding Faculty Workload. Senator Robles submitted the resolution on faculty workload as an informational item to be discussed during the "For the Good of the Order" discussion. Due to time constraints, Senator Eakin postponed the discussion on the resolution until the March meeting.

Report from Council on Academic Affairs

1. Change catalog text regarding class attendance (informational item)
2. Change Credit-by-Examination CLEP Policy to include Financial Accounting (informational item)
3. Change to President's Award (informational item)
4. General Education Course Syllabus Policy (informational item)
5. Departmental name change from Loss Prevention & Safety to Safety, Security & Emergency Management (informational item)
6. CIS Program revision (BBA) - adding 2 options: 1) General CIS & 2) Networks Management
7. Health Services Administration Program revision: merge Health Care Administration & Health Information Management into one: Health Care Administration & Informatics
8. Health Care Administration Minor - Suspend
9. Health Information Management Minor - Suspend
10. Post-baccalaureate HIM Certificate - Suspend
11. Corrections & Juvenile Justice Studies - delete At-Youth Studies Option (CAA approved 2-16-06)

Items 1-5 were introduced as informational items only.

Senator Collins moved approval of items 6-11, seconded by Senator Johnson. The majority were in favor and the motion carried.
GENERAL & STANDING COMMITTEE REPORTS

EXECUTIVE COMMITTEE REPORT: Senator Eakin
Senator Eakin shared the following in his written report to the Senate.

Senator Eakin thanked Vice Chair David May for serving as Chair at the December meeting.

On behalf of the Senate, Senator Eakin congratulated President Glasser on receiving this year’s Education Award from the Richmond Chamber of Commerce.

Senator Eakin reminded those interested in submitting petitions to run for Faculty Regent should send their information to Senator Ted Randles, Chair of the Elections Committee.

With regard to comments and suggestions made during the "For the Good of the Order" discussion in December, the Executive Committee is drafting a letter on behalf of the Faculty Senate to present to the Arlington Board. After the letter is finalized by the Executive Committee it will come to the full Senate for additional feedback before being sent on to the Arlington Board.

REGENT REPORT: Senator Schlomann
After receiving several comments regarding her written report, Senator Schlomann asked to make a point of clarification. When voting against the President’s contract she did not address any concerns about the President’s performance or about extending the contract. All comments were related to the proposed salary increase and were related to prior salary increases in comparison to faculty salaries. The President’s current salary has increased more than 50% since coming to Eastern and is greater than the mean of benchmarks. In contrast the salary equity process for faculty sets the goal for faculty salaries to be only 90% of the benchmark mean. Senator Schlomann also voted against the tuition increase because with a fund balance last year of $11 million and with decreased enrollment, it seemed ill-advised to raise tuition again at this time. Furthermore, she voted against the entire budget as a whole because of those issues.

Senator Schlomann's written report to the Senate included the following:

The Board of Regents met on January 12, 2007 for its regular quarterly meeting. In preparation for that meeting, most Board committees met either earlier that day or the day before. Reports were received from several parties including the President and Chair of the Foundation. Updates were provided regarding SACS reaffirmation process, construction and projects, the capital campaign, annual audit, fiscal operations, and several other items.

Action items included:

1. Personnel items
   a. President Glasser’s contract: extended four years, base pay increased by 10%; 15% deferred pay added; up to an additional 15% annual bonus (goals to be established)
   b. Faculty and Staff: hires, resignations, retired transition program participants, promotion and tenure
2. Council on Academic Affairs: curriculum and program items previously approved by the Senate
3. Fiscal and Budget Planning
   a. 9.5% tuition increase
   b. 3.5% across the board salary adjustment for all eligible employees
   c. Other proposed allocation of new revenues
      i. completing staff equity adjustments-$ 673,000;
      ii. increased fixed costs
         1. scholarships ($1.3 million)
         2. benefits ($1.0 million)
3. establish capital pools ($2 million)
4. new academic and student support initiatives ($1 million; $900,000 of this for QEP initiative)
5. Other faculty/academic (additional $250,000 for faculty development and $500,000 for Provost initiatives)
   iii. financial aid ($1.4 million—increase graduate stipend to $10,000/yr; transfer student initiative; increase funding of institutional work study)

4. Residence Halls: increased rate by 10% (facilitate move to self-supporting)
5. Parking regulations: allow option for both on and off-site impoundment facility
6. Nominations for Honorary degree recipients
7. Formalize the relationship between the University and the Foundation

All action items were unanimously approved. However, Senator Schloemann voted against: the President’s contract, the tuition increase and the proposed allocation of new revenues.

COSFL REPORT: Senator Ware

COSFL met on Saturday, February 3, 2007 at the W.T. Young Library, University of Kentucky. The next meeting is scheduled for April 21.

The WKU Resolution on KTRS was discussed, with other campuses reporting similar resolutions having been passed or under consideration.

House Bill 158, cited as an “academic bill of rights,” has failed in all 14 states in which it was tried. The consensus is action should not be taken unless it begins to get significant support in the legislature. The link to the bill is: http://www.lrc.ky.gov/record/O7RS/HB158/bill.doc

Faculty Representative Wattier provided the following update on the CPE Presidential search: University presidents have been contacted for support. The search committee meets again in April. The expectation is that 8 - 10 names will have been identified from the review of applications in March for consideration by the committee. Of these, five or six may be flown in for preliminary interviews. The list will then be narrowed to three for more extensive interviews with all stakeholders, perhaps in early May.

Campuses should consider having their presidents submit the transcript on the collegial governance workshop, conducted by Carol Bredemeyer, Rick Feldhoff, and Mark Wattier at the last CPE trusteeship conference, to their boards.

An update was provided on the Developmental Education and STEM Disciplines CPE initiatives by Sherri Noxel, CPE Director of Academic Assessment, and Allyson Handley, CPE Senior Advisor for Economic Initiatives. There is a STEM Discipline meeting scheduled for February 28 from 9am - 4pm at the CPE headquarters in Frankfort. Allyson Handley encouraged all interested faculty to attend.

PROVOST REPORT: Senator Piercey

Senator Piercey provided the following updates in his written report to the Senate.

Mr. Gus Benson has been named as Director of the Division of Sponsored Programs. Gus has served as Interim Director since 2004. A search is currently underway for an Associate Director of Sponsored Programs.

Finalists have been selected for the Associate Dean of the Graduate School. Interviews for the position are being scheduled for mid-February. Candidates for the position are: Dr. Jaleh Rezaie, Chair and Professor, Department of Computer Science; Dr. Paula Kopacz, Professor, Department of English and Theatre; Dr. Victor Kappeler, Department of Criminal Justice and Police Studies; Dr. Barbara Pierce, Associate Dean, School of Business, Florida Institute of Technology; and Dr. Michael Collins, Chair and Professor of the Department of Plant and Soil Sciences at Mississippi
President Glasser has recommended an increase in the stipend levels for graduate assistants in the FY08 budget approved by the Board of Regents in January. Beginning in the Fall of 2007, graduate assistant stipends will be increased from their current level of $6500/academic year to $10,000/academic year.

President Glasser has also provided additional funds under the Special One-Time Funding Initiative to support Graduate Recruitment and Retention and Faculty Research. A pool of $300,000 has been designated to support faculty research and $100,000 will be targeted toward graduate recruitment and retention.

The Division of Sponsored Programs will be implementing a new database system for funding searchers called SPINplus. The new system includes information from over 5000 Sponsoring agencies plus an alert service on an individualized basis when additional opportunities become available. Training sessions for funding searches using the new system will be held on February 7 and February 13. Please contact Sponsored Programs for more information.

The Office of Institutional Effectiveness worked with the Strategic Planning Committee to develop rubrics and reporting templates for the 96 key performance indicators of the 2006-10 EKU Strategic Plan to be used by academic leaders, including deans and department chairs. In addition to other numerous activities, the Office also prepared for NSSE administration and began promotion of the survey to prospective student respondents.

The search has begun for an Associate Vice President for Enrollment Management. Everyone is encouraged to help promote this important position to their colleagues inside and outside the University.

In the Continuing Education and Outreach area, the EC started their second semester at the new Lancaster Higher Ed Center with enrollments growing since the spring term (up to 61). The EC also saw an increase in their Blue Grass Community and Technical College site. In addition, the Danville campus has completed an expansion and its enrollments are up 25%. Plans for the new campus in Manchester are proceeding.

The SACS Leadership Team is continuing to develop Focus Reports and is preparing for the April site visit. There are still outstanding issues of non-compliance, but substantial research is being done to address them prior to the site visit and much progress is being made.

Based on initial meetings with the Associate Vice Presidents in the Provost’s Office; with the College Deans, with members of the Faculty Senate, and with others from the university community, The Provost is encouraging a renewed, university-wide discourse on academic enterprise. These "Conversations on Academics" will include topics such as:

- fundamental principles of shared governance;
- faculty workload reporting;
- the role of the academic units in pursuing the university’s strategic plan, and,
- other topics of interest.

Rights & Responsibilities Committee. Senator Robles shared the following in her written report:

The Rights and Responsibilities committee met with the new Provost regarding the Faculty Workload issue.

The committee is working on a resolution to bring to Faculty Senate and will discuss the faculty workload subject as the “for the good of the order” topic at the February Senate meeting.
Election Committee. Senator Randles shared the following in his written report to the Senate.

