
COUNCIL ON ACADEMIC AFFAIRS AGENDA

May 21, 2015

1:30 p.m.

Martin Room, Coates Building

1. Call to Order: _____
2. Approval of the Minutes from April 16, 2015.

Information Item

College of Education

Information Item	Page
Professional Education Requirements Updated Professional Education requirements.	21

College of Arts and Sciences

Information Item	
Credit for AP Research Course Add "For students completing the AP research course with a score above 3 on the AP exam will be awarded credit for ENG 102. If a qualifying student already has credit for ENG 102, the student will be granted elective credit in English at the 200-level" into the 15-16 undergraduate catalog.	25

Curriculum Items

College of Business and Technology

Communication

New Course	
CMS 435 – Family Communication Create a new course, CMS 435 Family Communication, as part of the Communication Studies curriculum.	27

College of Health Sciences

College Level

Editorial Change	
Catalog Language p. 230 - 231 Changes to CHS Admission and Progression requirements.	40

Family and Consumer Science

Editorial Change	
B.S. Child and Family Studies 1. Replace CDF 147 with CDF 203 in Admission and Progression Requirements.	45

2. Indicate Professional Education Courses in Core and IECE Concentration meets Professional Education Requirements.
3. Update Professional Education Requirements as approved by CAA April 16, 2015.
4. Update credit hours accordingly.

College of Justice and Safety

Social Intelligence & Leadership

New Course

- EES 330 – Applied Critical and Creative Thinking 49
 Create a new course for the Social Intelligence & Leadership Certificate curriculum.

School of Safety, Security and Emergency Management

Course Revision

- EMC 362 - Advanced Field Internship II 56
 Add EMC 200, 205, and 215 as pre/co-requisites.

College of Education

Counseling and Educational Psychology

Course Revisions

- COU 880 – Counseling Practicum 61
 1. Change credit hours to variable from .5 to 3.
 2. Change faculty work load credit from 3 to a variable credit ranging from .5 to 3.
- COU 881 – Internship in Counseling: School or Mental Health 64
 1. Change credit hours to variable from .5 to 6.
 2. Change faculty work load credit from 3 to variable .5 – 3.

Special Education

Program Revision

- Bachelor of Science in Special Education/Teaching. 67
 1. Remove the Teaching from the Degree name for the B.S. in Special Education Teaching
 2. Put teaching options under the Degree.
 3. Add single certification option in Learning and Behavior Disorders.
 4. Add dual certification option in Learning and Behavior Disorders and Education of the Deaf and Hard of Hearing.
 5. Add Non-teaching options.

University Programs

Women and Gender Studies

New Course

- WGS 366 - Queer Theory and Literatures 72
 Create a new course to be cross-listed with existing ENG 366.

Program Revisions

WGS Minor	81
Add WGS 366 as course option.	
WGS Certificate	83
Add WGS 366 as course option.	

English & Theatre

Editorial Change

ENG 366 - Queer Theory and Literatures	85
Add statements to course description for cross listing with WGS 366.	

College of Arts and Sciences

Editorial Forms

Update Professional Education requirements approved by CAA on April 16, 2015.

Art & Design	
Bachelor of Arts in Art	87
Biological Sciences	
Bachelor of Science in Biology/Teaching	88
Chemistry	
Bachelor of Arts in Chemistry/Teaching	89
English & Theatre	
Bachelor of Arts in English/Teaching	90
Geosciences	
Bachelor of Science in Earth Science/Teaching	91
History	
Bachelor of Arts in History/Teaching	92
Languages, Cultures & Humanities	
Bachelor of Arts in French/Teaching	93
Bachelor of Arts in Spanish/Teaching	94
Mathematics & Statistics	
Bachelor of Science in Mathematics/Teaching	95
Music	
Bachelor of Music in Music Education	97
Physics	
Bachelor of Science in Physics/Teaching	98

Good of the Order

COUNCIL ON ACADEMIC AFFAIRS MINUTES

April 16, 2015

1:30 p.m.

Martin Room, Coates Building

Members Presents: Donna Corley, Ed Davis, Victor Kappeler, Kim Naugle, Eugene Palka*, Rose Perrine, Jerry Pogatshnik, Sherry Robinson, Karin Sehmman, Benton Shirey*, Judy Short, Kelly Smith, Chris Taylor.

Members Absent: Laurie Carter, Tina Davis (represented by Shannon Tipton), Caleb Dunn, Brett Morris*, Minh Nguyen, Shirley O'Brien (represented by Richard Day), Janna Vice (represented by Jerry Pogatshnik).

Non-Members Present: Anna Dixon, Eric Fuchs, Jon Gaffney, Debbie Haydon, Peter Kraska, Angie Madden, Karen Maloley, Matthew Sabin, Tom Schneid, Candace Tate.

Jerry Pogatshnik called the Council on Academic Affairs to order at 1:29 p.m.

Approval of the Minutes from March 19, 2015: **Approved**

Information Item

College of Justice and Safety

Information Item

Effective

Noted

School of Safety, Security and Emergency Management
Departmental name changes to Fire Protection and Paramedicine Sciences (FPPS)
and Department of Safety and Security (DSS).

Fall 2015

Action Items

Division of Student Success

Deferred for
Provost
Action

Commencement Regalia

Contingent upon the review and approval of the Provost.

Alpha Gamma Delta

Spring 2015

As initiated members of Alpha Gamma Delta International Fraternity, our members take pride in the letters that we stand for. During our college careers we have participated in and hosted various philanthropic events and developed relationships with our sisters that have enhanced our ECU experience. We want to wear our Greek letters during graduation as a symbol of our time with our fellow senior members.

Alpha Kappa Alpha Sorority Incorporated

Spring 2015

The significance of wearing my stole at graduation is to honor my twenty illustrious founders who founded my organization to better the lives of college women. Wearing my stole would demonstrate what my founders 107 years ago worked so hard to achieve for women, and that is to graduate.

- EKU Humanities Club Spring 2015
 As The Humanities Club President, I feel that an Honor Cord would signify the dedication of our members, to their application of their academic devotion, as well as, a special recognition for those whom are not in the Honors Program; to add a special sense of pride and achievement, other than just graduation.
- EKU Women's Rugby Club Spring 2015
 A stole helps to represent the next chapter in a student's life. While even though rugby is a club sport, it takes loyalty to the school and team, determination, and confidence to be able to play. The rugby team has managed to overcome many challenges the past few seasons, such as playing with less players than the other team (creating a huge disadvantage on the field), playing through tough times such as injuries (a very common thing in rugby, and there is no trainer at our games to help), and most importantly...never giving up. Rugby takes time and commitment, and only a select few individuals are able to cut it and balance college and rugby (without any real support with very little funding). Still, the women's rugby team is out there day or night, hurt or sick, and rain or shine playing through the good times and the bad. The stole represents the challenges that women face as rugby players and the pride they can show by having the honors to wear a stole.
- Eta Sigma Gamma Spring 2015
 Eta Sigma Gamma is a National Public Health Honorary that requires members to obtain a 3.0 within their health feild. We are an organization dedicated to helping students reach their goals and maintain higher standards than others. Every member represents Health and overall wellbeing and has dedicated their life to a career in prevention and helping those around them. Our community and environment matter.
- Exercise & Sport Science Association Spring 2015
 ESSA would like for our graduating President and Vice President to wear a stole at graduation in appreciation for the time and work they have put into ESSA over the past two years. Not only will this be an honor for them to wear on graduation day, it will be an honor that will last a life time through pictures and videos!
- Kappa Alpha Theta Spring 2015
 My members should be allowed to wear their stoles at graduation because they have put in countless hours of volunteer work and raising money to our philanthropy. These members have shown dedication to Kappa Alpha Theta during their time in college, which reflects how much this sisterhood and organization means to them. Being able to wear their letters on one of the most important days of their life will just reassure them one more time that theta is for a life time and has helped them grow so much as a person during their time at ECU.
- Minority Collegiate Connections Spring 2015
 In 2007, Minority Collegiate Connections created a platform for ECU's minority students to aid them in their development and career preparation, as well as create a support system to showcase their accomplishments that may lack proper exposure and recognition. I have been apart of this organization for three years now, they have given to me, and have contributed to my success at college much more than I could repay. Wearing their fuschia and silver graduation cord, signifies that I have served the organization well and have agreed to uphold their standards beyond graduation.
- Older Wiser Learners Spring 2015
 We believe OWL students should be recognized for their dedication to obtaining a higher education while juggling many other responsibility. The majority of OWL members are middle aged, parents, caregivers, work full-time, married, widowed and have dependents. Non-traditional students are dedicated and determined to succeed and along their path they lead and support many traditional students with

encouragement and wisdom. OWL member are a very diverse group of adults overcoming many of life's challenges in order to create a positive change for the future.

- Order of Omega Spring 2015
It is a great honor to be recognized with to be among the top 3% of the Greek community. We would like to show to the others what we should strive for and the recognition you can receive for staying true to our values and what you can achieve.
- Order of the Sword and Shield Spring 2015
The stole shows the university and everybody viewing the graduation who my members are. It shows the university and viewers that the members are exemplary students in the discipline of Homeland Security. Members of Order of the Sword and Shield are the top students in the Homeland Security department here at ECU and should be recognized for that.
- Phi Beta Sigma Spring 2015
The stole represents great tradition of success and is symbolic as a rights of passage for all Sigma Men to graduate. This completes a significant milestone within the structure as well. After graduation members can then join graduate chapters, which is a higher ranking chapter.
- Phi Mu Alpha Sinfonia Spring 2015
Phi Mu Alpha has been a part of my university experience since the beginning. To me, Phi Mu Alpha is always one of the first pictures that pop into my head when I think of ECU. It has been a priceless experience for me that has helped me grow into the man I am today. I have had the pleasure of representing the fraternity at chapter, state, province, and national levels. I have traveled to meetings at over 8 universities including Kentucky, Indiana, West Virginia, Florida, and will even attend my second national convention with the fraternity this summer in New Orleans, Louisiana. Phi Mu Alpha • Sinfonia is always about "making manly musicians and musicianly men." I feel that any accolade or award that I receive in music is in no small part due to my experiences in Phi Mu Alpha. Wearing my fraternity colors and emblems proudly at my graduation will give me great feelings of honor and pride as I walk across that stage.
- Power House Colonels Spring 2015
It is a symbol of what we stand for, it shows the hard work and dedication that we have put in throughout our time as a powerhouse colonel, not only in the weight room but also in the classroom.
- Rodney Gross Scholars Spring 2015
Rodney Gross scholars reward participants.
- Stevy Jones Spring 2015
Wearing the PsiChi honor stole and cord will help to show all that I have accomplished while attending ECU. I will wear my Honor stole and cord proudly.
- Student Computer Association Spring 2015
This stole is for active members of our organization. They have put in hours of volunteer work in volunteering, fundraising, organizing events, and coordinating efforts to further our cause and our department. It would be wonderful if their efforts could be recognized.
- Theta Chi Spring 2015
Member of Theta Chi Fraternity.

Graduate School

Action Items

- Approved** Repeating Courses and Grade Calculation Fall 2015
The requested change is intended to make the Graduate School policy consistent with the recent change to the undergraduate policy for grade calculations when courses are repeated. The Graduate Council approved the proposed policy change on February 27. Revised language is indicated in Attachment 1.
- Approved** English Proficiency Requirement Fall 2015
The requested change increases the minimum overall score on the IELTS examination from 6.0 to 6.5 to make it consistent with the level of proficiency established by our current standards on the TOEFL and ELS programs. It also clarifies applicants who may be exempted from the requirement, includes completion of ECU's ELS program in meeting the requirement, and removes outdated language on registering for the TOEFL examination. The Graduate Council approved the proposed policy change on February 27. Revised language is indicated in Attachment 2.

University Programs

Action Item

- Approved** Catalog Language Fall 2015
Revise language to include that wellness courses may be viewed in Degree Works, and students who enter the University with a baccalaureate degree are exempt from the writing intensive courses.

Curriculum Items

College of Health Sciences

College Level

Program Suspension

- Approved** Interdisciplinary Minor in Gerontology Fall 2015
Drop Interdisciplinary Minor in Gerontology.

Exercise and Sport Science

New Courses

- Approved** Create following new courses for new program - Master of Science in Athletic Training. Summer 2016
- ATR 800 - Practical Aspects in AT Lab
 - ATR 801 - Practicum I
 - ATR 802 - Practicum II
 - ATR 803 - Practicum III
 - ATR 804 - Practicum IV
 - ATR 805 - Field Experience I in AT
 - ATR 806 - Field Experience II in AT
 - ATR 808 - Applied Palpation Anatomy Lab

ATR 810 - Practical Aspects in Athletic Training II
 ATR 811 - Assessment & Diagnosis of Medical Conditions
 ATR 812 - Orthopedic Assessment Lower Extremity
 ATR 812L - Orthopedic Assessment Lower Extremity Lab
 ATR 813 - Orthopedic Assessment Upper Extremity
 ATR 813L - Orthopedic Assessment Upper Extremity Lab
 ATR 822 - Therapeutic Modalities
 ATR 822L - Therapeutic Modalities Lab
 ATR 825 - Rehabilitation Integration Lab
 ATR 832 - Therapeutic Exercise
 ATR 832L - Therapeutic Exercise Lab
 ATR 833 - Pharmacology for Athletic Trainers
 ATR 842 - Organization & Administration of AT
 ATR 843 - Seminar in AT

New Program

Approved

Master of Science in Athletic Training
 Create new Master of Science in Athletic Training Program.