The Elections Committee is conducting the process of electing a Faculty Regent. A call for candidates and the announcement of the election was communicated to faculty of the rank of assistant professor or higher and to the librarians. This was done via e-mail on January 26, 2007 and will be followed up by future e-mails. Please urge your department faculty to participate in this important process.

The process of electing a Part-time Faculty representative for the Faculty Senate has also begun. Please identify strong candidates and urge them to run for this important position.

Committee on Committee. Senator Dieckmann reported that the committee met on January 25. The committee's goal is to have the online form for self evaluations to University committees available by February 19.

Welfare Committee. Senator Collins shared the following in his written report to the Senate.

The Welfare Committee met during the Christmas Break and, with the help of data provided by Dr. Bethany Miller, Director of Institutional Research, compiled a survey of recent hires. The data presented covers the period 2001-2005 and includes hiring only in the faculty, executive/administrative, managerial and professional categories (no paraprofessional, clerical and service/maintenance hires are included) regardless of race-ethnicity and gender. The two charts listed report first the number of total new faculty hires compared to administrative/managerial positions and second the comparison between full-time hires and part-time.

While the interpretation of the data is preliminary at best, they suggest the following. It appears that the number of new hires in managerial/administrative positions is comparable to the number of faculty hired during this period (first chart), and that the number of part-times hires seems to be growing rapidly as compared to full time, especially in part-time faculty. The latter trend is unsettling and the Welfare committee will continue its analysis to determine if this is indeed the case.

FOR THE GOOD OF THE ORDER:

The topic of discussion was "Faculty Workload."

Due to time constraints the discussion was postponed until the March meeting.

ADJOURNMENT:

Senator Piercey moved to adjourn at approximately 5:30 p.m.
I appreciate the opportunity to provide this report to the Faculty Senate. The following are my updates for March:

SACS Update

The next six weeks will be spent in final preparation for the SACS on-site visit April 10-12. The QEP was reviewed by the University Community through January 18 and the final copy was mailed to the SACS on-site team on February 27. Additionally, EKU submitted this week the Focused Reports for the Compliance Certification and all other related materials. In March, individuals who will be directly involved in the site visits will attend an Orientation. However, the team can request to talk to anyone on campus so we encourage you to become familiar with the QEP. (Posted on the website). During March, the university community is invited to discuss the impact of the QEP. Discussion questions will be circulated through a variety of venues. We look forward to welcoming the on-site team to campus and to working with them to achieve reaffirmation of our SACS accreditation.

Progress under the Strategic Plan

The Strategic Planning Committee recently concluded final assessment of the 2003-2006 strategic planning cycle. A final progress report was submitted to the President and Provost and is accessible at the Office of Institutional Effectiveness website. This report includes a summary of institutional progress based on the key performance indicators included in the plan.

Key successes for the previous planning cycle are:

- Significant technology enhancements (e.g., use of technology in the classroom & new faculty computers)
- Key advancements in salary equity for faculty (the 2006-2010 plan will include continued emphasis on faculty and staff equity issues)
- Key advancements in funding and resource development (i.e., deferred maintenance budget and spending, establishment of an unrestricted budget reserve and a $4,000,000 contingency fund)

Key opportunities to be addressed during the 2006-2010 planning cycle are:

- Enhance the diversity of our university community
- Focus on student learning assessment and use of data for continued enhancement of academic programs
- Continued pursuit of relevant and timely data to effectively measure our progress toward national distinction as a leading comprehensive university focused on students and learning
Dissemination of BEACON Program Information to Faculty

As I shared with you in my February report, EKU has launched a bold, new financial aid program that widens our safety net to reach those students and families least able to finance a college education. On March 5, EKU faculty will receive additional information on this new BEACON Program and CPE’s “Brain Gain” report. The CPE’s report, which is being provided as a supplement to my report, shows that Eastern Kentucky University has the highest percentage of postsecondary graduates who remain in Kentucky of any public institution and that EKU is offering academic programs that serve the Commonwealth’s needs.

Your assistance in sharing the financial aid available under the BEACON Program with your current students and any prospective students you may meet is greatly appreciated.

Recruiting Highlights

• As of February 26, 2007, we have received 5,065 applications for admission and have admitted 3,032 new first-year students for Fall 07.
• Spotlight on Saturday, Feb 24th hosted 475 participants. We truly appreciate the faculty and academic departments who helped make this a very successful day.
• The last Spotlight day of the year will be Saturday, March 24th.
• The first round of Spring Prospective Student Receptions in six different areas in Kentucky and Ohio is complete, and four more are scheduled for this term. Faculty and college-based efforts in these receptions are also key and are greatly appreciated.
• As part of our broadening national student recruitment effort, EKU recruited students at National College Fairs in Atlanta and Detroit. It is our hope that this increased national recruitment effort will also enhance diversity on-campus.

State Appropriates Funding Model and Capital Projects for the 2007-09 Biennium

The Council on Postsecondary Education, in conjunction with input from the public institutions, will be formulating, over the next several months, the funding model requesting state appropriations for the next biennium. In addition, the CPE will make recommendations for capital projects. We will continue to work with the CPE and closely monitor the activity in these areas.

University Advancement and Capital Campaign Update

As I shared last month, a tremendous amount of the last four weeks has been spent traveling around the country advancing our capital campaign. During February, alumni events were held in Texas, Tennessee and several sites in Florida and campaign visits were also coordinated with key prospects in the various regions. Our schedule of events and visits for the coming months is currently being finalized as we undertake an aggressive approach to engaging alumni and friends in the life of the university and seeking support for the many needs across campus. Additionally:

• We continue to be very pleased with the progress of the Spring Phonathon and Annual Fund Efforts. Our student callers, as well as our direct mail efforts, are focusing on both increasing overall support as well as alumni participation.
Likewise, we are placing considerable emphasis on securing class gifts from this year’s reunion classes;

- The schedule is nearly complete for this year’s Alumni Weekend. Many alumni are making plans to attend, especially for our induction of this year’s class of honorees into our Alumni Hall of Fame. The Alumni Banquet and Induction Ceremonies will be held on the evening of Saturday, April 28th. Should you need information about this year’s Alumni Weekend Activities, or would like to attend the Alumni Banquet and Induction Ceremonies on the 28th, please contact the Office of Alumni Affairs at 622-1261;

- Planning is already well underway for Homecoming 2007 scheduled for October 19th and 20th. If your department or student organization would like to participate any special Homecoming activities, please contact Jackie Collier at 622-1261; and

- As I shared last month, the newly redesigned alumni magazine, Eastern, will be unveiled later this month. Much effort has gone into the redesign efforts so that we can better engage our nearly 120,000 alumni. I hope you will find the new magazine provides a fresh look to our campus updates and alumni features. Should you have any questions concerning our alumni magazine, please contact Marc Whitt in the Office of Public Relations and Marketing at 622-8615.

Thank you for your continued commitment and dedication to EKU.
M E M O R A N D U M

TO: E.J. Keeley, Interim Assistant Vice President for Enrollment Management and Executive Director for Institutional Effectiveness
Aaron Thompson, Associate Vice President for University Programs

FROM: Heidi Terry, University Registrar

DATE: Sept. 7, 2006 (original date)
October 4, 2006 – 2nd iteration

RE: Proposed Changes to Incomplete Grade Procedures.

RATIONALE
(1) Current EKU policy does not require students or faculty to document the agreement between instructors and students for the assignment of an incomplete grade. However, the implementation and use of a standard university-wide protocol would ensure consistency in practice and allow for confirmation of expectations. Opportunities for misinformation or different interpretations of policy and/or discussions would be lessened and appropriate university personnel would be better informed should questions arise. In situations where the faculty is not available the next semester, the student is then protected as there would be a record of expectations to complete the course.

(2) EKU currently allows the conferring of degrees and awarding of diplomas regardless of the fact that incomplete grades remain unresolved on the transcript.

PROPOSAL (Spring 2007 Effective Date)
(1) Students (undergraduate and graduate) who wish to pursue an incomplete grade must submit a “Request for Incomplete Grade” form to their instructor prior to the last day of class (sample form attached). If the instructor agrees that students have extenuating circumstances beyond their control and he/she agrees to assign an incomplete grade, the instructor will identify on the Request for Incomplete Grade form all outstanding assignments and/or other conditions needed to complete the course; secure all the necessary approving signatures and submit the form to the Registrar’s Office by the advertised deadline for final grade submission. Students will continue to have until the last day of classes in the immediately proceeding semester (excluding summer) to finish all incomplete coursework as specified in the University Catalog, unless a shorter time frame is indicated on the Request for Incomplete Grade form. If the student fails to complete their course requirements by the stated deadline, the incomplete will be automatically changed to a failing grade.

(2) EKU will not award a degree to any student with an incomplete EKU course on his/her transcript. This represents best practices as supported by AACRAO and a recent poll of our colleagues in Kentucky and across the nation (see attached documentation).
PROPOSED CATALOG TEXT REVISION (2nd iteration)
(page 40, 2006-07 UG Catalog)

An instructor may assign a grade of “I” if the instructor believes that the student has been unable to complete the course on time because of unavoidable conditions and the student has already completed at least 70% of the course requirements. A Request for an Incomplete Grade contract must be approved and received by the Registrar’s Office no later than the semester deadline for final grade submission. Any student receiving a grade of “I” must coordinate with the instructor to satisfy all outstanding coursework for the course. Students should not register to repeat the course in a subsequent term. Once outstanding requirements for the course are satisfied, the instructor will process a change of grade converting the “I” to a letter grade. The deadline for the grade change is the last day of class of the next full-length (i.e., fall or spring) term. Once this deadline has passed, the “I” becomes an “F.”

If, due to extenuating circumstances, a student is unable to complete the contracted coursework to fulfill the incomplete course by the established timeline, the student has the option of requesting a one-time, one semester extension to the incomplete deadline. This request is initiated through the Registrar’s Office and requires the endorsement of the instructor and department chair and the approval of the college dean. Approval of an extension of an incomplete grade is not automatic and depends on the student’s unique circumstances.

A degree cannot be awarded to a student with an incomplete EKU course on his/her record. Any student who is a pending graduate with an unresolved incomplete (“I” or “IP”) grade will be given the choice of accepting an “F” for the course or being deferred to the next term for graduation consideration.

PROPOSED ADDITION TO CATALOG TEXT
(page 46, 2006-07 UG Catalog)

Add the following stipulation to the list of comprehensive requirements for baccalaureate degrees:

10. Complete all EKU coursework with a final grade. Any student who is a pending graduate with an unresolved incomplete (“I” or “IP”) grade will be given the choice of accepting an “F” for the course or being deferred to the next term for graduation consideration.
REQUEST FOR INCOMPLETE GRADE FORM

___________________________________________         _______________________________________
Student’s Name (please print)                                          Student ID Number

___________________________________________         _______________________________________
Faculty Member’s Name (please print)                              Department

___________________________________________         ___________________     ________   _________
Course Title                                                                   Course # & Section       Semester     Year

An Incomplete grade may be assigned at the instructor’s discretion under the following circumstances:

- The student has completed at least 70 percent of the course requirements with a grade of “C” or higher (Grade at
time of contract is: ________); and
- An illness or other legitimate extenuating circumstance has prevented the student from completing the required
work by the established deadline (supporting documentation required) and;
- The incomplete is not based solely on a student’s failure to complete work or as a means of raising his/her grade
by doing additional work after the grade report time; and
- The instructor agrees to complete this form and ensure that it is received by the Registrar’s Office by the deadline
for final grade submission for the term in question.

Reason for Incomplete: (all requests must include supporting documentation from a legitimate source. Reference
letters from friends or family are not sufficient and will not be taken into consideration unless also accompanied by
additional documentation).

☐ Medical condition documented by university health services or outside vendor
☐ Mental health condition documented by university counseling services or outside vendor
☐ Other Extenuating Circumstance – (please explain below – attach additional sheets if necessary)

Outstanding Course Assignments that Need Completion: (please provide specific details below)

All outstanding work must be completed and a Grade Change form must be submitted by the instructor to the Office of the
Registrar by the last day of classes of the regular semester (fall/spring) immediately following the term in which the
incomplete grade was originally assigned. If a grade is not submitted by the established deadline, the incomplete will
automatically default to a failing (F) grade.

Special Note Regarding Graduation Eligibility & Incomplete Grades: A degree cannot be awarded to students with
incomplete grades on their record. Pending graduates are cautioned about the consequences of agreeing to the assignment
of an incomplete grade as it can prevent a student from graduating on time. Pending graduates with unresolved
incompletes will be given the choice of accepting an “F” in the course or being deferred to the next term for graduation
consideration.

By signing below, I am acknowledging that I understand and accept the terms and conditions as outlined on this document.

______________________________________ _______________________________________
Student Signature         Date   Instructor Signature              Date

______________________________________________ ________________________________________________
Department Chair Signature        Date   College Dean Signature               Date
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<tr>
<th>Institution</th>
<th>Yes</th>
<th>No</th>
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<td>Bethel College</td>
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<td>Arkansas State Univ.</td>
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</table>

### Survey - Incompletes & Graduation Eligibility

**Criteria:**
- A student can graduate with an 'I' grade, provided they do not need the assignment and have taken the course.
- An 'I' grade is converted to a standard letter grade prior to graduation, if the student completes the work or it goes to an 'F'.
- For the purpose of satisfaction progress and graduation, an 'I' incompletes is considered a failure.

**Incompletes Policy:**
- We do not assign an 'I' to incompletes, if it is a required class and they've met their minimum hours, we'll graduate a student.
- We will accept an incompletes, if it is a required class and they've met their minimum hours, we'll graduate a student.
Informational Item Only

for the

“For the Good of the Order” Discussion

Resolution Regarding the Faculty Workload Issue at Eastern Kentucky University
Submitted by the Rights and Responsibilities Committee of the Faculty Senate
February 2007

Whereas,

Eastern Kentucky University Strategic Plan includes the following goals and directions:

Goal 2 “to continually assess and improve the services and infrastructure of the University to support and maintain high quality programs”

Strategic Direction 2.5 “implement a comprehensive and systematic enrollment planning process to balance student enrollment with campus physical and academic capacities, including numbers of faculty and staff,” by increasing the head count enrollment to 20,000 by the year 2010, maintaining an overall student to faculty ratio at or less than 19 to 1, increasing number of student credit hours generated by distance education and each of the extended campuses by 10% per year

Goal 3 “to promote learning through high quality programs, research and support services”

Strategic Direction 3.5 “improve compensation, working conditions, and support for research to attract and retain high quality faculty and staff”

Strategic Direction 3.7 “identify and implement a resource/funding plan to maximize effective academic program support” by maintaining or increasing the current faculty to staff FTE ratio funded by institutional dollars

Goal 4 “to develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the university community”

Strategic Direction 4.3 “increase by 10 percentage points, the percentage of faculty with reassigned time specifically for scholarly and creative endeavors by 2010” and “by 2010, all faculty actively pursuing scholarly and creative endeavors will receive a one 3-credit hour course reassigned time per year”

Be it therefore resolved,

That Administration at Eastern Kentucky University will provide faculty lines and resources to departments that insure the departments’ capacity to anticipate, accommodate, and accomplish a successful performance of Eastern Kentucky University’s Strategic Plan.
TO: Council on Academic Affairs

FROM: Edward J. Keeley, Ph.D.
Interim Assistant Vice President
Enrollment Management

DATE: February 2, 2007

RE: Summer Enrollment Levels

I wish to put forward the attached proposed guidelines for the Council on Academic Affairs’ consideration.

These guidelines are already used by the Office of Student Financial Assistance, and the Office of the Registrar proposed to use these as well for enrollment verification status in order to promote consistency.

Thank you for your consideration.

Attachments
SUMMER 2007 ENROLLMENT LEVELS  
10-WEEK TERM

Below are enrollment levels set for the Summer 2007 term by EKU Office of Financial Assistance, as per federal regulations, and using a 30 credit hour academic year. These levels will be used to determine financial aid awards to summer school students.

In the interest of consistency among student service offices, and thereby preventing confusion within the EKU student and academic community, the Office of the Registrar proposes to also use these guidelines for determining enrollment verification status.

(Note: U.D. Dept. of Education dictates that credit hours are rounded up.)

**UNDERGRADUATE**

<table>
<thead>
<tr>
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<th>Credit Hours Rounded</th>
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<tbody>
<tr>
<td>Full time*</td>
<td>10 cr. hr.</td>
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<tr>
<td>Three quarter</td>
<td>7 cr. hr.</td>
</tr>
<tr>
<td>Half time</td>
<td>5 cr. hr.</td>
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*Formula used in calculation:

\[
\text{Number of credit hours in the academic year} \times \frac{\text{Weeks of instructional time in full summer term}}{\text{Weeks of instructional time in academic year}}
\]

**GRADUATE**

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<td>3 cr. hr.</td>
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Office of the Registrar 01/26/07
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Check only the section(s) applicable)

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<td>Program Suspended (Part III)</td>
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<tr>
<td>*Provide only the information relevant to the proposal.</td>
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Proposal Approved by:
Departmental Committee: November 16, 2006
Graduate Council*: 2/2/07

Is this a SACS Substantive Change? Yes*** No

College Curriculum Committee: 12/5/06
General Education Committee:
Teacher Education Committee*: 1/30/07

Council on Academic Affairs
Approved X Disapproved 02-15-07
Faculty Senate**
Board of Regents**
Council on Postsecondary Edu.***

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
To change the name of the Educational Leadership Department to Educational Leadership and Policy Studies (EDLP)

A. 2. Effective date: (Example: Fall 2001)
Fall 2007

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

B. The justification for this action:
This name more accurately describes what the department will teach as we move toward offering advanced degrees.