Summer 2016

College of Education

Proposal Approved by Electronic Vote
School of Clinical Educator Preparation

Program Revision

Approved
 5/1/2015
 Electronic
 Vote

Master of Arts in Teaching
 Redesign of MAT program to align program to new clinical regulations required by CAEP and EPSB.

Fall 2015

Proposals Approved April 16, 2015 CAA Meeting
Center for the Preparation of Educational Professionals

Program Revision

Approved

Admission to Professional Education
 1. Update the name of the office from CARES to Center for the Preparation of Educational Professionals (CPEP).
 2. Remove EDF 103 as a requirement for admission to teacher education
 3. Note that a state criminal history background check approved by the College of Education must be completed prior to the first day of class for EDF 203
 4. Remove the Interview requirement

Fall 2015

College Level

Course Revisions

Approved

CED 100 – Clinical I: Introduction to the Education Profession

Spring 2016

Remove EDF 103, add EDF 203 as a corequisite.

Program Revision

Approved
with
Amendments

Professional Education Requirements
Update Professional Requirements for all colleges within the University.
Contingent upon a meeting, organized through the Provosts Office, with the College of Arts and Sciences, Health Science and Education representatives to discuss necessary edits to the proposed document, and submission of editorial changes for the May 21, 2015 CAA meeting.

Fall 2015

Counseling and Educational Psychology

Program Revisions

Approved

M.A. in Clinical Mental Health Counseling
Add the statement “A grade of B or higher is required in every course for degree completion for the M.A. in Clinical Mental Health Counseling program” to the program.

Fall 2015

Approved

M.A.Ed. in School Counseling
Add the statement “A grade of B or higher is required in every course for degree completion for the M.A.Ed. in School Counseling” to the program.

Fall 2015

Withdrawn

Doctor of Education – Counselor Education and Supervision Concentration
1. Update general information within the department of counseling and educational psychology.
2. Add the Doctor of Education (Ed.D.) admission requirements and program for the Counselor Education and Supervision under Counseling and Educational Psychology.

Fall 2015

Program Suspension

Approved

Individual Intellectual Assessment Endorsement
Suspend the Individual Intellectual Assessment Endorsement program.

Fall 2015

Educational Leadership and Policy Studies

Editorial Change

Noted

MAEd Instructional Leadership
Revise Catalog display to reflect renumbering of ETL 802 and 804 to 805 and 806.

Fall 2015

School of Clinical Educator Preparation

Approved

Drop Courses

EDF 103 - Introduction to Education
EDF 219W - Human Development and Learning
SED 341 - Behavior Management
SED 351 - Special Educational Assessment
SED 401/401S - Diverse Learners in Middle and Secondary
SED 504/704 - Assistive_Adaptive Technology
SED 577/777 - Dual Sensory Impairments and Communications

Fall 2015

Course Revisions

Approved	EDF 203 - Philosophical & Historical Foundation of Education <ol style="list-style-type: none"> 1. Change course title from Phil & Hist Foundation of Education to Educational Foundations. 2. Edit course description. 3. Add SED 104 and CED 100 as clinical co-requisite courses. 	Spring 2016
Approved	ELE 201 - Practical Living for the Elementary Grades Approval of ELE 201 as a University Wellness course for elementary majors.	Spring 2016
Approved	ELE 311 - Math Content, Pedagogy, & Assessment Grades K-1 Remove ELE 301 and add MAT 112 with a minimum grade of "C" as a prerequisite.	Spring 2016
Approved	ELE 313 - Social Studies Curriculum, Pedagogy, and Assessment: US History, Government, Economics Social <ol style="list-style-type: none"> 1. Change course title from Social Studies Curriculum, Pedagogy, and Assessment: US History, Government, Economics to Social Studies Content, Pedagogy, and Assessment: Geography. 2. Change course credit hours from 2 to 3. 3. Change course description. 	Spring 2016
Approved	ELE 314 - Science Content, Pedagogy, and Assessment: Physical Sciences <ol style="list-style-type: none"> 1. Change credit hours from 2 to 1. 2. Add CHE 100E/PHY 102E as co-requisites. 	Spring 2016
Approved	ELE 401 - Math Content, Pedagogy, & Assessment Grades 2-3 Remove ELE 301 with a minimum grade of "C", add MAT 112 with a minimum grade of "C" as a prerequisite for ELE 401.	Spring 2016
Approved	ELE 404 - Science Content, Pedagogy, and Assessment: Earth and Space Sciences <ol style="list-style-type: none"> 1. Change credit hours from 2 to 1. 2. Add GLY 102 as a co-requisite. 	Spring 2016
Approved	ELE 411 - Math Content, Pedagogy, & Assessment Grades 4-6 Remove ELE 301 with a minimum grade of "C", and add MAT 112 with a minimum grade of "C" as a prerequisite for ELE 411.	Spring 2016
Approved	ELE 414 - Science Content, Pedagogy, and Assessment: Life Sciences <ol style="list-style-type: none"> 1. Change credit hours from 2 to 1. 2. Adding admission to professional education, and CHE 100E/PHY 102E or departmental approval as prerequisites. 3. Adding BIO 102 as a corequisite. 	Spring 2016
Approved	ELE 421 - Advanced Math Pedagogy and Assessment Add MAT 112 as a prerequisite, and remove ELE 424 as a corequisite.	Spring 2016
Approved with Amendments	ELE 422 - Advanced Language Arts Pedagogy and Assessment <ol style="list-style-type: none"> 1. Change credit hours from 2 to 3. 2. Remove ELE 424 as a corequisite. <i>Change contact hours to 3.</i> 	Spring 2016
Approved	ELE 423 - Advanced Social Studies Pedagogy and Assessment Remove prerequisite ELE 413, and co-requisite ELE 424.	Spring 2016
Approved	ELE 424 - Advanced Science Pedagogy and Assessment Remove corequisites: ELE 421, ELE 422, ELE 423, SED 402, and CED 450.	Spring 2016
Approved with Amendments	EMS 474 - Teaching Content Reading <ol style="list-style-type: none"> 1. Change course title from Teaching Content Reading to Content Area Literacy. 2. Add departmental approval as a corequisite. <i>Update part IV to contain 1-3 hours.</i> 	Spring 2016
Withdrawn	SED 510 - Assessment and Methods for DHH Change credit hours from 1-3 to 2-3.	Spring 2016

Department will put through corresponding changes for 710
Withdrawn SED 545 - Program Personnel Management Spring 2016
 Revise course credit hours from 1-3 to 2-3.
 Department will put through corresponding changes for 745

Program Revisions

Approved B.S. Education of the Deaf and Hard of Hearing (P-12) Fall 2015
 Incorporate changes made to the elementary education program into the B.S.
 Education of the Deaf and Hard of Hearing program catalog display.

Approved with Amendments B.S. Elementary Education Fall 2015
 Revise the Elementary Education Program.
Remove E from CHE 100 and PHY 102 courses within program. Contingent upon a discussion with the Colleges of Arts and Sciences, Health Sciences and Education regarding proposed curriculum, four year plans, and submission of editorial changes.

Approved B.S. Special Education Teaching Fall 2015
 Update B.S. Special Education Teaching LBD Elementary (P-5) Option to reflect changes in Elementary Education program.

Approved Director of Special Education Professional Certification Fall 2015
 Remove EAD 801 from requirements and add EAD 849.

Approved MAEd in Communication Disorders Fall 2015
 1. Clarification of admission, exit requirements for the MAEd program in Communication Disorders.
 2. Clarification of grade requirements to remain in the MAEd program in Communication Disorders.

College of Justice and Safety

School of Justice

New Courses

Approved CRJ 821- Class, Race, Gender, and Justice Fall 2015
 Create a new course for the MS CCJ curriculum.

Approved CRJ 829 – Juvenile Justice Fall 2015
 Create a new course for the MS CCJ curriculum.

Approved CRJ 833 – Human Trafficking Fall 2015
 Create a new course for the MS CCJ curriculum.

Approved CRJ 860 – Advanced Organizational Theory Fall 2015
 Create a new elective course for the MS Justice Policy and Leadership, Police Policy & Leadership concentration.

Approved CRJ 862 – Race, Identity & Policing Fall 2015
 Create a new elective course for the MS Justice Policy and Leadership, Police Policy & Leadership concentration.

Approved CRJ 864 – Comparative & International Policing Fall 2015
 Create a new elective course for the MS Justice Policy and Leadership, Police Policy & Leadership concentration.

Prefix Changes

Approved

Change following courses prefix to JPL reflecting the new name of program.

Fall 2016

- COR 808 - Analysis of Correctional and Juvenile Justice Data
- COR 809 - Program/Policy Evaluation & Analysis
- COR 810 - Crime Theory for Corrections/Juvenile Justice Leaders
- COR 812 - Leading with Political, Ethical and Emotional Intelligence
- COR 818 - Research Methods in Corrections/Juvenile Justice
- COR 820 - Trends/Issues in Juvenile Institutional/Community Corrections
- COR 823 - Topical Seminar in Corrections/Juvenile Justice
- COR 825 - Illicit Offender Networks
- COR 826 - International Responses to Juvenile & Adult Offenders
- COR 827 - Corrections and Crime Mythology
- COR 828 - Mental Health/Substance Abuse Issues in the Correctional Setting
- COR 830 - Understanding Corrections/Juvenile Justice Institutions
- COR 835 - Correctional/Juvenile Justice Leadership & Administration
- COR 839 - Applied Learning in Corrections and Juvenile Justice
- COR 840 - Trends/Issues in Adult/Institutional/Community Corrections
- COR 850 - Corrections and Juvenile Justice Interventions
- COR 856 - Law and Ethics in Dealing with Offenders
- COR 857 - Community Context of Adult/Juvenile Corrections
- COR 878 - Capstone Applied Research Project
- COR 897 - Independent Study

Course Revisions

Approved

COR 810 – Crime Theory for COR/JUV Justice Leaders

Spring 2016

1. Revise prefix to JPL 810.
2. Change title from Crime Theory for Corrections/Juvenile Justice Leaders to Criminological Theory for Policy and Leadership, and course description.

Approved

COR 812 – Leading With Political, Ethical & Emotional Intelligence

Spring 2016

Revise prefix to JPL 812, and course description.

Approved

COR 818 – Research Methods in COR/Juvenile Justice

Spring 2016

1. Revise prefix to JPL 818.
2. Change title from Research Methods in Corrections/Juvenile Justice to Research Methods for Justice Policy & Leadership, and course description.

Approved

COR 823 – Topical Seminar in Corrections/Juvenile Justice

Spring 2016

1. Revise prefix to JPL 823.
2. Change title from Topical Seminar in Corrections / Juvenile Justice to Topical Seminar in Justice Policy and Leadership.
3. Revise course description.

Approved

COR 835 – COR/Juvenile Justice Leadership & Administration

Spring 2016

1. Revise prefix to JPL 835.
2. Change title from Correctional/Juvenile Justice Leadership & Administration to Advanced Justice Administration & Leadership.
3. Revise course description.

Approved	COR 839 – Cooperative Study in Corrections & Juvenile Justice 1. Revise prefix to JPL 839. 2. Change title from Cooperative Study in Corrections and Juvenile Justice to Cooperative Study in Justice Policy Leadership. 3. Add “policing” to course description.	Spring 2016
Approved	COR 878 – Capstone Applied Research Project Revise prefix to JPL 878, and course description.	Spring 2016
Approved	COR 897 – Independent Study Revise prefix to JPL 897, and course description.	Spring 2016

Program Revision

Approved	MS Adult, Juvenile & Community Corrections Leadership Change program name to MS Justice Policy and Leadership and create 3 concentrations in the program: Corrections Policy and Leadership; Juvenile Justice Policy and Leadership; Police Policy and Leadership.	Fall 2015
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Program Suspension

Approved	Certificate in Corrections/Juvenile Justice Leadership Suspend the College-level certificate in Corrections/Juvenile Justice Leadership.	Fall 2015
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School of Safety, Security and Emergency Management

New Courses

Approved	HLS 825 – Intelligence Analysis Create a new course to MS Safety, Security, Emergency Management curriculum.	Fall 2015
Approved	HLS 835 – Managing the Nation’s Disasters Create a new course to MS Safety, Security, Emergency Management curriculum.	Fall 2015
Approved	HLS 840 – International Relations Create a new course to MS Safety, Security, Emergency Management curriculum.	Fall 2015
Approved	SSE 896 – SSEM Capstone Create a new course to MS Safety, Security, Emergency Management curriculum.	Fall 2015
Approved	SSE 896a – SSEM Capstone Continuation Create a new course to MS Safety, Security, Emergency Management curriculum.	Fall 2015

Course Revisions

Approved	HLS 800 – Foundations of Homeland Security 1. Change title from Homeland Security Policy Analysis to Foundations of Homeland Security & Emergency Management. 2. Revise course description.	Spring 2016
Approved	HLS 810 – Critical Infrastructure Protection 1. Change title from Critical Infrastructure Protection to Infrastructure Protection and Risk Analysis. 2. Revise course description.	Spring 2016
Approved	HLS 820 – Intelligence for Homeland Security 1. Change title from Intelligence for Homeland Security to Terrorism and Intelligence. 2. Revise course description.	Spring 2016
Approved	HLS 830 – Hazards and Threats to Homeland Security 1. Change title from Hazards & Threats to Homeland Security to Natural Hazards & Threats to the Nation. 2. Add HLS 800 or departmental approval as prerequisites.	Spring 2016

Approved	<p>3. Revise course description.</p> <p>SSE 831 – Evolution of Emergency Management Change the prefix to HLS 831. Add HLS 800 or departmental approval as prerequisites.</p>	Spring 2016
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Program Revision