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

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs:

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

<p>| | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>For a new course, provide the catalog text.</td>
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<tr>
<td>2.</td>
<td>For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.</td>
</tr>
<tr>
<td>3.</td>
<td>For a dropped course, provide the current catalog text.</td>
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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

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<td>2.</td>
<td>For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.</td>
</tr>
<tr>
<td>3.</td>
<td>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.</td>
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New or Revised* Program Text
(*Use strikethrough for deletions and underlines for additions.)
Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

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<td>Repeateble Maximum No. of Hrs. ___</td>
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<td>Grading Mode*</td>
<td>Class Restriction, if any: (undergraduate only)</td>
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<td>SO ___ SR ___</td>
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FOR BANNER USE ONLY

Date of data entry ___________

Data entry person ___________

Co-Requisites and Prerequisites *See definitions on following page

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

Course Prefix and No. ____________________

Course Prefix and No. ____________________

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

Course Prefix and No. ____________________

Course Prefix and No. ____________________

Test Scores

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

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

Course Prefix and No. ____________________

Course Prefix and No. ____________________

Test Scores

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

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

Course Prefix and No. ____________________

Course Prefix and No. ____________________

Course Prefix and No. ____________________

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

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<td>VC (3)</td>
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February 9, 2007

To: Dr. Rodney Piercey, Provost, Vice President for Academic Affairs
Via: Dr. Bill Phillips, Dean, College of Education
From: Dr. Kim Naugle, Associate Dean, College of Education
Copies to: Faculty Senate
Council on Academic Affairs
Teacher Education Committee
College Curriculum Coordinating Committee

Re: Restructuring of the Special Education Department

The Special Education Department (SED) has requested to be divided into two departments and this was discussed with and approved by the former Interim provost, Dr. James Chapman. We are submitting this for review by the academic review process with the intent it go into effect with the start of the fall 2007 semester. The Special Education Department will remain the name of the first department and it will house all of the areas currently in this department except for the Interpreter Training program which will become its own separate department. The new department name for the Interpreter Training program would be the Department of American Sign Language and Interpreter Education. This division is completely amicable and supported by the faculty and staff of both programs and is being made to allow both programs to fit more effectively in the College administrative structure as well as to simplify numerous issues associated with such issues as grant administration and accreditation that are unique to these programs. This change in total including changing the current Area Coordinator for Interpreter Training to a Chairs position will be a cost neutral process since the current Area Coordinator already gets additional release time as a condition of the Kentucky Department of Education/Vocational Rehabilitation grant this area operates under and as the support services for these areas are already separated by program area.

The personnel portion of the budget will stay within the appropriate area of assignment and the non grant driven portion of the budget of the SED (M & O) will be divided between the two departments based on a percentage generated from the number of full time faculty positions in each area. Each Department will have its own chairs coming from currently in place positions and the administrative assistants and other assistants in the department currently assigned to each area will remain with that unit/department. Office space will remain as currently allocated and the two departments, along with the rest of the departments in the College, will share major item expenses when it is in the best interest of the departments and the College as a whole.

Should questions arise, please feel free to contact me. Thank you.
PROPOSAL

The Eastern Kentucky University Interpreter Training Program currently under the Department of Special Education is proposing to become the Department of American Sign Language & Interpreter Education in the College of Education.

Background:
The state of Kentucky passed legislation (HB 322) in 1986 to establish an Interpreter Training Program (ITP) at an institute of higher education to offer a minimum of an associate degree in interpreting. The legislation also addresses the institution's responsibility of providing satellite training opportunities. Initial funding was provided by the Council on Postsecondary Education for a faculty position and a half-time secretary. EKU was selected by CPE and a two year associate degree ITP was established in the late 1980's. EKU remains the only program of its kind in the commonwealth and is unique in its function and scope of pre-service and in-service educational activities.

Growth and Scope:
In 1996 discussions were begun with the University of Louisville (UofL) to establish a permanent collaborative degree program housed on the UofL main campus. Concurrently a proposal was undertaken at EKU to move the associate degree to a baccalaureate degree in interpreting. The baccalaureate degree was established in 1998 at EKU, the Memorandum of Agreement with the UofL was also formally signed in 1998 and the EKU/UofL ITP began offering a baccalaureate degree in Louisville. The UofL program was initially funded in 1996 by a grant from the Department of Vocational Rehabilitation until 2002 when EKU assumed primary funding responsibility for the program.

The EKU College of Education and ITP, in association with the Kentucky Department of Education, is in the process of further expanding the training capacity of the ITP by establishing a full collaborative baccalaureate degree program with Western Kentucky University as well as establishing a small Resource Center for interpreters in a community college in eastern Kentucky. Funding to support this endeavor was supplied by the Kentucky Department of Education and became available July 1, 2006.

Additional Outreach services for interpreters have been made possible through grants begun in 1994/1995 with the Kentucky Department of Education and the Kentucky Office of Vocational Rehabilitation. These Outreach activities do provide workshops across the state as well as training and support for P-12 educational interpreters, teachers and administrators. During the 2004 – 2005 academic years for example, twenty-eight workshops were sponsored or co-sponsored by the ITP Outreach coordinator with attendance topping the 1,000 participant mark.

The ITP offers an array of ASL level one through level six classes which are provided for all students under general education and can be taken for foreign language credit by any EKU or UofL student.

The Office of Vocational Rehabilitation in partnership with the EKU ITP still provides significant funding for pre-service and in-service activities. OVR and the ITP in 1999 collaborated to establish the Center on Deafness. This has been a very successful entity of the ITP designed to provide grant writing, research, and collaborative training with local, state and national agencies in the field of deafness.

Future:
The ITP has expanded significantly since its inception in the late 1980’s and has always enjoyed an excellent working relationship under the Department of Special Education (SED) within the College of Education. The growth of both SED and the ITP has expanded the total number of SED faculty and staff to approximately 50. The ITP now has 27 employees and with the anticipated addition of the western and eastern sites after July 1, 2006 this number is expected to grow to 36. Academic offerings, the management of current personnel and fiscal resources, and the management of anticipated resources have made the ITP function much like a Department over the past several years. The ITP has been and remains a very cost effective program. Current KDE and OVR grants have provided $1,099,346 of external support during the 2005 – 2006 fiscal years and the proposed KDE initiative to establish a western program and an eastern service center will add an anticipated $575,000 for a total of approximately of $1,674,346 for 2006 – 2007. This amount does not count ITP state and Action Agenda funds. This number becomes more significant when the additional Center on Deafness grants are added in as well as the tuition which will be generated once the western and eastern programs are up and running. The western program will mirror the tuition generated to EKU by the UofL ITP which is approximately $250,000 for fall and spring semesters and an addition $50,000 during the summer semester.

The ITP has experienced continuity, growth and has developed a vision for the future to help make it one of the unique programs within the College of Education. Management of resources, funding and personnel as well as defining its role and function within the College of Education are important to the program as well as the Department of Special Education. Becoming a separate department will assist the SED Chair in managing a large Department of Special Education as well as define the parameters of the ITP and provide a departmental framework for its future endeavors.

The ITP faculty and staff along with the faculty and staff of the SED support this proposal and appreciate the consideration of this proposal.

http://www.forms.eku.edu/docs/Curriculum_Change_Form.doc-9-05
January 24, 2007

To: Dr. Aaron Thompson
   Associate Vice President for University Programs

From: Dr. Jerry Pogatshnik
   Dean of the Graduate School and Associate Vice President for Research

Re: Proposed Additions/Revisions to Graduate School Policy and Procedures

I’ve attached three recommendations for Additions/Revisions to current Graduate School Policies and Procedures for review by the Council on Academic Affairs. The three recommendations are:

**Policy Revision: Seven-Year Time Limit for Master’s Degree Programs**

The proposed revision recognizes that the length of some of our graduate programs extends well beyond the typical 30-36 hours required for most master’s degrees. The revision extends the time limit to 10 years for programs greater than 40 hours to allow sufficient time for students in these programs to complete their degrees without the need to resort to requests for waivers.

**Policy Addition: Academic Bankruptcy of Graduate Course Work**

The proposed policy permits graduate students who may have encountered academic difficulties at some point in their graduate careers to be allowed to pursue graduate degrees in other programs while remaining in good academic standing. The proposed policy mirrors that of our current policy for undergraduates. Coursework and grades for courses meeting the requirements stated under the policy would remain on the student’s transcript but could be excluded from the calculation of the overall graduate GPA.

**Suspension of Procedure: Graduate Candidacy**

The Graduate School seeks to suspend the process of application for graduate candidacy. The current process is burdensome on graduate advisors and Graduate School staff and is of little benefit to students. The recommendation to suspend the process is supported by the vast majority of Graduate Program Coordinators as well as by the Graduate Council.

Details of the revisions/additions are attached. Please feel free to contact me if you have any questions.

cc: Dr. David May
   Dr. Rodney Piercey
Policy Revision: Seven-Year Time Limit on Master’s Degree Programs
(Additions are underlined – deletions are indicated by strikethroughs)

Policy

Time Requirements

For master’s degree programs of 40 or fewer hours, a graduate student is expected to complete requirements for the master’s degree no later than seven years after beginning course work. For master’s degree programs of 41 or more hours, a graduate student is expected to complete requirements for the master’s degree no later than ten years after beginning coursework. The minimum time interval required for completion of a graduate degree is two semesters of full-time study.

The Graduate Council in recognition of the importance of assisting and safeguarding the student’s right to due process will consider requests for waiver of the above stated requirement upon the recommendation of the student’s advisor, the department chair, the college dean, and the Dean of Graduate Education and Research.

Rationale:

The current policy was designed to address time limits of “standard” master’s degree programs. EKU offers a few master’s degree programs where the credit hour requirements are significantly above the typical 30-36 hours required for most master’s degrees. The revision recognizes the limitations of the current policy, particularly for part-time students, and should reduce the need for term waivers for students in these programs.
Policy Addition: Academic Bankruptcy of Graduate Work

Policy – (Passed by Graduate Council on November 7, 2006)

Academic bankruptcy allows graduate students who have been in a different graduate program from their current graduate program at EKU to void a portion of the work attempted during one or more semesters of the prior enrollment(s). EKU offers this option because it recognizes that some students fail to perform satisfactorily due to factors that interfere with their academic performance.

To qualify for bankruptcy, a graduate student must meet the following conditions:
(a) The student must be enrolled in a different graduate program than the one in which he or she was enrolled during the semester of the work to be bankrupted.
(b) The student must have been out of the previously enrolled program for a period of at least five consecutive years after attempting the work to be bankrupted.
(c) The student must state, in writing, his or her intention to declare bankruptcy to the Graduate School. The student will also specify which semesters are being requested for bankruptcy. Students may request to bankrupt any or all semesters of their prior work, but all work from a given semester will be bankrupted if the student requests to bankrupt that semester and if the request is approved.
(d) The student may not have previously declared bankruptcy of EKU work.

If bankruptcy is granted, the bankrupted work will remain on the transcript but it will not be counted in the student’s GPA and will not count toward degree requirements. Students admitted to a new degree program under this policy will only be admitted with probationary status and must meet the requirements for probationary admission in order to maintain enrollment in the new graduate program.

Rationale:

The current academic bankruptcy policy applies only to undergraduate students. This policy extends to graduate students the same opportunity. (The basis for the above text was taken from the Undergraduate Catalog 2006-07, Page 43, and has been revised to meet Graduate criteria.)
Procedure Revision: Suspension of Application for Graduate Candidacy

The Graduate School requests that the process for application to candidacy for graduate students be suspended. The current process requires students to be admitted to candidacy before registration in any of the last 12 hours of a degree program. Students may not apply for candidacy and graduation within the same term. At doctoral granting institutions, candidacy is typically a process where the program grants consideration to move on to the doctoral level from the master’s degree. At master’s granting institutions, the value added by the candidacy process is not as clear and many master’s granting institutions do not have a candidacy process. The current process adds considerable administrative burden to the Graduate School staff and Graduate Program Coordinators. Although there is some value in the process of a mid-program assessment, we believe that this can be handled more appropriately at the program level.

In Fall 2006, the Graduate School conducted a survey of all Graduate Program Coordinators to assess the attitudes of the program in retaining this process. The responses from the programs were overwhelmingly in favor of eliminating the process. The Graduate Council discussed the utility of the candidacy process and the Council concurred with the consensus of the Graduate Program Coordinators and recommended that the process be discontinued.

Implementation of this change will reduce the administrative burden on the Graduate School staff and graduate advisors, and produce fewer obstacles to students in the graduation process. The Graduate School requests approval by the Council on Academic Affairs to discontinue the process of graduate candidacy.
# Curriculum Change Form

*(Present only one proposed curriculum change per form)

*(Complete only the section(s) applicable.)*

<table>
<thead>
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<td>General Education Committee*</td>
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<td>Approved X Disapproved</td>
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<td>Council on Postsecondary Edu.***</td>
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*If Applicable (Type NA if not applicable.)

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

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

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

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

1. **Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

   To establish a Rank I option: Literacy Consultant.

2. **Effective date:** (Example: Fall 2001)

   Spring 2007

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

   B. **The justification for this action:**

   EKU has been awarded, and has accepted a grant from the KY Department of Education / Collaborative Center for Literacy Development to participate in a statewide network of the Adolescent Literacy Coaching Project. The purpose of this project is to provide a program of study leading to a potential endorsement in Literacy Consulting. It is the expectation of the program, approved by the KY General Assembly (House Bill 93) in Spring 2006, that all partners will establish this specialty as part of a Rank I or as a separate certificate endorsement. This effort is expected to enhance teacher quality while improving reading and literacy achievement for Kentucky’s children. Literacy consultants support teachers by identifying resources, assisting in lesson planning, modeling effective literacy instruction, facilitating school-wide literacy planning, and organizing small and large group professional development. Literacy consultants are different from reading / writing specialists, as their work is to support and provide assistance to instructional staff, not provide direct services to children. They are different from principals and central office staff as they do not serve in a supervisory role. These individuals are specialized teacher leaders.

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

   Personnel Impact: Released time is currently provided through the grant which will continue for two years (through July 2008). After that time, should funding cease, the program will be self-sustaining.

   Operating Expenses Impact: None
Equipment/Physical Facility Needs: None beyond a typical graduate course.

Library Resources: None beyond a typical graduate course.

**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.)

The Literacy Consultant Endorsement
This program is designed for teachers in grades 4-12 and leads to a Consultant Endorsement focusing on Literacy. Students entering the program must have obtained at least a Master’s Degree with an emphasis in one or two content areas. In addition, applicants must document experience and/or personal qualities that predict success in: Serving in a leadership role, collaborating with others, coaching others with various levels of experience and knowledge, excellent communications skills, and a commitment to ongoing professional development.

The Literacy Consultant Endorsement is designed for individuals who already hold a teaching certificate and Master’s Degree to add an additional specialty as part of a second Master’s Degree, Rank I or as an additional certificate endorsement to a Rank I. Requirements are outlined below:

**EMS 870 Introduction to Literacy Consulting (3 hours)**
EMS 871 Practicum in Literacy Consulting (3 hours)
EMS 889 Capstone Seminar in Literacy Consulting (3 hours)
One course chosen with advisor approval to complete the option from: ELE 871, EMG 806, ESE 774, EMS 850, EME 873, EME 868 or EMS 875 (3 hours)
### Part IV. Recording Data for New or Revised Course
(Record only new or changed course information.)

<table>
<thead>
<tr>
<th>Course prefix (3 letters)</th>
<th>Course Number (3 Digits)</th>
<th>Effective Term (Example: Fall 2001)</th>
<th>College/Division:</th>
<th>Dept. (4 letters)*</th>
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<tr>
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<th>Weekly Contact Hrs.</th>
<th>Repeatable Maximum No. of Hrs.</th>
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<tr>
<th>Schedule Type* (List all applicable)</th>
<th>Work Load (for each schedule type)</th>
<th>Grading Mode*</th>
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</table>

- Lecture
- Laborator
- Other

- y

Grading Information: Course is eligible for IP (in-progress grading) for Check all applicable
- Thesis
- Internship
- Independent Study
- Practicum

Class Restriction, if any: (undergraduate only)
- FR
- JR
- SO
- SR

FOR BANNER USE ONLY

<table>
<thead>
<tr>
<th>Date of data entry</th>
<th>Data entry person</th>
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**Co-Requisites and Prerequisites**

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

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

---

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

http://www.forms.eku.edu/docs/Curriculum_Change_Form.doc-9-05
<table>
<thead>
<tr>
<th>Block I (9)</th>
<th>Block II (3)</th>
<th>Block III (5)</th>
<th>Block IV (5)</th>
<th>Block V (9)</th>
<th>Block VI (3)</th>
<th>Block VII (6)</th>
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<td>IVA (3)</td>
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<td>VC (3)</td>
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</tbody>
</table>
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>Educational Leadership and Policy Studies</th>
</tr>
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<tbody>
<tr>
<td>New Course (Parts II, IV)</td>
<td>College</td>
<td>College of Education</td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
<td>*Course Prefix &amp; Number</td>
<td>*Course Prefix &amp; Number</td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td>*Course Title (30 characters)</td>
<td>*Course Title (30 characters)</td>
</tr>
<tr>
<td>X New Program (Part III)</td>
<td>*Program Title</td>
<td>Doctor of Education (Ed.D.) – Educational Leadership &amp; Policy Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Major __, Option __; Minor __; or Certificate ____)</td>
</tr>
<tr>
<td>Program Revision (Part III)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Suspended (Part III)</td>
<td>*Provide only the information relevant to the proposal.</td>
<td></td>
</tr>
</tbody>
</table>

Proposal Approved by:

Departmental Committee
Is this a SACS Substantive Change? Yes*** X No

College Curriculum Committee
1/22/07

General Education Committee*
1/30/07

Teacher Education Committee*

Graduate Council* 2/2/07

Council on Academic Affairs

Faculty Senate** 02-15-07

Board of Regents**

Council on Postsecondary Edu.***

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

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

To establish the Doctor of Education degree program (Ed.D. in Educational Leadership and Policy Studies)

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

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

B. The justification for this action:

This new program will allow EKU to better prepare “Scholar-Practitioner” educational leaders who can contribute to the improvement of P-12 education in the service region, Kentucky, and elsewhere.

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

Personnel Impact:
See attached memo

Operating Expenses Impact:
See attached memo

Equipment/Physical Facility Needs:
See attached memo

Library Resources:
See attached memo

http://www.forms.eku.edu/docs/Curriculum_Change_Form.doc-9-05
Part II. Recording Data for New, Revised, or Dropped Course

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New or Revised* Catalog Text

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

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| 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.)

See attached
Purpose and Overview

12 leaders are challenged with directing broad educational programs that increase excellence and equity as measured by outcomes. Schools and school districts need professionals who use current knowledge and possess strong leadership skills to design and administer programs that can improve teaching and learning to accomplish these outcomes. Moreover, they need leaders who know about and respond to the specific challenges and strengths of the communities they serve. The Doctor of Education (Ed.D.) program at Eastern Kentucky University will play a significant role in developing such leaders.

Participation in this doctoral program will lead to enhanced understanding and practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental entities and processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work will be built on a knowledge base that reflects current research, theory, and practice; and doctoral faculty will serve as ongoing mentor resources—answering questions, helping to resolve administrative problems, collaborating on research projects, referring individuals to job openings, etc.

Program Admission

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate’s success in all major phases of the degree program. These judgments take into account the candidate’s professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master’s degree in education or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below. Applicants must have completed three years of professional experience (preference will be given to those with leadership experience) and must demonstrate competency in educational research and statistics. (See section below regarding graduate coursework in education research and statistics.)