Approved	<p>MS Safety, Security and Emergency Management Revise catalog text and make changes to certificates.</p>	Fall 2015
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College of Arts and Sciences

Chemistry

Editorial Changes

Noted	CHE 425 – Instrumental Analysis Update MAT course number.	Spring 2016
Noted	CHE 450 – Inorganic Chemistry Update MAT course number.	Spring 2016
Noted	CHE 570/770 – Biophysical Chemistry Update MAT course number.	Spring 2016
Noted	CHE 574/774 – Physical Chemistry I Update MAT course number.	Spring 2016
Noted	CHE 575/775 – Physical Chemistry II Update MAT course number.	Spring 2016
Noted	FOR 411 – Instrumental Analysis Update MAT course number.	Spring 2016

Course Revisions

Approved	CHE 102 – Introductory Chemistry II Add CHE 111 and 111L as prerequisites.	Spring 2016
Approved	CHE 110 – General Chemistry Preparation Revise the math prerequisite.	Spring 2016
Approved	CHE 111 – General Chemistry I Revise math prerequisite and add CHE 110 as a prerequisite.	Spring 2016
Approved	CHE 112 – General Chemistry II Drop CHE 112 from General Education.	Spring 2016
Approved	CHE 112L – General Chemistry Lab II Drop CHE 112L from General Education.	Spring 2016
Approved	CHE 839 – Applied Learning in Chemistry Increase credit hours to 6.	Spring 2016
Approved	CHE 839A-F – Cooperative Study: Chemistry Increase credit hours to 6.	Spring 2016

Languages, Cultures, and Humanities

Course Drops

Approved	FRE 204 - French Grammar Review Drop course. Course will be replaced by a new course, FRE 207.	Spring 2016
Approved	FRE 210 - Reading and Conversation	Spring 2016

	Drop course. Course is being replaced by a new course, FRE 207.	
Approved	FRE 301 - Survey of French Literature I Drop course. Course is being replaced with new courses that are more appropriate for students.	Spring 2016
Approved	FRE 302 - Survey of French Literature II Drop course. Course is being replaced with new courses that are more appropriate for students.	Spring 2016
Approved	FRE 313 - French Narrative Fiction Drop course. Course is too specific and not representative of courses that have strong enrollments.	Spring 2016
Approved	FRE 314 - Masterpieces of French Theater Drop course. Course is too specific and not representative of courses that have strong enrollments.	Spring 2016
Approved	FRE 315 - French Lyric Poetry Drop course. Course is too specific and not representative of courses that have strong enrollments.	Spring 2016
Approved	FRE 370 - French Language Studies Drop Course. Course is being replaced by a 400-level language-based course.	Spring 2016

New Courses

Approved	FRE 207 - Performing in French: Four Skills Create a new course, FRE 207.	Spring 2016
Approved	FRE 305 - Readings in French Create a new course, FRE 305.	Spring 2016
Approved	FRE 306 – France Today Create a new course, FRE 306.	Spring 2016
Approved	FRE 330 – Francophone Cinema Create a new course, FRE 330.	Spring 2016
Approved	FRE 380 – Texts and Contexts: _____ Create a new course, FRE 380.	Spring 2016
Approved	FRE 410 – Advanced Stylistics Create a new course, FRE 410.	Spring 2016
Approved	FRE 420 – Issues in Translations Create a new course, FRE 420.	Spring 2016
Approved	FRE 430 – Francophone Voices Create a new course, FRE 430.	Spring 2016

Course Revisions

Approved	FRE 295 - Independent Work in French Revise prerequisite and update repeatable hours language.	Spring 2016
Approved	FRE 310 - Topics in Culture: _____ Revise prerequisite and update repeatable hours language.	Spring 2016
Approved	FRE 312 - French Literary Studies: _____ Revise prerequisite and update repeatable hours language.	Spring 2016
Approved	FRE 320 - French for Work and Travel Revise prerequisite.	Spring 2016
Approved	FRE 340 - French Phonetics Revise prerequisite.	Spring 2016
Approved	FRE 350 - French Conversation Revise prerequisite.	Spring 2016

Approved FRE 360 - French Grammar in Context Spring 2016
Revise prerequisite.

Physics and Astronomy

Course Revisions

Approved AST 135 - Introductory Astronomy Spring 2016
Update the course description to be more in line with course content.

Approved PHY 101 - Concepts of the Physical World Spring 2016
Update the course description to be more in line with course content, and change the course title to reflect the fact that this is a physics course.

Approved PHY 131 - College Physics I Spring 2016
Update the math prerequisite course number. We also updated the description to more accurately reflect content taught in this course.

Approved PHY 132 - College Physics II Spring 2016
Update the description to more accurately reflect content taught in this course.

Approved PHY 201 - University Physics I Spring 2016
Update the math prerequisite course number. We also updated the description to reflect that we offer this course in the spring and fall semesters.

Approved PHY 202 - University Physics II Spring 2016
Update the math prerequisite course number. We also updated the description to reflect that we offer this course in the spring and fall semesters.

Approved PHY 221 - Statics Spring 2016
Update the math prerequisite course number and remove “applications of hydrostatics” from the course description.

Approved PHY 302 - Modern Physics Spring 2016
Update the math prerequisite course number and “credit not awarded” statement.

Approved PHY 302W - Modern Physics Spring 2016
Update the math prerequisite course number and “credit not awarded” statement.

Approved PHY 310 - Theoretical Methods in Physics Spring 2016
Strengthen the math prerequisite for this course from Calculus 2 to Calculus 3.

Approved PHY 315 - Introductory Electrical Circuits Spring 2016
Update the math prerequisite course number and remove the word “Introductory” from the course title.

Approved PHY 375 - Thermodynamics Spring 2016
Update the math prerequisite course number.

Approved PHY 402 - Physical Optics Spring 2016
Update the math prerequisite course number.

Approved PHY 406 - Advanced Physics Laboratory Spring 2016
Change the physics prerequisites from “PHY 132 or PHY 202” to PHY 302. Also minor clean-up of the course description.

Approved PHY 406W - Advanced Physics Laboratory Spring 2016
Change the physics prerequisites from “PHY 132 or PHY 202” to PHY 302. Also minor clean-up of the course description.

Approved PHY 421 - Electricity and Magnetism I Spring 2016
Drop a redundant prerequisite.

Psychology

New Course

Approved PSY 990 - Doctoral Specialty Project Fall 2015
Create a new course, PSY 990.

College of Business and Technology

Accounting, Finance, and Information Systems

New Course

Approved RMI 376 – Excess and Surplus Lines Fall 2015
Create a new course.

Course Revisions

Approved CIS 320 – Forensic Computing: Investigations Spring 2016
Add NET 302 as a prerequisite.

Approved CIS 325 – Forensic Computing: Acquisitions Spring 2016
Add NET 302 as a prerequisite.

Approved CIS 340 – Electronic Business Technologies and Tools Spring 2016
Revise the description to reflect developing technology.

Approved CIS 375 – Networks and Telecommunication Spring 2016
Add NET 303 as a prerequisite.

Approved CIS 410 – Project management and Practice Spring 2016
Add NET 303 as a prerequisite.

Approved CIS 420 – Forensic computing: Network Analysis Spring 2016
Add NET 303 as a prerequisite.

Approved CIS 430 – Business data Mining I Spring 2016
Add TEC 161 as a prerequisite.

Applied Engineering and Technology

New Courses

Approved AEM 330 – Materials Testing and Metrology Fall 2015
Create a new course.

Approved with AVN 195 – Private Pilot-Helicopter: Ground (R-22/R-44) Fall 2015
Create a new course.

Amendments *Update disability statement in syllabus.*

Approved with AVN 195A - Private Pilot-Helicopter: Flight I (R-22) Fall 2015
Create a new course.

Amendments *Update disability statement in syllabus.*

Approved with AVN 196A - Private Pilot-Helicopter: Flight II (R-22) Fall 2015
Create a new course.

Amendments *Update disability statement in syllabus.*

Approved with AVN 197A - Private Pilot-Helicopter: Flight III (R-22) Fall 2015
Create a new course.

Amendments *Update disability statement in syllabus.*

Approved with AVN 198A - Private Pilot-Helicopter: Flight I (R-44) Fall 2015
Create a new course.

Amendments *Update disability statement in syllabus.*

Approved with AVN 199A - Private Pilot-Helicopter: Flight II (R-44) Fall 2015
Create a new course.

Amendments *Update disability statement in syllabus.*

Approved with AVN 200A - Private Pilot-Helicopter: Flight III (R-44) Fall 2015
Create a new course.

Amendments *Update disability statement in syllabus.*

Approved with Amendments	AVN 225 - Instrument Pilot-Helicopter: Ground Create a new course. <i>Update disability statement in syllabus.</i>	Fall 2015
Approved with Amendments	AVN 225A - Instrument Pilot-Helicopter: Flight I Create a new course. <i>Update disability statement in syllabus.</i>	Fall 2015
Approved with Amendments	AVN 226A - Instrument Pilot-Helicopter: Flight II Create a new course. <i>Update disability statement in syllabus.</i>	Fall 2015
Approved with Amendments	CON 480 – Graduate Construction Management Preparation Create a variable (1-6) credit online undergraduate Construction Management qualification. <i>Remove reference to QEP on syllabus and change course name to “Construction Management Graduate Preparation”. Change effective term to Summer 2015.</i>	Fall 2015

Course Revisions

Approved	AEM 195 – Computer Aided Drafting Drop TEC 190 prerequisite and change course description.	Spring 2016
Approved	AEM 390 – Advanced Computer Aided Design Change the course title to “3-D Parametric Solid Modeling”.	Spring 2016
Approved	AVN 480 – Glass Cockpit Technologies Add flight simulation training, using Garmin 1000 flight simulator to AVN 480 course description.	Spring 2016

New Certificate

Approved	Graduate Certificate in Construction Management—Short Term (Departmental) Create a graduate certificate in Construction Management	Fall 2015
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Program Revisions

Approved	BS Applied Engineering Management Drop AEM 338 and TEC 190 from Core Courses and replace with AEM 195 and 390 (both currently under AEM Electives). Add AEM 330 to the BS degree program core in AEM. Drop GCM 211.	Fall 2015
Approved	BS Applied Engineering Management and MS AETM Option Accelerated 3+2 Dual Degree Program Drop AEM 338 and TEC 190 from Core Courses and replace with AEM 195 and 390 (both currently under AEM Electives). Add AEM 330 to the BS degree program core in AEM. Drop GCM 211 in AEM Electives. Drop QMB 200 in Supporting Course Requirements.	Fall 2015

Communication

New Courses

Approved with Amendments	CMS 380 – Communication and Recruitment Create a new course. <i>Update disability statement in the syllabus.</i>	Fall 2015
Withdrawn	CMS 435 – Family Communication Create a new course. <i>Update disability, and student learning outcomes in the syllabus.</i>	Fall 2015

Approved with Amendments	CMS 445 – Advanced Interpersonal Communication Create a new course. <i>Attendance policy is not in compliance.</i>	Fall 2015
Approved with Amendments	PUB 425 – Crisis & Risk Communication Create a new course. <i>Add “Credit will not be awarded to students who have credit for PUB 400”.</i>	Fall 2015

Course Revisions

Approved	CMS 310 – Small Group Communication Change the title of the course to Team Building and Small Group Communication. Update the course description and remove a course prerequisite.	Spring 2016
Approved	JOU 425 – Community Journalism Change from 4 credit hours to 3 credit hour class. Change course description to include “other media” and remove reference to “methods of assessment”.	Spring 2016
Approved	PUB 410S – social Media and Public Relations Revise the course’s number from PUB 410S to PUB 410 to reflect that it is no longer a Service Learning course.	Spring 2016

Program Revisions

Approved	BA Journalism Change journalism capstone course from JOU 325 to 401. Make BEM 295 a required course rather than an elective. Make JOU 425 and 450 electives rather than required courses. Add to electives list courses that are JOU courses currently in catalog but previously omitted. Adjust required hours in core and free electives to reflect an exact rather than range of hours.	Fall 2015
Approved with Amendments	BA Public Relations Eliminate the Creative Public Relations and Management Public Relations Emphasis from the Public Relations curriculum. Increase the Core Courses from 45 to 48 hours. Add the following as Core Courses: CMS 301 or COM 420; PUB 412 or JOU 412; PUB 410 or 410S; PUB 425. Remove the following from Core Courses: Six hours from: COM 325 or 325S, 400, 415, 425, JOU 325, PUB 385 or 385S, PUB 400, 410S, 415S, 480, 499, or 520. Add the following as Electives: Six hours from: COM 325 or 325S, 390, 400, 415, 425, JOU 325, PUB 385 or 385S, 400, 415S, 480, 499, 520, or MGT 301. <i>Remove PUB 410S.</i>	Fall 2015
Approved	Minor in Communication Studies Change the course requirements and include a capstone course.	Fall 2015

Management, Marketing, and International Business

Course Revisions

Approved	MKT 455 – Marketing Research and Analysis Change the prerequisites.	Spring 2016
Approved	MKT 456 – Qualitative Research in Marketing Change the prerequisites.	Spring 2016

New Certificates

Approved	Certificate in Corporate Communication—Short Term (Departmental) To establish a certificate in Corporate Communication.	Fall 2015
Approved	Certificate in Marketing Research and Analytics—Short Term (Departmental) To establish a certificate in Marketing Research and Analytics.	Fall 2015

Good of the Order

Dr. Perrine thanked Shannon Tipton for listing all approved writing intensive, and wellness courses in student's Degree Works audits.

Dr. Day suggested that we put in place guidelines for regalia submission.

Dr. Short requested to set up a meeting with the College of Education regarding edits to the proposal for the Professional Education Requirements approved this month.

Meeting Adjourned: 2:44pm

DRAFT

2015/2016 Catalog Representation, Updated April 10, 2015

PROGRAM	ARTS AND SCIENCES	HOURS
Art (P-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413(2), EMS 300W(1), 490(1); SED 104 ⁽⁶⁾ Element 6), 402(2); AED 361 or EME 361; AED 540 or ESE 540 ; EMS 474, and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). ⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.	35 hours
Biology (8-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁽⁶⁾ Element 6), 402(2); EMS 300W, 490, 474; ESE 561 and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). ⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.	37 hours
Chemistry (8-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁽⁶⁾ Element 6), 402(2); EMS 300W, 490, 474; ESE 561 ; and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). ⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.	37 hours
English (8-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁽⁶⁾ Element 6), 402(2); EMS 300W, 490, 474; ESE 543 , and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). ⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.	37 hours
French (P-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁽⁶⁾ Element 6), 402(2); EMS 300W, 490, 474; EME 442, ESE 543 ; and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). ⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.	40 hours
Spanish (P-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁽⁶⁾ Element 6), 402(2); EMS 300W, 490, 474; EME 442; ESE 543 ; and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). ⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.	40 hours

Earth Science (8-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁶ (Element 6), 402(2); EMS 300W, 490, 474; ESE 561 ; and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). <i>⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.</i>	37 hours
History (8-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁶ (Element 6), 402(2); EMS 300W, 490, 474; ESE 549 , and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). <i>⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.</i>	37 hours
Mathematics; Computer Science/Mathematics (8-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁶ (Element 6), 402(2); EMS 300W, 490, 474; ESE 550 or MAE 550 ; and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). <i>⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.</i>	37 hours
Music (P-12)	Professional Education Requirements: EDF 203, 219, 413(2); EDF 204(2) or MUS 384(2); SED 104 ⁶ (Element 6), 402(2), EMS 300W(1), 490(1), 474; EME 378 or MUE 378; ESE 579 or MUE 579 ; and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). <i>⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.</i>	35 hours
Physics (8-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁶ (Element 6), 402(2); EMS 300W, 490, 474; ESE 561 , and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). <i>⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.</i>	37 hours
PROGRAM	BUSINESS AND TECHNOLOGY	HOURS
Career and Technical Education – Agriculture, Technical, and Engineering/Technology Education (5-12) REVISED April 10, 2014	Career and Technical Education Requirements: CTE 262, 361, 363 Professional Education Requirements: EDF 203(1), 219, 413(2); *TEC 368; SED 104 ⁶ (Element 6), 402(2), EMS 300W(1), 490(1), 474; ESE 552 and 12 credit hours of Clinical Experiences: CED 100 (0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). <i>⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.</i>	9 hours 31 hours

	<i>*TEC 368=EDF 204</i>	
Business and Marketing (5-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁶ (Element 6), 402(2); EMS 300W, 490, 474; ESE 573 ; and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). <i>⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.</i>	37 hours
PROGRAM	COLLEGE OF EDUCATION	HOURS
Elementary Education (P-5)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁶ (Element 6), 402(2); EMS 300W, 490, 474; and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). <i>⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.</i>	34 hours
Middle Grade Education (5-9)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁶ (Element 6), 402(2); EMS 300W, 490, 474; and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). <i>⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.</i>	34 hours
Interdisciplinary Early Childhood Education – Special Education Early Childhood (B-P)	Professional Education Requirements: EDF 204(2); CDF 203*, 235*; EMS 300W; SED 352*, 590*; and 15 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(12). <i>*CDF 203=EDF 203; CDF 235=EDF 219; SED 590=EMS 490; SED 352=EDF 413</i>	33 hours
PROGRAM	COLLEGE OF HEALTH SCIENCES	HOURS
Physical Education and Health Education Dual Certification (P-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413(2); SED 104 ⁶ (Element 6), EME 586, EMS 300W, 490(1), 474, ESE 566; PHE 562* ; and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). <i>⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.</i> <i>*PHE 562=SED 402</i>	38 hours
Child and Families Studies (IECE) (B-P)	Professional Education Requirements: EDF 204(2); CDF 203*, 235*; EMS 300W; SED 352*, 590*; and 15 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(12). <i>*CDF 203=EDF 203; CDF 235=EDF 219; SED 352=EDF 413; SED 590=EMS 490</i>	33 hours
Family and Consumer Sciences Education (5-12)	Professional Education Requirements: EDF 203, 204(2), 219, 413; SED 104 ⁶ (Element 6), 402(2); EMS 300W, 490, 474; ESE 553(4) , and 12 credit hours of Clinical	38 hours

	Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). ⁶ = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.	
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Date: May 11, 2015 (For CAA May 21st, 2015)
To: Katherine Fontanella
From: Karin Sehmman
Associate Dean, College of Arts and Sciences
Re: Credit for AP Research course

For students completing the AP research course with a score above 3 on the AP exam will be awarded credit for ENG 102. If a qualifying student already has credit for ENG 102, the student will be granted elective credit in English at the 200-level.



EASTERN KENTUCKY UNIVERSITY

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FAX: (859) 622-1413

Ed.Davis@eku.edu or Rita.Davis@eku.edu

www.cbt.eku.edu

TO: Council on Academic Affairs
FROM: Dr. Ed Davis, Associate Dean
College of Business & Technology
DATE: April 23, 2015
SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College Business & Technology's Curriculum Committee at the next CAA meeting on May 21, 2015:

College of Business and Technology

Communication (COMM)

New Course(s)

CMS 435 – Family Communication

To add a new course.

Page 1 of 1



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

Part I

<input type="checkbox"/> (Check one)	Department Name	Communication	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	CMS 435	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Family Communication	
<input type="checkbox"/> New Minor (Part III)	*Program Title		
<input type="checkbox"/> Program Suspension (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
<input type="checkbox"/> Program Revision (Part III)	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	3/12/2015	Council on Academic Affairs	Pending
College Curriculum Committee	3/18/2015	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2015
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To create a new course called CMS 435 Family Communication as part of the Communication Studies curriculum.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2015</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA</p> <hr/> <p>B. The justification for this action: This course fulfills a requirement for Interpersonal Communication option in CMS.</p> <hr/> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>
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CBT 1

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

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

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

CMS 435 Family Communication. (3) A Prerequisite CMS 200. Survey of theoretical and research literature dealing with communication in the family context. Emphasis is on the role of communication in creating and maintaining healthy marriages and families

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
CMS	435	Fall 2015	AS _____ HS _____ BT <u>X</u> JS _____ ED _____ UP _____	COMM
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	CIP Code (first two digits only)	
1	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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.

CMS 200

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 will not be awarded for both...; or formerly...)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
DEPARTMENT OF COMMUNICATION STUDIES
CMS 435: FAMILY COMMUNICATION
3.0 hours of credit: CRN: xxxxx

Dr. Fran C. Dickson, Professor and Chair
Dept. of Communication
317 Combs Hall
Office Hours: Tues/Thurs. 2:00-4:00 and Wed. 9:30-11:30
859-622-1871
E-mail: fran.dickson@eku.edu

CATALOG DESCRIPTION: Survey of theoretical and research literature dealing with communication in the family context. Emphasis is on the role of communication in creating and maintaining healthy marriages and families. (Prerequisite: CMS 200)

COURSE OBJECTIVES: This purpose of this course is to enhance understanding about communication patterns within families. The course examines theory/research on the role of communication in creating and maintaining healthy families. Areas of examination will include the role of communication in: the family life cycle, different family forms, family race/ethnicity, power, conflict and stress in families, the aging family, health communication in families, and the role of mediated communication in family interaction patterns.

People sometimes think that a course in family communication will teach them how to solve their family problems by “learning to communicate” with their families. However, by focusing on relevant theory and research on family communication, this course will demonstrate that family communication is far more complicated than merely “fixing” communication skills. With this in mind, the primary focus of this course will be on scholarship in the communication discipline on couples and families.

Course Goals:

- To gain an overview of the field of family communication.
- To comprehend a communication perspective to understanding families.
- To understand various definitions of family and family communication.
- To understand theoretical approaches to family communication and the application of these approaches.
- To be aware that a family’s communication changes as the family progresses through its’ family life cycle.
- To comprehend, understand and appreciate diversity in family structure and social interaction patterns.
- To understand and apply the ways in which roles, rules, and rituals in family relate to family communication pattern.

- To understand and appreciate the role of stress on family communication patterns.
- To be able to apply family communication principles to everyday family interaction.
- To understand the complex nature of families in contemporary society.

STUDENT LEARNING OUTCOMES:

- Articulate and explain the communication perspective to understanding families.
- Explain, evaluate, and apply the theoretical approaches to family communication.
- Identify and apply how stress, diversity, and family life stage impacts family communication patterns.
- Apply the ways in which roles, rules, and rituals in families relates to family communication patterns.
- To demonstrate an understanding of the complex nature of family communication.

REQUIRED TEXT:

Galvin, K.M., & Braithwaite, D. (2014). *Family Communication: Cohesion and Change*. (9th Ed.) Boston: Allyn and Bacon. (ISBN: 13: 978-0205945238)

Additional Readings to be assigned in Class.

Blackboard and EKU email: The blackboard site includes online syllabus, daily calendar, additional links, class announcements, etc. You are required to check Blackboard and your EKU email frequently for course updates.

COURSE REQUIREMENTS:

Ungraded course requirements: professional behavior (see discussion in syllabus), constructive behavior and full participation in group work (ungraded but affects participation grade), and oral presentation on course project.

Professional behavior in the Family Communication course: Any self-disclosure about class members' own family experience made during class is considered privileged information. While certainly we all will talk about class in general terms outside class meeting, we do not gossip about classmates or reveal any self-disclosure that occurs during any class-related activities, including group work outside of class. If you cannot abide by this standard, this is not a good time for you to take the family communication course

Grade course requirements:

Mid-term and Final Exams	40% (20% each)
Genogram Paper	5%
Analysis of Family Story	5%
Expert for Day Presentation and Paper	10%
Family Communication Research Project and Presentation	30%
Class participation/in class assignments	<u>10%</u>
	100%

Course grading scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 & below

Student Responsibilities and Course Policies:

1. Attendance is essential to your success in this course. If you miss a class, it is your responsibility to find out from other students what you missed. I will discuss the material with you only **after** you have the class materials from other students. **After three unexcused absences, your grade will be lowered 1/3 of a letter grade**
2. Come to class prepared, having read the material assigned for that day. Each class will be based on a discussion of the readings. If you are unprepared, you will not be able to participate in the discussions.
3. Ask questions. If you don't understand something in the readings, the lectures, or the assignments, chances are you're not the only one. I will always be willing to answer questions; however, it is important that you ask them well in advance of the test or due date.
4. Contribute your ideas to class discussion. Everyone's experience will be enhanced if multiple perspectives are heard.
5. Be respectful of others' contributions to the discussion. Harassment will not be tolerated. Practice common courtesy.
6. **Turn off cellular phones and pagers while in class. This includes text messaging and exchanging photos. Cell phone usage during class will not be tolerated. If your cell phone goes off in class or you are seen text messaging in class, you will be marked absent for that day.**

7. **You should bring your computer to class only on assigned days. Checking email, surfing the net, or just playing on your computer during class is unacceptable classroom behavior. Students who participate in this kind of behavior during class will be marked absent for that day. If this is a problem, please come see me after class.**
8. Turn in your assignments in class on the day they are due. For each day the assignment is late, the grade will be lowered **10%**. . **An assignment is considered received when it is in my hand. Do not slide it under my office door, email it to me or place it in my mailbox, there is no guarantee that I will get it.**
9. If you wish to discuss your grade on an exam or assignment, please feel free to set up an appointment with me. However, I will only discuss a grade **48 hours** after you have received the grade.
10. Practice ethical work habits. Academic dishonesty will not be tolerated. I expect that all your work will be your own. Plagiarism and/or cheating will not be tolerated. This includes:
 - Presenting the ideas of others without crediting the source.
 - Use a direct quotation without quotation marks and without credit to the original source.
 - Paraphrasing without credit given to the source.
 - Participation in a group project which present plagiarized materials.
 - Failure to provide adequate citations for material obtained through electronic research.
 - Downloading and submitting work from electronic databases without citations.
 - Submitting material created/written by someone else as your own work.
 - Copying someone else's exam or research paper.
 - Allowing someone to copy your own research paper or exam.
 - Accepting credit for a group project without doing your share of the work.
 - Submitting the same paper in more than one course without the knowledge and approval of the instructors involved.
 - Using notes or other materials during a test or exam without approval of the instructor.
 - Not following the instructions specified on a take home exam.

Disability Statement

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the **Office of Services for Individuals with Disabilities**, please obtain your accommodation letters from the **OSID** and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the **OSID**, please contact the office in the Whitlock Building Room 361 by email

at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The **Academic Integrity** policy is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Academic Integrity.

Student Progress:

Students will be provided a mid-term grade per University deadlines. In addition, students can check their grades that will be posted on Blackboard.