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant’s professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member

After a holistic review of the application packets, the Doctoral Program Committee1 will select those applicants to be interviewed. The one-day interview will include:

- A review of the candidate’s professional portfolio, using a rubric to be established by the Doctoral Program Committee
- A problem-solving exercise to be completed by the candidate and evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate’s technology skills, to be evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate’s written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation (an assessment of attitudes and behaviors practiced in the areas of personal responsibility, ethics, emotional management, communication, and work ethics) of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol

1 To be comprised of the Ed.D. Program Coordinator, Graduate Faculty from the Department of Educational Leadership, and at least one Graduate Faculty Member from another department in the College of Education.

http://www.forms.eku.edu/docs/Curriculum_Change_Form.doc-9-05
• An interview with Doctoral Program Committee members
• An interview with the Dean or Associate Dean

The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Additional requirements regarding graduate coursework in educational research:
To be approved for full admission into the doctoral program, students must meet the following requirement:

The student must have successfully completed (with a grade of B or higher) a graduate level course in educational research and statistics and/or successfully completed and defended a thesis or specialist project demonstrating research proficiency within the last four years, counting from the semester of admission.

Students who do not meet the above requirement may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses, and/or may be counseled to pursue the Doctor of Education via the Specialist in Education degree. (See section on the Ed.S. below).

Admission to Candidacy
Students are admitted to candidacy for the Ed.D. after they have accomplished the following:

• Completed approved coursework satisfactorily
• Passed a comprehensive examination
• Formed a Dissertation Committee that includes the dean’s representative
• Secured the Committee’s approval of a dissertation topic
• Made formal and successful application for candidacy

CURRICULUM REQUIREMENTS

Program Requirements – Each student’s program of studies will be individually planned within the following curriculum framework:

Research Core ................................................................................................................... 9 hours\(^1\)
EDL 810, 811, 910.

Academic Core .................................................................................................................. 9 hours
EDL 820, 821 822, 823.

Leadership Specialization .............................................................................................. 12 hours
EAD 801, 808, 824, 827, 828, 831, 834, 839, 846, 849, 859,
ELE 810, EMG 810, EMS 850, EPY 816, ESE 863, SED 775, 800, 810.*

Cognate Area ...................................................................................................................... 6 hours
Two advanced graduate courses chosen from a department or program outside the leadership specialization area.

Rural Studies Core ............................................................................................................. 6 hours
EDL 930, 931

Field Experience ............................................................................................................... 6 hours
EDL 900

Dissertation ....................................................................................................................... 12 hours
EDL 999.

Minimum Program Total .................................................................................................. 60 hours

\(^1\) If the student has not completed coursework in statistics and research methodology nor successfully completed and defended an appropriate thesis or specialist project, additional coursework in these areas may be required. See “Requirement regarding education research” under Admission Standards.
*Note: courses listed here are those required for various P-12 certification programs (principal, superintendent, supervisor of curriculum, director of pupil personnel. With the approval of the Program Advisory Committee, students may apply for enrollment in certification programs and use courses completed as part of the Ed.D. to fulfill certification requirements. See certification program descriptions for specific requirements. Students may substitute courses other than those listed here if deemed appropriate by the Program Advisory Committee and approved as part of the student’s individual program of study.

Specialist in Education (Ed.S.)
The Specialist in Education (Ed.S.) degree is a professional degree requiring a level of study and specialization beyond the masters degree. At EKU the doctoral degree program in educational leadership and policy studies will be aligned with the specialist degree program in educational administration and supervision, thus allowing for students to earn the doctorate via two different tracks:

- By successfully completing the 60-hour (minimum) doctoral program
- By successfully completing the 36-hour (minimum) Ed.S. program, then successfully completing the (minimum) 30-hour doctoral program

See the chart below for comparison of the two tracks.

<table>
<thead>
<tr>
<th>Ed.D.</th>
<th>Ed.D.</th>
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<tbody>
<tr>
<td>3-9 hrs research</td>
<td>9 hrs research</td>
</tr>
<tr>
<td>3-6 hrs academic core</td>
<td>9 hrs academic core</td>
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<tr>
<td>6 hrs cognate</td>
<td>12 hrs specialization</td>
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<tr>
<td>6 hrs rural</td>
<td>6 hrs cognate</td>
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<tr>
<td>12 hrs dissertation</td>
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<tr>
<td>(30-36 hrs total)</td>
<td>(60 hrs total)</td>
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<thead>
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<tr>
<td>6 hrs research</td>
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<tr>
<td>3-6 hrs academic core</td>
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<tr>
<td>12 hrs specialization</td>
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<tr>
<td>6 hrs field experience</td>
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<tr>
<td>6 hrs thesis</td>
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<tr>
<td>(36 hrs total)</td>
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<table>
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<tr>
<th>Earned Master's Degree</th>
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Delivery Model
The EKU doctoral program in educational leadership and policy studies will employ a modified cohort model. Students will enter, continue, and finish the program with a group of colleagues. Some advantages of this model are these:

- Cohorts allow students to know the design and program of from the outset.
- Cohorts enable students to support each other as a group while accomplishing the major milestones of the program including the comprehensive examination and the dissertation.
- Cohorts allow high levels of ongoing support for individual student work and research development.
• Cohorts serve as a basis for continued collegial support after graduation.

The cohort model is modified in that it allows some coursework to be individually chosen, thus permitting students to individualize their programs of study to a degree, and allowing flexibility for students who wish to pursue the degree on a full-time basis.

To accommodate students’ professional responsibilities, cohort classes will be scheduled for evenings and weekends during the summer, fall, and spring semesters. In the first two years, students will generally complete twelve courses: two each in the summer, fall, and spring sessions. Two additional field-based experiences will generally be completed concurrently with the coursework. The third year will typically consist of three courses - two in the summer and one in the fall, along with the comprehensive examination and the dissertation. Note: doctoral students must maintain continuous enrollment subsequent to passing the comprehensive examination. (See section on continuous enrollment.)

Program of Study
Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. In consultation with the student’s adviser, revisions can be made to the program of study. All revisions must have the approval of the student’s program advisory committee, the Dean of the College of Education, and the Dean of the Graduate School.

Program Advisory Committee
The student’s Program Advisory Committee will consist of no fewer than four members: three will possess expertise in the student’s major area of concentration and will be selected by the student in consultation with his/her adviser and the Doctoral Program Director. The remaining committee member will be appointed by the Dean of the College of Education. The Education Dean’s appointee will possess expertise in professional education and represent the interests of the graduate faculty in the College of Education. No committee is considered constituted without the final written approval of the Dean of the College of Education and the Dean of the Graduate School.

Membership of the Program Advisory Committee may be changed if either the candidate or a member of the advisory committee feels that such a change is appropriate and if the requested change is subsequently approved by Doctoral Program Director, the Dean of the College of Education, and the Dean of the Graduate School.

Comprehensive Examination
The purpose of the comprehensive examination is to assess the candidate’s knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:

- Content for the examinations will be program-oriented rather than course driven.
- The student will be responsible for the content in the total program of study.
- The student’s Program Advisory Committee will be responsible for designing, preparing, and scoring the examination. Faculty members from cognate fields related to the program of study may be consulted as needed.

The Program Advisory Committee will develop four questions, one from each of the following program areas: research, academic core, leadership, and rural education.

The written component of the comprehensive examination will be conducted in four sessions of three hours each (one session for each of the four questions), and will take place over two consecutive days (two sessions each day). The Department of Educational Leadership and Policy Studies will provide students with an appropriate workspace and a computer for each session.

Written responses will be evaluated[1] by the Advisory Committee members, who will submit their evaluations to the student’s advisor within ten working days following the examination. An oral defense will be scheduled for a date no later that twenty working days following the examination.

---

[1] Using the following rubric: 5 - Extremely strong response, considerably above average, likely to be attained by only a small minority of examinees; 4 - Above average, somewhat above what one would expect of an examinee; 3 - Adequate and reflects an average level of performance commensurate with the expectations of the Committee (minimum pass); 2 - Below the quality expected but with some positive indicators; 1 - Substandard and totally fails to reflect the quality one expects of an applicant for the doctoral degree.
Any failed portion must be rewritten as an independent research project under the direction of the Program Advisory Committee. The Program Advisory Committee will then evaluate the quality of the independent research project and determine whether additional coursework is needed before the student can proceed in the program.

**Dissertation**  
Students are required to enroll in a minimum of twelve semester hours of dissertation credit. There is no fixed length for the dissertation manuscript. Rather than concentrating on the size of the document, students are well advised to consider the following purposes of a dissertation:

- To demonstrate technical mastery of the student’s field  
- To originate new knowledge or to advance or modify the present knowledge base in educational leadership and policy studies  
- To demonstrate the ability to conceptualize and complete a project of focused inquiry

The dissertation typically follows a five-chapter format. The most recent edition of the *Publication Manual of the American Psychological Association* will serve as the official style guide. The Dissertation Committee may approve another style should that format better suit the needs of organizing and presenting the research. In either case, the dissertation is evidence that the student is an expert in the chosen topic area. Students must work closely with their adviser in determining the topic and in formulating the research design.

In order to insure a high-quality product, a proposal consisting of the first three chapters of the dissertation is developed and presented to the Dissertation Committee for approval. Once accepted, the student will begin the actual research. Students are encouraged to work closely with the advisers while writing the dissertation.