Important Dates:

Thanksgiving Break:

Department Advising Days:

Department Recognition Events:

Last Day to Drop the Class:

Commencement:

TENTATIVE COURSE SCHEDULE

Sept. 1:	Introductions/Course Overview	
Sept. 3:	Introduction to Family Communication/ Definition of Family/Genograms	Ch. 1-2 Whitchurch & Dickson
Sept. 8:	Career Development Center (Guest Lecturer)	
Sept. 10:	Theoretical Perspective on Family Comm.	Ch. 3
Sept. 15:	Genogram Discussion (Genograms Due)	
Sept. 17:	Theoretical Perspectives (cont.)	Petronio & Caughlin
Sept. 22:	Application of Theoretical Perspectives	
Sept. 24:	Creating Meaning in Families	Ch. 4
Sept. 29:	Storytelling and Narratives in Families	Langellier & Peterson
Oct. 1:	Discussion of Family Story Assignment (Family Story Analysis Due)	
Oct. 6:	Development of Intimacy and Commitment	Ch. 5
Oct. 8:	The Expression of Closeness in Families	Foley & Duck
Oct. 13:	Family Roles and Rules	Ch. 6

Oct. 15:	Family Roles and Rules (cont.)	
Oct. 20:	Mid-term Exam	
Oct. 22:	Power and Family Decision-Making	Ch. 7
Oct. 27:	Marital Conflict and Domestic Violence	
Oct. 29:	Family Conflict and Child Abuse	Ch. 8
Nov. 3:	Family Communication and Divorce	
Nov. 5:	Family Communication and the Life Cycle	Ch. 9 Afifi & Nussbaum
Nov. 10:	Communication and the Aging Family	Dickson, et.al.
Nov. 12:	NCA Research Day for Class	
Nov. 17:	Family Communication and Unpredictable Stress	Ch. 10
Nov. 19:	Communication and Families on the Edge	
Nov. 24:	Cultural Diversity and Family Communication	Ch. 11
Nov. 26:	Thanksgiving Break	
Dec. 1:	Families in Contemporary Society	Ch. 12
Dec. 3:	Oral Reports	
Dec. 8:	Oral Reports	
Dec. 11:	Oral Reports (Final Paper Due)	

Final Exam: XXXXXXXXXX

Bibliography

- Afifi, T. D. & Nussbaum, J. (2006). Stress and adaptation theories: Families across the life span. In L.H. Turner & R. West (Eds.). *The family communication sourcebook*. Thousand Oaks: Sage Publications.
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- Foley, M.K. & Duck, S. (2006). "That dear octopus": A family-based model of intimacy. In L.H. Turner & R. West (Eds.). *The family communication sourcebook*. Thousand Oaks, CA.: Sage Publications.
- Langellier, K.M. & Peterson, E.E. (2006). Family storytelling as communication practice. In L.H. Turner & R. West (Eds.). *The family communication sourcebook*. Thousand Oaks, CA.: Sage Publications.
- Petronio, S. & Caughlin, J.P. (2006). Communication Privacy Management Theory: Understanding Families. In D.O. Braithwaite & L. A. Baxter (Eds.) *Engaging theories in family communication: Multiple perspectives*. Thousand Oaks, CA.: Sage Publications.
- Whitchurch, G. G., & Dickson, F. C. (1999). A communication perspective on families. In M. B. Sussman, S. K. Steinmetz, & G.Peterson (Eds.), *Handbook of marriage and the family* (2nd ed., pp. 687-704). New York: Springer/Plenum Press.

Genogram Assignment

Instructions: You will map your family for at least three generations using the procedures discussed in class and the handout. You need to use the appropriate symbols and lines to map the family communication patterns. If you do not have three generations of information on family members, call a family member that can provide the information.

The first step in creating a genogram is mapping the connections (legal and biological) between family members. It is important to include date of birth and death (if necessary), date of divorce or years married. You also need to include age and place living, occupation, educational level and ethnic, class, and religious background. Make this as neat as possible so that someone can look at your genogram and understand the familial connections immediately.

Second, you need to map information on the quality of the relationship. A line through a connecting line indicates a divorce. An X in the circle or square indicates a death. A dotted line indicates a distant relationship, a double line indicates a close relationship, a thick signal line with an arrow indicates a controlling relationship, a broken zigzag line indicates a hostile or cut-off relationship, a continuous zigzag line indicates a conflictual relationship, a small zigzag with an arrow at the end indicates a physically abusive relationship, a large zigzag line with an arrow indicates a sexually abusive relationship, a solid line with no arrow indicates a friendly but not close relationship. Addictions are shown by filling in the bottom half of the circle or square. Serious mental or physical illness can be indicated by filling in the left half of the symbol and the nature of the illness should be indicated near the symbol. A triangle in the middle of the symbol indicates that the person is lesbian or gay.

Once you have completed the genogram, you need to write a 2-4 page paper (double spaced) analyzing the genogram. Discuss what you learned about your family completing this genogram. What does it tell you about your family dynamics? Identify patterns that have emerged over the three generations and how those patterns play themselves out in your family-of-origin. Discuss how culture may have impacted the family patterns and dynamics identified in the genogram. Discuss patterns of interaction that have been broken, include how and by whom. What does this genogram tell you about your definition of family? Finally, what does this genogram tell you about how your relationships and communication with family members.

Family Stories Assignment

Instructions: Family stories have the power to go beyond entertaining and reminiscing to serving as key ongoing function in the family's development. In some families, stories serve to teach about values, reinforce identity, discipline or inspire, or create new levels of relationships among members. These stories do not just reflect the past but also serve to shape the present and form the future. Stories are constructed by the teller and listeners, each rendition carrying new meaning.

This assignment asks you to identify a particular family story that has been repeated with regularity and to create your interpretation of the meaning of that story and its place in the family. In order to do this, the assignment should include:

- A written version of the story, or section of the story if it is very long.
- An oral rendition of the story as told. Do not talk about the story; tell the story as the person who usually tells it. You do not have to act – just indicate who you are. This will be told in class, either to the full group or a small group.
- Description of predictable parts of the telling of this story.

This will include, but is not limited to:

1. Who tells, or is allowed to tell the story.
2. The context for telling the story, e.g. time, or place.
3. The reason for telling the story, e.g. to teach discipline, inspire, embarrass, remember.
4. The way the story links to family meaning, e.g., themes, images, values...
5. Your interpretation of this storytelling moment.

In your analysis, link your narrative event to assigned readings on narrative and meaning. Approximately 2-3 pages should be devoted to analysis.



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Office of the Dean
Dr. Judy Short, Associate Dean
Anna Dixon, Academic Administrative Specialist
Judy.short@eku.edu
Anna.dixon@eku.edu

Rowlett 203
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1523
FAX: (859) 622-1140
www.eku.edu

TO: Council on Academic Affairs

FROM: Dr. Judy Short, Associate Dean
College of Health Sciences

DATE: May 7, 2015

SUBJECT: Curriculum Proposals

The College of Health Sciences submits the following agenda items for consideration at the May 21, 2015 CAA Meeting.

College of Health Sciences

Editorial Change

Changes to CHS Admission and Progression requirements

Family and Consumer Science

Editorial Change

B.S. Child and Family Studies

1. Replace CDF 147 with CDF 203 in Admission and Progression Requirements.
2. Indicate Professional Education Courses in Core and IECE Concentration meets Professional Education Requirements.
3. Update Professional Education Requirements as approved by CAA April 16, 2015.
4. Update credit hours accordingly.

Editorial Change* - Curriculum Form
(Present only one curriculum editorial change per form)
(Complete only the section(s) applicable.)

Part I

Department Name	College of Health Science
College	College of Health Science
*Course Prefix & Number	_____
*Course Title (30 characters)	_____
*Program Title	_____
	(Major ____, Concentration ____; Minor ____; or Certificate ____)
*Provide only the information relevant to the proposal. N/A	
Original Proposal Approved by the Council on Academic Affairs on	Date: _____
*An editorial change is defined as a change resulting from prior CAA action...	

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

A. 1. Specific action requested: Update College of Health Sciences Admission Policies, Clinical Agency Placement Requirements, Readmission Policies, and Degree Requirements statement.
A. 2. Effective date: Fall 2015

Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.
New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)

ADMISSION POLICIES

1. Students must meet requirements and be admitted by the University before being considered for enrollment in programs within the College of Health Sciences. Specific admission criteria are provided under each of the Health Sciences programs. The student is responsible for obtaining information for the application process including department deadlines.
2. Transfer work must be from an accredited institution and with a minimum grade of "C" in major and supporting courses. The applicant must be eligible to return to the last institution attended.
3. Work taken more than eight years previously must be approved by the Dean of the College.
4. In the event that a student is not accepted for a program, the student who wishes to reapply must submit a new application and related materials that will be considered when a new class is accepted.

Students desiring to complete collegiate work required for admission to professional

programs may complete this work at any accredited college or university. Students are urged to carefully plan their course of study to ~~include the disciplines and subject areas described in~~ **be consistent with** the individual program's curriculum progression plan of study, ~~and the college advisor.~~ **Students who plan to complete coursework before declaring a major in a College of Health Sciences program should consult with the individual program directors or with the College of Health Sciences Advisors.**

Students who have not reached a decision on a specific health science major may obtain counseling/guidance from individual program directors in the College of Health Sciences **or from College of Health Sciences Advisors.**

The programs in the College of Health Sciences are designed to prepare graduates for practice in health and human services professions. Most require licensure and/or certification after graduation and prior to practice. A criminal record (excluding minor traffic violations) may make a person ineligible for licensure or certification in these professions. Students with such a history should contact the licensing or certifying body prior to enrollment to determine whether this might be the case.

CLINICAL AGENCY PLACEMENT REQUIREMENTS

Placement in clinical sites for certain programs in the College of Health Sciences requires students to meet specific clinical agency placement requirements. Clinical agency placement requirements for certain programs (particularly those involving direct patient contact and/or practice with children) require a criminal background check and/or a urine drug screen. Students whose results from these screenings do not meet clinical agency placement requirements will be unable to participate in clinical experiences which are required for satisfactory progression and completion of the program. Other requirements may include documentation of tuberculosis screenings indicating student is free of disease, specific immunizations, certifications, student professional liability insurance purchased through the University [see Student Liability (Malpractice) Insurance], and individual health insurance. Specific requirements for individual programs may be obtained by contacting the departmental office.

~~Placement in certain clinical sites, particularly those that involve practice with children, requires a background check by the Kentucky State Police to determine whether the student has a criminal history that would prevent their participation in that clinical experience.~~

READMISSION POLICIES

After being ~~admission~~ **admitted** to one of the programs in the College, students who withdraw or who are ~~dismissed due to failure~~ **unable to progress due to being unsuccessful of in** one or more courses must submit application for readmission according to the guidelines for the specific program. **Readmission to the program is not guaranteed to any student.**

READMISSION APPEAL PROCESS

The student who has been denied **re**admission may appeal the decision following these guidelines:

- 1.) Notify the chair of the program's readmission committee of the desire to appeal the decision and to

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provide additional pertinent information to support the appeal. The committee chair will schedule a time for the student to appear before the committee to present the appeal. A student who has agreed to a time for a meeting of the departmental readmission committee and who does not appear at that meeting may forfeit the right to present evidence beyond that furnished in the original application for readmission.

- 2) The student will be notified within five working days of the committee's decision.
- 3) If the student is not satisfied with the decision, the student shall schedule an appointment to present the appeal to the Department Chair. The student will be notified within five working days of the Department Chair's decision.
- 4) If the student is not satisfied with the decision of the Department Chair, the student shall submit a written appeal to the Dean of the College of Health Sciences. If the Dean determines there are extenuating circumstances surrounding the student's request for readmission and/or if the procedure for readmission has not been followed, a meeting of the College's Readmission Committee will be scheduled. A time will be appointed for the student to appear before the committee to present the appeal. A student who has agreed to a time for a meeting of the College Readmission Committee and who does not appear at that meeting may forfeit the right to present evidence beyond that furnished in the original application for readmission.
- 5) Decisions of the College Readmission Committee are binding.
The student will be notified of the decision within five working days.

STUDENT AGREEMENT STATEMENT

Programs in the College of Health Sciences may require a student to sign an agreement statement that encompasses professional expectations related to the program. This statement is to be signed when the student enters courses in the major.

STUDENT LIABILITY (MALPRACTICE) INSURANCE

All students whose programs require participation in clinical learning experiences must purchase and maintain liability insurance through the University during the entire clinical experience. Proof of such insurance coverage must be furnished to the department before the clinical experience is scheduled to begin. The University has arranged for appropriate insurance coverage at a modest cost to the student. Further information may be obtained at the student's major departmental office.

CLINICAL FACILITIES

The University maintains formal contracts with many health care Human Services and Educational agencies located throughout Kentucky and the southeastern United States. At most every specialty within the entire health care spectrum is available for use in providing high quality experiences for students enrolled in the programs. A list of cooperating agencies is available through the Office of the Dean.

The University is not liable for, nor is there a fund from which payment can be made for those who are inconvenienced or incur expenses based upon canceled classes, assignments, or clinical placements, etc.

BLOODBORNE PATHOGENS AND HEPATITIS B STATEMENT

The College of Health Sciences attempts to impart the principles and practice of infection control to its students who may have future occupational exposure to bloodborne pathogens. To this end, students majoring in athletic training, medical laboratory science and technology, nursing, and occupational therapy are required to receive education in universal precautions and the Occupational Safety and Health Administration's (OSHA) Bloodborne Pathogens Standard Regulations. Students will be responsible for obtaining the Hepatitis B vaccination before participation in the clinical training phase of their respective programs when indicated. Students who may potentially be exposed to blood and body fluids are required by most of our clinical agencies to have obtained the Hepatitis B vaccine. If this requirement is placed upon the student, it will be strictly enforced. Please see the departmental student handbook for further clarification.

DEGREE REQUIREMENTS

The students are responsible for selection and registration for courses needed for reasonable progress toward their degree or certificate that will enable the students to satisfy requirements for graduation.

General University requirements **Academic Information** described in Section **Four Five** of this *Catalog*, and specific course requirements set forth in the description of curricula, must be met by students completing associate and baccalaureate programs administered by the College of Health Sciences. See programs under each department for major and minor requirements. All first-year students in the College of Health Sciences must enroll in the Student Success Seminar (HSO 100).