**Dissertation Committee:** The Dissertation Committee and the Program Advisory Committee are not necessarily comprised of the same people. The doctoral student selects the dissertation chairperson from the Graduate Faculty according to faculty expertise and research interest and submits a request to the departmental chairperson. Once approved by the departmental chairperson, the dissertation chairperson consults with the student in recommending committee appointments to be approved by the Program Director, the Dean of the College of Education, and the Dean of Graduate School. The Dissertation Committee consists of five members:

- Dissertation chairperson  
- Educational Leadership and Policy Studies Faculty Member  
- Educational Leadership and Policy Studies Faculty Member  
- College of Education Dean’s Representative (from outside the Department of Educational Leadership)  
- Graduate School Dean’s Representative (from outside the College of Education)

**Dissertation Proposal:** Specifically, the proposal is a detailed plan for conducting the investigation and should communicate to the Dissertation Committee precisely what the student plans to do, as well as why, how, when, and where the student plans to do it.

*The proposal is significant. It becomes a contract between the student and committee. Any significant changes or deviation in the proposal will require committee approval.*

The more accurate, complete, and detailed the proposal, the more efficient the process of completion. The format typically followed for an empirical research problem includes five parts:

Chapter I contains a clear and concise statement of the problem *(what is to be studied)*, justification for the study *(why it is important to investigate this particular problem)*, the conceptual or theoretical perspective from which the problem will be investigated, the objectives and hypotheses to be tested or the questions to be pursued, and a definition of terms.

Chapter II focuses on a complete critical review of the literature related to the problem statement and conceptual framework.

Chapter III describes *how* the study is to be produced *(i.e., procedures)*. Included in this section are a detailed description of *how* the hypotheses will be tested or questions answered, a description of the population and sample, the instrument(s) used to gather data, and the treatment or analysis of the data. If the study involves human subjects, requirements for human subjects review must be satisfied.
The Appendix contains questionnaires or other instruments used to gather data for the purpose of carrying out the research.

The section entitled References (or Bibliography) includes all sources cited in the proposal.

The use of non-quantitative methodologies (e.g., historical, philosophical, theoretical, ethnographic) typically leads to a proposal somewhat different in structure from the example provided above. In such a situation, the student is expected to confer with the adviser and the Dissertation Committee to establish understandings about format.

**Human Subjects Research – Review Guidelines:** In accordance with federal and institutional regulations, any undertaking in which a member of the University faculty, staff, or student body investigates and/or collects data on human subjects for research purposes must be reviewed by the Institutional Review Board (IRB). Each investigator has the responsibility to seek review of any study involving human subjects before initiation of the project. See [http://www.sponsoredprograms.eku.edu/IRB_SITE/](http://www.sponsoredprograms.eku.edu/IRB_SITE/)

**The Dissertation Proposal Defense:** Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Educational Leadership and Policy Studies will schedule the required defense. The Dissertation Committee must receive the proposal at least two weeks in advance of the defense. Two copies of the proposal and a signed signature page of approval must be on file in the Department of Educational Leadership and Policy Studies office; in addition one copy should be submitted to the Graduate School prior to beginning the dissertation. One copy and the signature page will be placed in the student’s file. A second copy is for a library of sample proposals. Data collection may proceed only with unanimous approval of the five-member dissertation committee.

The candidate will be notified in writing of the Committee’s decision regarding the proposal. The Committee may accept the proposal in its current form, require changes to be incorporated into the dissertation itself, or require that the proposal be revised and resubmitted for approval. After the candidate has successfully defended the dissertation proposal, he/she may develop, with the supervision of the Committee, a completed dissertation.

**The Dissertation:** Once approved by the committee, the proposal becomes the framework for the first three chapters of the dissertation. The student proceeds to gather data and reports the results in Chapter IV, with the summary, discussion, and recommendations composing Chapter V.

**Continuous Enrollment:** Once doctoral students have passed the comprehensive examination and enrolled for dissertation credit, they must maintain continuous enrollment with a minimum of one semester hour of dissertation credit during each regular semester, including at least one summer term each year, until the dissertation has been accepted by the Graduate Dean.

**Time to Degree:** All requirements for the doctoral degree must be completed within a period of four years from the semester in which the student passes the comprehensive examination. Students exceeding the time limit may be required to repeat the comprehensive examination, replace out-of-date credits with up-to-date work, and/or show other evidence of being current with regard to their program of study.

Students who have not completed the dissertation within four years from the semester in which they passed the comprehensive examination have two options to extend the time:

- Those who have completed a dissertation proposal that has been accepted by the Committee before the expiration date will be granted a one-year extension upon Committee approval.
- For those who have not had a proposal approved by their Committee, a two-year extension may be granted contingent upon Committee approval with the completion of additional prescribed course work and a retake of the written comprehensive examination.
TO: Members of the Faculty Senate  
Dr. Rodney Piercey, Provost  

FROM: Dr. Aaron Thompson  
Council on Academic Affairs Vice Chair  

DATE: February 26, 2007  

RE: EdD proposal  

The Council on Academic Affairs passed a proposal to offer an EdD degree through the College of Education on February 15, 2007 with fall 2007 being the date of implementation for the first course offerings. The Council asked me to convey to you that they fully support the creation of this doctoral degree at EKU and the hope for future doctorates in other Colleges. With this in mind, we wanted to write this memo as an extra endorsement for the EdD and for sufficient sustainable resources given to the Program to assist it in being successful.
To: Aaron Thompson, Associate Vice President  
To: Council on Academic Affairs  
To: Faculty Senate  
From: Bob Biggin, Acting Chair Educational Leadership  
Re: Ed D / Ed S Budget  
Date: February 21, 2007

Attached is a mock schedule, (See Table 1), for beginning a new cohort of Ed. D. and another new cohort of Ed. S. students every year. This schedule will be used to develop the budget which follows. The schedule requires the employment of an additional new professor each year through year five when the program is to be fully operational. The following are the assumptions on which these projections are based: (1). the graduate faculty load in the Department of Educational Leadership is nine hours per semester; and (2). the faculty supervisors for thesis and dissertations shall receive credit hour equivalence per student thesis or dissertation supervised. Thesis supervisors will be given .6 credit hours per student. Therefore, supervising five thesis students will be the equivalent of one, three credit course. Doctoral dissertation supervisors will be given 1.0 credit hour per student. Accordingly, supervising three doctoral dissertation students will be the equivalent of one, three-credit course.

In this budget projection, we have made the assumption that there will be fifteen (15) students starting in a cohort for both programs. Projected faculty needed is calculated taking into consideration the differing pace of thesis and dissertation completion to arrive at an estimated average expectation. Implementing the Department proposal to begin an Ed. D. and Ed. S. cohort every year, the maximum number of teaching credit hours required per semester at full implementation at the end of year five will be 45. That is the equivalent of the workload of five (FTE) professors.

The budget, (See Table 2), shows first through fifth year projected costs. In years one through three, the number of faculty is listed as three which is more than the projected need for years one and two. However, the Department listed three because it has one doctoral faculty member already in place and is in the process of offering positions to two additional doctoral faculty as the result of the recently completed faculty search. Until full implementation of the programs these individuals will teach in the masters program and replace part time faculty as well as be involved in the program development. Most other budget items are based on the number of staff employed at that time.

As always, the Department would welcome any questions.
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<th>Item</th>
<th>Item Cost</th>
<th>YEAR 1</th>
<th></th>
<th>YEAR 2</th>
<th></th>
<th>YEAR 3</th>
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<th>YEAR 4</th>
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<th>Spring</th>
<th>Summer</th>
<th>Total credit hours (Fall &amp; Spring only)</th>
<th>Faculty need generated @ 3/3 course load</th>
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<td>6 hrs (6 hrs dissertation students)</td>
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<td>6 hrs (6 hrs dissertation students) 12 hrs (12 dissertation students)</td>
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<td>6 hrs (coursework)</td>
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</tbody>
</table>

Scenario 1: new EdD cohort every year

*Summer will be an essential element of both the EdS and EdD programs, but will be covered by existing and added faculty through the normal summer payroll system.*
Courses Taken for Dual Credit
Policy Proposal

Eastern Kentucky University (EKU) offers courses in high schools where qualifying students can earn simultaneously high school credit and college credit. The term “dual credit” refers to when students earn credit towards high school graduation and a college degree. Such “dual credit” courses, when offered in high schools, must be taught by teachers who meet university qualifications. Students must take the “dual credit” course in the high school where the student is currently enrolled.

The following requirements apply to the courses, the instructors, the students, and to the differences between “dual credit” courses and courses offered through EKU’s Jump Start Program. EKU’s Jump Start Program permits qualifying students to enroll in one class on an EKU campus each semester during their senior year at no cost, except for related course fees. Such Jump Start enrollments are based on course and space availability on EKU’s main campus or at an extended campus (Corbin, Danville, or Manchester).

**Dual Credit Courses**
Dual credit courses must have:

- the same syllabus as equivalent courses taught at EKU (main campus or an extended campus)
- the same graded requirements and assessment as equivalent courses taught at EKU (main campus or an extended campus)
- the same textbook as equivalent courses taught at EKU (main campus or an extended campus)
- the same pre-requisites as equivalent courses taught at EKU (main campus or an extended campus). Students who enroll in dual credit courses will not be permitted to obtain pre-requisites overrides in order to enroll in dual credit courses. Students who enroll in dual credit courses must be fully prepared academically before taking dual credit courses that earn college credit.

**Dual Credit Instructors**
All instructors who teach dual credit courses must meet university standards.

A designated EKU faculty member or administrator from the College department in which a dual credit course is regularly taught will have “full supervisory” responsibility for such courses. The designated faculty member or administrator can make in-class visits as desired to ensure that academic standards are being met.