~~Besides the general University requirements, specific degree requirements for the College of Health Sciences are as follows:~~

~~Baccalaureate Degree~~

- ~~1. A minimum grade of "C" in each ATR, CDF, EHS, FCS, FRM, MLS, NFA, OTS, PHE, REC course and selected CHS courses is required. NOTE: Others? NSC?~~
- ~~2. Students pursuing a baccalaureate degree in any health sciences major shall be allowed to declare a minor or a second major outside the College of Health Sciences. Any student who chooses to pursue a minor or second major must have as their primary advisor a faculty member from the College of Health Sciences.~~

~~Associate Degree~~

- ~~1. A minimum grade of "C" in each CDF, MLT course and selected CHS courses is required.~~
- ~~2. A minimum of 15 hours in courses approved for general education is required for all associate degree programs. These hours include ENG 101 and 102, or their equivalent. The nine additional hours must include approved one course in each of the following categories: Element 3A, 38, 3A/B (Arts and Humanities); 4 (Natural Sciences); and 2, SA, SB (Mathematics and/or Social/Behavioral Sciences). For certain curricula, individual requirements are waived if they are satisfied in the major program.~~

~~3. In addition, a student success seminar (HSO 100) is required for all associate degree programs. (Waived for transfers with 30+ hours)~~

Appeals

Appeals procedures are detailed in the Departmental and University Handbooks and in the department sections.

Editorial Change* - Curriculum Form
(Present only one curriculum editorial change per form)
(Complete only the section(s) applicable.)

Part I

Department Name	Family and Consumer Sciences		
College	Health Science		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	B.S. Child and Family Studies		
	(Major ____, Concentration ____; Minor ____; or Certificate ____)		
*Provide only the information relevant to the proposal. N/A			
Original Proposal Approved by the Council on Academic Affairs on	Date:	April 16, 2015	
*An editorial change is defined as a change resulting from prior CAA action...			

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

A.	<ol style="list-style-type: none"> 1. Replace CDF 147 with CDF 203 in Admission and Progression Requirements. 2. Indicate Professional Education Courses in Core and IECE Concentration meets professional education requirement 3. Update Professional Education Requirements as approved by CAA April 16, 2015. 4. Update credit hours accordingly.
A. 2. Effective date:	Fall 2015

Part III. Recording Data for Revised Program

1.	For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.
New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)	

Bachelor of Science (B.S.)
 CHILD AND FAMILY STUDIES
 CIP Code: 19.0701

The Family Studies option prepares graduates to work with individuals and families in a variety of social service settings. Positions are available in family resource centers, community agencies, profit and non-profit organizations that provide services for children, youth, adults and families. The Interdisciplinary Early Childhood Education concentration leads graduates to Kentucky public school certification for teaching children birth through age five. Graduates learn to prepare individual education plans for children who experience developmental delays and support plans to assist families of those children. IECE majors will teach in private agencies serving infants to two years and public school settings (Pre-K, three and four year olds, and kindergarten not connected with primary programs for first through third grade). To be granted a degree in Child and Family Studies students must have a "C" or better in all CDF and supporting courses.

Admission and Progression Requirements for Child and

Family Studies Concentrations Child Development and IECE

All students who are accepted by EKU's Admission office and declare their major as Child and Family Studies are admitted to the University as pre-Child and Family Studies majors. However, admission to the pre-Child and Family Studies program does not guarantee admission to the Child and Family Studies program. To be admitted to the Child and Family Studies program the following criteria must be met: 1) Minimum of 45 hours with a 2.75 overall GPA, 2) GPA of 3.0 in the following courses CDF 147, 203, 235, 236, 246, 310, 327S with a grade of "C" or better in each course. Once these requirements have been met, the student must apply to the Child and Family Studies Program Director for a change from the pre-Child and Family Studies program to the Child and Family Studies program.

UNIVERSITY GRADUATION REQUIREMENTS

General Education.....	36 hours
Student Success Seminar (HSO 100; waived or transfers with 30+ hrs.)	1 hour
Wellness (courses may meet both wellness & major requirements)	3 hours
Writing Intensive Course (Hrs. incorporated into Major/Supporting/Gen Ed/Free Electives category)	
Upper division courses (42 hrs. distributed throughout Major/Supporting/Gen Ed/Free Electives categories)	
ACCT- Early Childhood Development CDF 450; Family Studies CDF 443; Interdisciplinary Early Childhood Education CED 499 (These courses are included in the Major totals)	
Total Hours University Graduation Requirements.....	40 hours

MAJOR REQUIREMENTS

Program Objectives

Upon completion of a degree in Child and Family Studies graduates will be able to: 1) assess developmental, political, social, cultural, economic and technological influences on the well-being and diversity of individuals, families and communities; 2) design and implement a range of services for individuals, children and families; 3) utilize and interpret appropriate individual, family and program evaluation measures; 4) access community resources and collaborate with community agencies/services; and 5) evaluate and monitor their professional development. The Child Development concentration prepares graduates to teach or administer in any private early childhood program. Graduates may also be employed as a trainer for resource and referral agencies or serve as Education Coordinator in early childhood facilities.

Core Courses.....	15 hours
CDF 132, 235*, 236, 327S, and FCS 400.	

*Course meets Professional Education Requirements

Concentrations:

Child Development *	39-42 hours
CDF 203, 246, 310, 363, 399 (3-6), 405, 406, 437, 450(9)**, 538, and 547.	
Family Studies	30 hours
CDF 232, 243, 331, 424, 437, 443(9)**, and 538; CDF 342 or 441.	
Interdisciplinary Early Childhood.....	36 hours
CDF 246, 310, 363, 405, 406, CDS 360, 525, SED 352*, 436, 518, 530, and 590*.	

**CDF 443 and 450 are 9 credit hour courses and require a 3.0 GPA in major requirements prior to enrolling.

*Course meets Professional Education Requirements

Supporting Course Requirements:

Child Development	9-15 hours
NFA 201 (Wellness) or 317; SED 518 and nine hours from the following: NSC 500, OTS 515, PSY 200 (Element 5B), 250, 317, 577, SWK 440, or 456.	
Family Studies	6-9 hours
FRM 352; NFA 201 (Wellness) or 317; SWK 456 or 457.	

Interdisciplinary Early Childhood.....	9 hours
SED 104 (G Element 6); select 9 hours from the following: CDF 437, ELE 519, NSC 500, OTS 515, PSY 577, SWK 440, or 456.	

G = Course also satisfies a General Education element.

Hours are included within the 36 hr. General Education requirement above.

Professional Education Requirements.....	25 23 hours
Interdisciplinary Early Childhood Concentration only: CDF or EDF 203, CED 499(12), EDF 103(1), 204(2), and EMS 300W;	

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~~CED 100 (.5), 200(.5), 300(.5), 400(.5), and 450(1) to complete clinical hours.~~

CDF 203*, 235^(C Core) EDF204*(2), EMS 300W, and 15 credit hours of clinical experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5) 450(1), and 499(12); SED 352^(C Concentration) and 590^(C Concentration)

(Students must follow admission requirements for professional education. See College of Education, section regarding teacher admission and certification.)

^C = Course also satisfies Core or Concentration requirements

CDF 203=EDF203; CDF 235=EDF219; SED 352=EDF 413; SED 590=EMS490

Free Electives

Child Development	11-17 hours
Family Studies	26-29 hours
Interdisciplinary Early Childhood	0 hours
TOTAL HOURS TO COMPLETE DEGREE	120-125 123 hours



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Emergency Management
www.justice.eku.edu

354 Stratton Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-7888 FAX: (859)-622-7887
Victor.Kappeler@eku.edu

TO: Council on Academic Affairs

FROM: Dr. Victor Kappeler, Associate Dean
College of Justice and Safety

DATE: April 27, 2015

SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College of Justice and Safety's Curriculum Committee at the next CAA meeting on May 21, 2015.

Department: Social Intelligence & Leadership Certificate

New Course(s)

EES 330 - Applied Critical and Creative Thinking
Add new course to Social Intelligence & Leadership Certificate curriculum

Department: School of Safety, Security and Emergency Management

Course Revision(s)

EMC 362 - Advanced Field Internship II
Add pre-requisite courses



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

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

Part I

<input type="checkbox"/> (Check one)	Department Name	Social Intelligence & Leadership Institute	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice and Safety	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	EES 330	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	Applied Critical and Creative Thinking	
<input type="checkbox"/> New Minor (Part III)	*Program Title	Social Intelligence & Leadership Certificate	
<input type="checkbox"/> New Certificate (Departmental only)		Short Term	
<input type="checkbox"/> Program Suspension (Part III)			
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	NA	Council on Academic Affairs	Pending
College Curriculum Committee	4/22/15	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2015
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)	Approve a new course EES 330 Applied Critical and Creative Thinking
A. 2. Proposed Effective Academic Term: (Example: Fall 2012)	Fall 2015
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	

B. The justification for this action:

This course integrates both critical and creative thinking. This differs from EES 310 Applied Critical Thinking which focuses mainly on critical thinking and CRE 101W Introduction to Applied Creativity which centers on the topic of creative thinking and its application in writing.

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

Personnel Impact: The class will be taught by Wanju Huang, Ph.D. As the program grows, instructors will be drawn from individuals across the University, who are qualified to teach under ECU Policy 4.61P.

Operating Expenses Impact: Initial funding is provided by the College of Justice & Safety.

Equipment/Physical Facility Needs: The College of Justice & Safety is providing 3 fully equipped offices, 3 social labs, classroom space, instructional design and technical support to offer the program online.

Library Resources: In cooperation with the library staff, current resources have been assessed and are deemed adequate to meet the needs of the students and faculty. Additional materials have been identified and will be added incrementally.

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

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

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

New or Revised* Catalog Text

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

EES 330: Applied Critical and Creative Thinking (3) I. II. Prerequisite: junior or senior standing. This course addresses the application of critical thinking and creative thinking skills within multiple fields of study. Students will learn critical thinking and creative thinking skills and how to integrate those skills into a successful career.

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
EES	330	Fall 2015	AS _____ HS _____ BT _____ JS X ED _____ UP _____	JAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____ Other _____	CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR X
W	3		SO _____	SR X
B	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page**

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

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

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Social Intelligence & Leadership Institute
Syllabus
EES 330: Applied Critical and Creative Thinking (CRN Number)
3 Credit Hours
Semester
Day, Time and Location of Class

Instructor:

Phone:

Office:

e-mail:

II. Catalog Course Description

EES 330: Applied Critical and Creative Thinking (3) I. II. This course addresses the application of critical thinking and creative thinking skills within multiple fields of study. Students will learn critical thinking and creative thinking skills and how to integrate those skills into a successful career.

- III. Text** Introduction to applied creative thinking: Taking control of your future
Authors: Carpenter, R., Sweet, C., & Blythe, H.
ISBN: 978-1581072259
Stillwater, OK: New Forums Press

Other readings will be listed and provided in the weekly lessons.

IV. Teaching Method

This course is designed using active learning pedagogy that maximizes the interaction of the student with the course content and materials. The course's teaching-learning methods (e.g., readings, online/written discussions, application exercises, paper, audiovisual, course evaluations, etc.) are designed to improve student skills in areas such as in-depth reading, critical thinking, synthesis, and written and oral communication.

V. Student Learning Outcomes

Upon successful completion of this course the student by critical and creative thought should be able to:

- a) Relate their own descriptions of critical thinking and creative thinking
- b) Incorporate active observation techniques into their critical thinking processes
- c) Incorporate intellectual questioning techniques into their critical thinking processes
- d) Apply intellectual standards and elements of thoughts to evaluate statements, claims, arguments, etc. (e.g., recognize ambiguity and lack of clarity in claims)
- e) Incorporate critical thinking into their decision making processes
- f) Identify creative and innovative elements and discuss how those elements can be incorporated or expanded into the ideas in related fields
- g) Discuss how they can incorporate basic creative thinking strategies in their decision making processes, their expressions of thoughts, etc.
- h) Discuss how basic creative thinking strategies can improve their creative thinking processes
- i) Incorporate basic creative thinking strategies into their course papers and presentations
- j) Adopt appropriate computer technologies and/or mediums to create dynamic documents and presentations

VI. Attendance and Participation in Instruction Periods

This is an experiential course. Attendance and participation for the full duration of each class is important to the student's learning experience and performance evaluation. By attending and participating in all classes each student will gain the benefit of sequentially observing and participating in several demonstrations and activities

designed to build upon and advance student understanding and competency.

A student must successfully attend and participate in 90% of all classes. A student who misses in whole or part of a class without good cause as determined by the instructor, will receive a zero grade for group discussion for that session. The course instructor may, for documented good cause in unusual circumstances beyond the control of the student, waive this requirement and assign the student makeup exercises, readings, annotated bibliographies, papers, and other relevant work.

VII. Evaluation Procedures

The following graded activities form the basis for evaluation of student performance. See Appendix A for detailed description.

1) Group Discussion (7*20pts)	140 points
2) Article Analysis	25 points
3) Textbook Exercises (2*30pts)	60 points
4) Self-Check Exercises (5*5pts)	25 points
5) Final Course Paper	100 points
6) Final Course Paper Presentation	50 points

Note: the student must complete all graded requirements and attend a minimum of 90% of all class periods.

VIII. Grading

A student's final grade is determined based upon student performance as measured by the percentage of total points earned.

90.0 % or higher	A
80.0 % - 89.9%	B
70.0 % - 79.9%	C
60.0% - 69.9 %	D
Below 60%	F

- IX. Disability Statement:** A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

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

- X. Academic Integrity Statement:** Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at <http://studentrights.eku.edu/academic-integrity>. Questions regarding the policy may be directed to the Office of Academic Integrity.
- XI. Official E-mail:** An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All email in this course must be through your ECU e-mail address. *It will be your responsibility to check your ECU e-mail on an ongoing (suggested "daily") basis for updates regarding your assignments and other vital course information*

APPENDIX A

Student Examination and Assignment Overview

1. Group Discussion Assignments (Graded)

Students will participate in group discussion exercises either in class or on the Blackboard course management system.

Group discussion exercises are experiences in which we promote a culture of engagement to enhance student-student interaction and student-instructor interaction and to create a learning community in this course.

Students are expected to offer their thoughts related to the discussion topics, by using the learning materials or outside sources; and are also required to respond to their peers' thoughts by asking questions, making comments, providing suggestions, etc. to move the communication forward and enhance the interactivity within the group.

2. Self-Check Exercises (Graded)

Students will complete five self-check exercises that are designed to provide self-evaluation opportunities to assess their progresses in the class.

3. Article Analysis (Graded)

Students will use the critical thinking intellectual standards covered in the course to analyze some of the elements of thought embedded in an article. A worksheet and detailed instructions for this assignment will be provided to students.

4. Textbook Exercises (Graded)

Students will complete two textbook exercises individually. These exercises are to evaluate students' understandings of the course content and evaluate how well they are able to relate to the content.

5. Final Course Paper (Graded)

Each student will submit a final course paper that is his or her reflection on the course content and a discussion of how this course affects his or her understanding or perception of critical and creative thinking. The student can also talk about how he or she has identified a strategy or strategies to utilize critical and creative thinking in his or her personal life, professional life, and/or study life.

6. Final Course Paper Presentation (Graded)

Each student will present his or her course paper to the class by using computer technologies and mediums that he or she chooses.

APPENDIX B

Applied Critical and Creative Thinking Learning Modules

Learning Module	Topic and Exercise
Module 1	Course Overview
Module 2	Topic: What is “Critical Thinking?”
Module 3	Topic: What is “Creative Thinking?”
Module 4	Topic: Mindful Interaction with the World: Active Observation
Module 5	Topic: Mindful Interaction with the World: Intellectual Questioning
Module 6	Topic: Critical Thinking Elements of Thought
Module 7	Topic: Critical Thinking Intellectual Standards
Module 8	Topic: Decision Making
Module 9	Topic: Imagination and Innovation
Module 10	Topic: Basic Creative Strategies (1-3)
Module 11	Topic: Basic Creative Strategies (4-6)
Module 12	Topic: Basic Creative Strategies (7-9)
Module 13	Topic: Presenting Creative Thinking with Digital Media
Module 14	Topic: Multimedia Applications of Creative Thinking Computer Lab Session I
Module 15	Topic: Multimedia Applications of Creative Thinking Computer Lab Session II
Module 16	Final Course Paper Presentation

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Fire Protection and Paramedicine Sciences	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College	Justice and Safety	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	EMC 362	
<input type="checkbox"/> New Minor (Part III)	*Course Title	Advanced Field Internship II	
<input type="checkbox"/> Program Suspension (Part III)	*Program Title		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	April 15, 2015	Council on Academic Affairs	Pending
College Curriculum Committee	April 22, 2015	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Spring 2016
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
Add EMC 200, 205, 215 as Pre-Requisite courses

A. 2. Proposed Effective Academic Term: (Example: Fall 2012)
Spring 2016

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

B. The justification for this action:

The EMC program is accredited through CAAHEP and has specific program objectives that students must meet prior to the completion of the program. EMC 362, Advanced Field Internship II, is the capstone course for the paramedic courses and program. By adding EMC 200, 205, 215 as pre-requisite courses, this will assist students in successful completion and the ability to take the national licensing examinations.

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

Personnel Impact:
None

Operating Expenses Impact:
None

Equipment/Physical Facility Needs:
None

Library Resources:
None

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

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

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

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
EMC 362 Advanced Field Internship II. (4) Prerequisite or Corequisite: EMC ~~200, 205, 215~~, 360. Continuation of supervised experience on advanced life support ambulance. Assumes team member role with progression to team leader. Minimum advanced internship experience requires ~~500 hours~~ 75 ALS Contacts.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. 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.

Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
EMC	362	Spring 2016	AS _____ HS _____ BT _____ JS X ED _____ UP _____	FPPS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
4	Lecture <u>4</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	4	N	FR _____	JR _____
I	4		SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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.

EMC 200 and EMC 205 and EMC 215 and EMC 360

Test Scores

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

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)



EASTERN KENTUCKY UNIVERSITY

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College of Education
Office of the Associate Dean

420 Bert Combs Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
PHONE: 859-622-1175
FAX: 859-622-5061
EMAIL: kim.naugle@eku.edu
WEBSITE: coe.eku.edu

TO: Council on Academic Affairs
FROM: Dr. Kim Naugle, Associate Dean
College of Education
DATE: May 19, 2015
SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposals from the College Curriculum Committee at the next CAA meeting on May 21, 2015.

College of Education

Counseling and Educational Psychology

Course Revisions

COU 880 – Counseling Practicum

1. Change credit hours to variable from .5 to 3.
2. Change faculty work load credit from 3 to a variable credit ranging from .5 to 3.

COU 881 – Internship in Counseling: School or Mental Health

1. Change credit hours to variable from .5 to 6.
2. Change faculty work load credit from 3 to variable .5 – 3.

Special Education

Program Revision

Bachelor of Science in Special Education/Teaching.

1. Remove the Teaching from the Degree name for the B.S. in Special Education Teaching
2. Put teaching options under the Degree.
3. Add single certification option in Learning and Behavior Disorders.
4. Add dual certification option in Learning and Behavior Disorders and Education of the Deaf and Hard of Hearing.
5. Add Non-teaching options.



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name Counseling and Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 880 Counseling Practicum: <hr/> *Program Title <hr/> *If Certificate, indicate Long-Term(University) or Short-Term(Departmental) <hr/> *Provide only the information relevant to the proposal.																					
Proposal Approved by: <table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%; text-align: center;"><u>Date</u></th> <th style="width: 30%;"></th> <th style="width: 20%; text-align: center;"><u>Date</u></th> </tr> </thead> <tbody> <tr> <td>Departmental Committee</td> <td style="text-align: center;">12/1/14</td> <td>Council on Academic Affairs</td> <td style="text-align: center;">Pending</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">1/20/15</td> <td>Faculty Senate**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Teacher Education Committee</td> <td style="text-align: center;">5/5/15</td> <td>Board of Regents**</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Graduate Council</td> <td style="text-align: center;">3/27/15</td> <td>EFFECTIVE ACADEMIC TERM****</td> <td style="text-align: center;">Fall 2015</td> </tr> </tbody> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	12/1/14	Council on Academic Affairs	Pending	College Curriculum Committee	1/20/15	Faculty Senate**	NA	Teacher Education Committee	5/5/15	Board of Regents**	NA	Graduate Council	3/27/15	EFFECTIVE ACADEMIC TERM****	Fall 2015
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Graduate Council	3/27/15	EFFECTIVE ACADEMIC TERM****	Fall 2015																			
*If Applicable (Type NA if not applicable.) **Approval needed for program revisions or suspensions. ***To be added by the Registrar's Office after all approval is received.																						

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Change credit hours to variable from .5 to 3 Change faculty work load credit from 3 to a variable credit ranging from .5 to 3	
A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2015	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This is necessary to allow students in this field experience to enroll and be in the field experience during the period of time when the university is not in session but they are required or benefit from being in the practicum site.	
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.
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3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
COU 880 Counseling Practicum: Elementary, Secondary, or Mental Health. (.5 - 3) ~~I, II, A~~.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. 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.

Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
COU	880	Fall 2015	AS _____ HS _____ BT _____ JS _____ ED X _____ UP _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 12	
.5 – 3	Lecture _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
	Variable .5 - 3		Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum X		

CoRequisites 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.

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Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Curriculum Change Form
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(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name Counseling and Educational Psychology College Education *Course Prefix & Number COU 881 Internship in Counseling: School or Mental Health *Program Title *If Certificate, indicate Long-Term(University) or Short-Term(Departmental) *Provide only the information relevant to the proposal.																					
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<p>*If Applicable (Type NA if not applicable.) **Approval needed for program revisions or suspensions. ***To be added by the Registrar's Office after all approval is received.</p>																						

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

<p>C. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Change credit hours to variable from .5 to 6. Change faculty work load credit from 3 to variable from .5 to 3.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2015</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>D. The justification for this action:</p> <p style="text-align: center;">This is necessary to allow students in their internship to enroll and be in the field experience during the period of time when the university is not in session but they are required or benefit from being in the internship site.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>	

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

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

4. For a new course, provide the catalog text.
5. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
6. 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.)
COU 881 Internship in Counseling: School or Mental Health. (~~5~~ 6) ~~I, II, A~~. Prerequisite: COU 880. Practice in a counseling setting which allows for the transition from student to professional. May be taken for up to ~~42~~ 15 credit hours in order to generate the required clock hours.

Part III. Recording Data for Revised or Suspended Program

3. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
4. 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.

Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
COU	881	Fall 2015	AS _____ HS _____ BT _____ JS _____ ED _____ UP _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 15	
.5 – 6	Lecture _____ Laboratory _____ Other <u>X</u>		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
	Variable .5 - 3	U	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship <u>X</u>		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

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

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Special Education	
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Education	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number		
<input type="checkbox"/> New Minor (Part III)	*Course Title (full title±)		
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	B.S. Special Education/Teaching	
<input checked="" type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	3/25/2015	Council on Academic Affairs	Pending
College Curriculum Committee	4/21/2015	Faculty Senate**	Pending
General Education Committee*	NA	Board of Regents**	Pending
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2016
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

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

A. 1. Specific action requested:

- 1) Strike the Teaching from the Degree name for the B.S. in Special Education Teaching
- 2) Put in teaching options under the Degree
- 3) Add single certification option in Learning and Behavior Disorders
- 4) Add dual certification option in Learning and Behavior Disorders and Education of the Deaf and Hard of Hearing.
- 5) Add Non teaching options

A. 2. Proposed Effective Academic Term: Fall 2016

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

B. The justification for this action: This action is needed to increase options for students interested in teaching students with learning and behavior disabilities. Adding the following two options allows students to choose a single certification program that will offer more specialized focus on the skills needed for teaching students with learning and behavior disorders or a dual certification track that would allow students to specialize in two exceptional child areas: learning and behavior disorders and deaf and hard of hearing.

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

Personnel Impact: No impact.

Operating Expenses Impact: No impact.

Equipment/Physical Facility Needs: No impact.

Library Resources: Additional resources will be requested from the LRC (e.g., assessments, instructional materials).

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

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

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

New or Revised* Catalog Text

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

Prefix and title. (hours) I, III. Prerequisite: course description (limited to 35 words)

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text

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

Bachelor of Science(B.S.)

SPECIAL EDUCATION/TEACHING

CIP Code: 13.1001

UNIVERSITY GRADUATION REQUIREMENTS

General Education.....	36 hours
Student Success Seminar (EDO 100; waived for transfers with 30+ hrs.)	1 hour
Wellness	3 hours
Writing Intensive Course (Hrs. incorporated into Major/ Supporting/Gen Ed/Free Electives category)	
Upper division courses (42 hrs. distributed throughout Major/ Supporting/Gen Ed/Free Electives categories)	
ACCT—Special Education Teaching majors will fulfill ACCT with CED 499. (Credit hours may be incorporated into Major or Supporting requirements)	

Total Hours University Graduation Requirements .40 hours

MAJOR REQUIREMENTS

Students must see their advisor early in the program.

LBD Core Courses21 hours

SED 260, 356, 375, 545, 576, 578, and 590.

Concentrations: (select one)

LBD Elementary Education (P-5).....31 hours

EDF 204, ELE 322, 361, 362, 365, 490, 491, and 493; ELE 445 or 445W; ELE 446, 446W or 446S; ELE 492 or 492S.

LBD Middle Grade Education (5-9)15 hours

EDF 204, EMG 430, and 447; EMG 445 or 445W; and three hours from EMG 491, 492, 493, or 494 (associated with area of emphasis).

Professional Education Requirements28 hours

EDF 103(1), 203, and 413; EDF 219 or 219W; EMS 300, and 15 credit hours of Learning Experiences: CED 100 (.5), CED 200 (.5), CED 300 (.5), CED 400 (.5), CED 450 (1), CED 499 (12).

Supporting Course Requirements:

1. **Special Education**.....3 hours

SED 104 (Element 6)
 1. **Elementary Education (P-5)**.....9 hours

LIB 301, MAT 201, and 202.
 1. **Middle Grade Supporting and Area of Emphasis Requirements: (5-9)**

a. Supporting Courses6 hours
 MAT 201, and 202

b. Area of Emphasis15-20 hours

Candidates seeking middle grade (5-9) certification must select one area of emphasis from the following list and complete the specified courses: English and Communications, Mathematics, Science, Social Studies. (See options list under Middle Grade Education (5-9) for a list of courses and block statements. Some emphasis courses are also General Education courses and therefore will count in both areas, reducing total hours to degree.)