**Dual Credit Students**
Students who enroll in dual credit courses must have an ACT composite of 21, a high school GPA of 2.75, and a recommendation from a school principle or counselor. Students who are admitted into dual credit courses will be classified as “Dual Credit Students.” No EKU admission application fee will be charged. In addition, students who are enrolled in dual credit classes will be charged 20 percent EKU’s standard tuition for such courses. Students who enroll in dual credit courses must be registered and must follow all EKU policies.
## Curriculum Change Form

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

<table>
<thead>
<tr>
<th>Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check one)</td>
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<tr>
<td>New Course (Parts II, IV)</td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
</tr>
<tr>
<td>New Program (Part III)</td>
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<tr>
<td>Program Revision (Part III)</td>
</tr>
<tr>
<td>Program Suspended (Part III)</td>
</tr>
<tr>
<td>*Provide only the information relevant to the proposal.</td>
</tr>
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</table>

**Proposal Approved by:**
- **Departmental Committee:** 12-8-2006
- **College Curriculum Committee:** 12-8-2006
- **General Education Committee:** 12-8-2006
- **Teacher Education Committee:** NA

Is this a SACS Substantive Change?  
Yes [ ]  No [x]

**Date**
- **Departmental Committee:** 2-2-2007
- **Graduate Council*:**
- **Council on Academic Affairs:**
- **Approved X** Disapproved 02-15-07
- **Council on Postsecondary Edu.***

*If Applicable (Type NA if not applicable.)

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

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

****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

---

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

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

To change the name of the Loss Prevention & Safety Program to Safety, Security & Emergency Management.

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

Fall 2007

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

NA

**B. The justification for this action:** Recent market studies related to our online master’s program indicated the term “Loss Prevention” is primarily associated with retail theft countermeasures and does not necessarily attract students to any other majors within the programs in the department.

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

- **Personnel Impact:** None
- **Operating Expenses Impact:** None
- **Equipment/Physical Facility Needs:** None
- **Library Resources:** None
Part II. Recording Data for New, Revised, or Dropped Course
(For a new required course, complete a separate request for the appropriate program revisions.)

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

New or Revised* Catalog Text
(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

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.)

Master of Science

Loss Prevention and Safety Program

Safety, Security & Emergency Management

Course Core Requirements.......................18 hours

LPS SSE 815, 822, 826, 833, 865, 880

Support Courses........................................12 hours

Twelve hours selected from the following:

LPS SSE 827, 828, 829, 839, 841, 845, 890, INS 876, INS 878

Thesis or electives.....................................6 hours

LPS SSE 898 or electives

Total Curriculum Requirements..........................36
Master of Science
Safety, Security & Emergency Management
Option in Homeland Security

Core Requirements..........................18 hours
LPS SSE 815, 822, 826, 833, 865, 880

Option Requirements .....................12 hours
HLS 800, 810, 820, 830
Thesis or Electives..................................6 hours
LPS 898 or Approved Electives

Total Curriculum Requirements..................36

The Master of Science degree in Loss Prevention & Safety (LPS) which includes the Option in Homeland Security may be completed online. In addition to satisfying Eastern Kentucky University's (EKU) requirements for admission or for provisional admission, to an online program 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. Contact the LPS Graduate Coordinator for additional details.
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>LOSS PREVENTION &amp; SAFETY</th>
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<td>JUSTICE &amp; SAFETY</td>
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<td>Course Revision (Parts II, IV)</td>
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<tr>
<td>Course Dropped (Part II)</td>
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<td>X New Program (Part III)</td>
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<td>Program Revision (Part III)</td>
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<td>(Major __, Option __; Minor __; or Certificate X)</td>
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<tr>
<td>Program Suspended (Part III)</td>
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<td>Provide only the information relevant to the proposal.</td>
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Proposal Approved by:
Departmental Committee: 12/08/06
Graduate Council*: 2-2-2007
Is this a SACS Substantive Change? Yes*** [ ] No [X]
Council on Academic Affairs
College Curriculum Committee: 12-8-2006
Approved [X] Disapproved
General Education Committee*: NA
Faculty Senate**
Teacher Education Committee*: NA
Board of Regents**
Council on Postsecondary Edu.***

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

Completion of A, B, and C is required: (Please be specific, but concise.)
A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
APPROVAL FOR HOMELAND SECURITY CERTIFICATE (4 Course option).
A. 2. Effective date: (Example: Fall 2001)
FALL 2007
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
Several programs have already been created at the Bachelor level. The College of Justice & Safety has a National-reputation in the areas that comprise homeland security, i.e., emergency response, fire protection, hazardous materials, security, emergency medicine, and risk assessment/management. Expressed interest from professionals in the field and current students for an opportunity to specialize in homeland security.

C. The projected cost (or savings) of this proposal is as follows: Appropriate funding will be provided for personnel, expenses and equipment as needed and in accordance with our agreement with the EKU Board of Regents.
Personnel Impact: NONE
Operating Expenses Impact: NONE
Equipment/Physical Facility Needs: NONE
Library Resources: NONE

http://www.forms.eku.edu/docs/curriculum_change_form.doc-9-05
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.)

MASTER OF SCIENCE
CERTIFICATE IN HOMELAND SECURITY

CERTIFICATE REQUIREMENTS.................................................12 HOURS
HLS 800, 810, 820, 830

TOTAL CURRICULUM REQUIREMENTS....................................12 HOURS

http://www.forms.eku.edu/docs/Curriculum_Change_Form.doc-9-05
Dear Arlington Board Members

On behalf of the Eastern Kentucky University Faculty Senate, we want to begin by saying that the EKU faculty deeply value Arlington, not only for its dining, but for its golf, tennis, and swimming as well. A number of faculty members envision Arlington as a gathering place for faculty to dine, discuss ideas, and meet new faculty, and have enjoyed their memberships at Arlington for a number of years.

Nevertheless, recent events have created serious concerns among EKU faculty. We would like to submit our concerns to the board. First and foremost, we are confident that the recent assessment of approximately $2800 per member and the increase in dues have made Arlington no longer affordable for many of the EKU faculty members. While we understand that the increased expense is to be used to fund much-needed renovations to the roof and attractive new facilities for the golf course and the swimming pool, we are deeply concerned that this increase may hinder Arlington in its efforts to fulfill its mission statement: "...to promote close relationships among faculty, staff, alumni and friends of Eastern Kentucky University through programs of social and recreational activities."

Secondly, although we realize that this increase affects all Arlington members, we believe that the increased dues and the one-time assessment will disproportionately affect EKU faculty, particularly EKU faculty family memberships. Despite the fact that EKU faculty have received salary increases that have amounted to "cost-of-living raises" over the past few years, the cost for monthly dues for EKU faculty remains the same as those of the community. Our discussion with faculty members (both at the Faculty Senate and in various contexts outside the Senate) suggests that the EKU community can no longer afford the dues required to join Arlington, and the additional cost of the assessment has only made matters worse.

As faculty members, we appreciate the variety of Arlington members who are from the community. We appreciate the support of the community and enjoy the increased interaction with the community that the Arlington setting provides. Nevertheless, the question for most faculty seems to be whether the benefits are worth the cost. Is Arlington for the "pleasure of the EKU family" with additional memberships available for non-EKU at an additional rate?

We would appreciate an opportunity to engage in dialogue with the Board to better understand the mission of Arlington as it applies to the future of EKU.
March Report  
Chairperson Faculty Senate  
Dr. Dave Eakin

The Executive Committee met on February 19, 2007. It was agreed to shift our For The Good Of the Order [FTGOTO] topics for the rest of Spring Semester. The impetus for this was the overwhelming interest in the dialogue begun by our Provost regarding his "Preliminary Framework For Distributing One-Time Merit Funds to Faculty". This appears to be a particularly sensitive topic for some of our faculty – and since there have been some faculty concerns expressed – the Executive Committee decided this would be a more relevant topic at the March meeting.

Our original topic on "Faculty Workload" has been moved to April, and the May topic will be "Alternative Scheduling". However, it was the consensus of the committee to list the faculty workload resolution as an informational item for discussion under "unfinished business" on the March Senate Agenda.

In addition, I set up two opportunities for the faculty to speak directly with Dr. Piercey regarding his dialogue on one-time merit distribution. The two three-hour forums were held on Wednesday, February 28th and Thursday, March 1st from 2:00-5:00p.m. in Walnut Hall, Keen Johnson. I especially would like to thank our Provost for his willingness to radically alter his schedule in order to make these forums a priority and to accommodate questions and discussion. I noticed that the Provost's Council was cancelled so that it did not conflict with Wednesday’s forum.

There have been inquiries regarding a Resolution on Free Membership to the New Student Wellness Building. I am investigating the possibility with the administration. The Executive Committee was in agreement that the issue be deferred and assigned to the Welfare Committee for further discussion.

I recently shared an audit report with the Executive Committee compiled by Crit Luallen that suggests the unlikelihood of EKU reaching the CPE's 2020 Goals. I wanted to share this with all of you for your information. The report can be accessed at:

http://www.auditor.ky.gov/Public/Audit_Reports/Archive/2007TuitionBriefing-Performance-PR.htm

Finally, on behalf of all our faculty, I want to thank Dr. Ted Randles and the Senate Elections Committee for their hard work and dedication in assuring transparency, fairness and professionalism in our recent Faculty Regent and Part-time Faculty Elections.