TOTAL HOURS TO COMPLETE DEGREE.....125-130 hours

**Bachelor of Science (B.S.)
 SPECIAL EDUCATION**

CIP Code: 13.1001

UNIVERSITY GRADUATION REQUIREMENTS

General Education.....36 hours

Student Success Seminar (EDO 100; waived for transfers with 30+ hrs.)1 hour

Wellness3 hours

Writing Intensive Course (Hrs. incorporated into Major/ Supporting/Gen Ed/Free Electives category)

Upper division courses (42 hrs. distributed throughout Major/ Supporting/Gen Ed/Free Electives categories)

ACCT – Special Education Teaching majors will fulfill ACCT with CED 499. (Credit hours may be incorporated into Major or Supporting requirements)

Total Hours University Graduation Requirements40 hours

MAJOR REQUIREMENTS

Students must see their advisor early in the program.

Special Education Core Courses21 hours

SED 260, 356, 375, 545, 576, 578, and 590.

Concentrations:

***Special Education Teaching Concentrations: (select one)**

1. ***LBD-Elementary Dual Certification Requirements 44 hours**

*ELE 101 or 102, *201 (Wellness), 302, 311, 312, 313, 314 (1), 401, 402, 403, 404 (1), 411, 412, 414 (1), 421 (2), 422 (2), 423 (2), 424 (2) and CHE 100 or PHY 102.*

2. ***LBD-Middle Grade Education (5-9) Dual Certification Requirements 9 hours**

EMG 445 or 445W and 447 and three hours from EMG 491, 492, 493, or 494 (associated with area of emphasis).

3. ***LBD Single Certification (P-12) Requirements.....24 hours**

SED 530, 518 or 518S, 534, 594, 542, 543, 584 and CDS 520

4. ***LBD-Deaf and Hard of Hearing (P-12) Dual Certification Requirements.....29 hours**

SED 240, 337(2), 510, 538, 580, 581, 518 or 518S, 542, 543, and 584

Special Education Non Teaching Concentrations

5. **Deaf and Hard of Hearing (DHH).....20 hours**

ASL 101, 102, 201 and SED 337(2), 518, 538 and 580.

6. **Early Childhood Special Education (ECSE).....15 hours**

SED 518, 352, 436, 530, 511

***Professional Education Requirements28-32 hours**

EDF 203, 204 (2), 219, and 413; EMS 300W, 474 and 490, SED 104 (Element 6)

and 12 credit hours of Learning Experiences: CED 100 (.5), CED 200 (.5), CED 300 (.5), CED 400 (.5), CED 450 (1), CED 499 (9).

**Candidates earning a degree that leads to teacher certification must complete the Professional Education Requirements.*

Supporting Course Requirements:

***Special Education Teaching Concentrations:**

1. **LBD Middle Grade Education (5-9) Dual Certification Supporting and Area of Emphasis Requirements.....21-26 hours**
 MAT 201, and 202 and **Area of Emphasis**

Candidates seeking middle grade (5-9) certification must select one area of emphasis from the following list and complete the specified courses: English and Communications, Mathematics, Science, Social Studies. (See options list under Middle Grade Education (5-9) for a list of courses and block statements. Some emphasis courses are also General Education courses and therefore will count in both areas, reducing total hours to degree.)

2. **LBD Single Certification Supporting Requirements.....9 hours**
MAT 201 and MAT 202, LIB 301 OR 301S.
3. **LBD-Deaf and Hard of Hearing (P-12) Dual Certification Supporting Requirements.....12 hours**
MAT 201 and 202, LIB 301 OR 301S, ASL 102

Special Education Non Teaching Concentrations Supporting Requirements:

4. **DHH Option:**
Minor Requirements.....18 hours
DHH (Refer to Section Five of this *Catalog* [Academic Programs] for list of minors offered.)
Supporting Course Requirements.....12 hours
PSY 280(^GElement 5B) or PSY 280W(^GElement 5B) and
12 hours selected from CDF 132, 437, NSC 500, OTS
515, REC 311, SOC 235, or SWK 358.
Free Electives..... 9 hours
5. **ECSE Option:**
Minor Requirements.....18 hours
(Minor in Child Development and Family Studies) CDF
132, 236, six hours selected from CDF 235, 327, 342,
441, or 501; and six hours CDF electives.
ECSC Options12 hours
ELE 519, NSC 500, OTS 515, SWK 456.
Free Electives.....14 hours
(^G = Course also satisfies a General Education element.
Hours are included within the 36 hr. General Education
requirement above.)

TOTAL HOURS TO COMPLETE SPECIAL EDUCATION DEGREE WITH TEACHING CONCENTRATIONS..... 125-137 hours

Candidates earning a degree that leads to teacher certification must take the PRAXIS Series (Professional Assessments for Beginning Teachers) and PLT (Principles of Learning and Teaching) exams to be recommended for licensure in Kentucky. Candidates are encouraged to review the schedule for PRAXIS and PLT registration deadlines prior to beginning the senior year (www.kyepsb.net/ AND www.ets.org/praxis). Specialty exams are required for each certification area sought and it may take more than one test date to complete all requirements. Candidates should confer with their education advisor/counselor to determine the most optimal time to take required exams. For additional information, candidates may also contact the EPSB Division of Professional Learning and Assessment at (859) 564-5778 or (888) 598-7667 (toll free).

TOTAL HOURS TO COMPLETE SPECIAL EDUCATION DEGREE WITH NON TEACHING CONCENTRATIONS.....120 HOURS



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

University Programs

Office of the Associate Dean

Dr. Rose Perrine, Professor Psychology

521 Lancaster Avenue; 106 Miller Hall

Richmond, Kentucky 40475

PHONE: 859-622-6765

FAX: 859-622-8877

EMAIL: rose.perrine@eku.edu

WEBSITE: www.associatedeanup.eku.edu

TO: Council on Academic Affairs

FROM: Dr. Rose Perrine, Associate Dean, University Programs

DATE: May 2015

SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from University Programs at the next CAA meeting on **May 21, 2015**

University Programs

Women and Gender Studies

New Course

WGS 366: Queer Theory and Literatures (cross list with existing ENG 366)

Page

Program Revisions

WGS Minor: Add WGS 366 as course option

WGS Certificate: Add WGS 366 as course option

Page

Arts & Sciences

English & Theater

Editorial Change

Add statements to course description for cross listing with WGS 366

Page



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

Part I

<input type="checkbox"/> (Check one)	Department Name	Women & Gender Studies
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	University Programs
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	WGS 366
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title	Queer Theory and Literatures
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	4/30/15	Council on Academic Affairs	Pending
College Curriculum Committee	5.6.15	Faculty Senate**	NA
General Education Committee*		Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Spring 2016
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
To create a new course to cross-list with ENG 366.

A. 2. Proposed Effective Academic Term: (Example: Fall 2012)
Spring 2016

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

B. The justification for this action:
Queer Theory and Literatures has been successfully taught twice, and the course content closely matches the sexuality-related curriculum of Women & Gender Studies. The course would greatly benefit our minors and certificate-seeking students.

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: Needed.

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

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

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

New or Revised* Catalog Text

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

WGS 366 Queer Theory and Literatures. (3) A. ~~Cross-listed as ENG 366. Prerequisite: ENG 102 or 105 (B) or HON 102. Examination of trends in Queer Theory; study of major contributors to the field such as Foucault, Butler, and Sedgwick; application of theoretical models to literary and cinematic texts. Credit will not be awarded to students who have credit for ENG 366. Gen. Ed. E-6.~~

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. 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.

Revised* Program Text

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
WGS	366	Spring 2016	AS _____ HS _____ BT _____ JS _____ ED _____ UP <u>X</u>	WGS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
B	3		SO _____	SR _____
W	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page**

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

Course Prefix and No. _____

Course Prefix and No. _____

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

Course Prefix and No. _____ ENG 102 or 105 (B) or HON 102

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 will not be awarded for both...; or formerly...)

Course Prefix and No. _____ ENG 366

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	X
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of English & Theatre/Women & Gender Studies

ENG/WGS 366: Queer Theory and Literatures (CRN 28921)

Spring 2015, TR 9:30-10:45

Instructor: Dr. James R. Keller

Office: Case Annex 467

Phone: 622-5861; E-mail: james.keller@eku.edu

Office Hours: M-F 8:00-9:30, MWF 9:30-11:00, T-F 1:00-3:30

Texts:

Excerpts from Michel Foucault, Judith Butler, and Eve Sedgwick (to be distributed)

The Well of Loneliness, Radclyffe Hall

Maurice, E.M. Forster

Cat on a Hot Tin Roof, Tennessee Williams

Giovanni's Room, James Baldwin

Howl, Allen Ginsberg

Rubyfruit Jungle, Rita Mae Brown

Angels in America, Tony Kushner

Oranges Are Not the Only Fruit, Jeanette Winterson

Grief, Andrew Holleran

Catalog Course Description:

Prerequisite: ENG 102 or 105 (B) or HON102. Examination of trends in Queer Theory; study of major contributors to the field such as Foucault, Butler, and Sedgwick; application of theoretical models to literary and cinematic texts. Gen. Ed. E-6. Credit will not be awarded for both ENG 366 and WGS 366.

General Education Goals for Element 6

Students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (GE Goal 7)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
5. Recognize perspectives from others cultures and/or historically marginalized groups. (GE Goal 9)

Student Learning Outcomes

At the end of the course, students will:

1. Use critical thinking to expand, express, explore, and evaluate course content through written communication. (GE Goal 1)

2. Demonstrate knowledge of specific genres of LGBT literature and analyze their importance to LGBT culture and worldview. (GE Goal 9)
3. Identify important concepts in LGBT culture and thought and examine ways in which these values and traditions are critiqued and reinforced by their literatures. (GE Goals 7, 9)
4. Use primary and secondary sources to examine the social and historical issues that have helped shape the LGBT communities and culture; explore ways in which concepts explored in LGBT literature also transcend cultural boundaries. (GE Goals 2, 9)
5. Be able to reflect upon and critique some of the stereotypes that misrepresent the LGBT people and communities, and move towards constructing a healthy and accurate view of the LGBT culture. (GE Goal 9)
6. Be able to appreciate the language, imagery, structure, characterization, and thematics of LGBT literature. (GE Goal 7)

WGS Program and Course Expectations:

This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.

Women and Gender Studies courses seek to deconstruct systems of oppression and power; thus, topics will help students develop a greater capacity for intellectual open-mindedness. Courses will immerse the students in the complexity of human differences and commonalities. Exploration, analysis, and application of complex identity issues characterize these courses. WGS courses emphasize the challenges that must be addressed to achieve just, equitable, and productive societies, and promote the development of skills necessary to work effectively with others from diverse identities and perspectives.

Academic study of gender involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and WGS courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:

1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working

through their prejudices and attempting to grow as critical thinkers.

8. Be open to change.
9. See also Part 4 of the EKU Student

Handbook: <http://studentaffairs.eku.edu/studenthandbook>

WGS Minor or Certificate

If you are registered for this class or have previously taken a WGS class, you should consider getting a minor or certificate in Women & Gender Studies. Students often take WGS classes out of interest or to fulfill a General Education requirement and may not realize how close they are to a minor (18 hours) or certificate (12 hours). WGS 201 and 400 are required courses. Visit wgs.eku.edu for more details.

Course Objective: Queer Studies includes many subject areas. This course will concentrate on literature and gender/cultural theory. We will examine the ideas of theorists such as Michel Foucault, Eve Sedgwick, and Judith Butler and will briefly survey the evolution of modern concepts of homosexuality over the past one hundred and fifty years with occasional discussions of homoerotic behavior of earlier periods. We will review and interrogate the discussions which have in recent years occupied the discipline such as essentialism v. social construction and the gay v. queer debates. We will also devote time to discussions of contemporary social issues as they relate to the struggle of lesbian, gays, bisexual, and transgendered persons for social acceptance and legal protection. We will read selections from novels, plays, and poems. Finally, in this course, I hope to examine the way in which potentially subversive queer cultural productions negotiate a space within the dominant culture in order to reach an audience that extends beyond the converted and to open up a space for greater tolerance and social change.

Exams: Midterm and final exams will be administered on the following days—March 10 (9:30-10:45) and May 14 (10:30-12:30). The midterm and final exams may be either short answer or essay questions. (Each short answer question will require about a paragraph in response. Make up exams will be given only if the student has a compelling and documented excuse for missing the regularly scheduled test.

Quizzes/Class Participation: Students will be expected to participate in class discussions. In order to do this, the student must read the assigned material. To ensure participation, I have planned four reading check quizzes. These will be given at the beginning of the class on the first day that we discuss the particular work. I will not indicate which works will be included so that I can ensure that students read everything. I will only implement these quizzes if students are clearly not keeping up with the reading and the participation. There is a possibility that no quizzes will be given if students are prepared for class, in which case, credit originally assigned to quizzes will be awarded for contributions to class discussion at the end of the term. There will be no opportunity to make up a pop quiz; students must be present when it is administered.

Essay: Students will be expected to write a six to eight page critical analysis of a primary work from the reading list, the goal of which is to create a thoughtful and unified discussion of a single or several related features of a text while integrating no fewer than five secondary sources, either critical or theoretical. The essays will examine the ways in which the related literature reflects,

comments on, or attempts to intervene in contemporary LGBT social debates. All essays must be typed and turned in at the beginning of class on April 16. Each day that an essay is late, it will fall a letter grade.

Attendance: Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory. Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.* Students enrolled in TR sections may not exceed 3 unexcused absences for the semester. Students enrolled in a MWF section may not exceed 5 unexcused absences for the semester. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy (http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf). Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time. Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Student Progress: If you think you need to drop the course, no withdraw fee is charged until after January 25. A withdraw fee applies and a "W" will appear on the transcript after January 25. **The last day to drop the course with a fee and a "W" is April 12.** For additional information, consult the Colonel's Compass: <http://colonelscompass.eku.edu/spring-2015-deadlines-adddrop-refunds>

Academic Integrity: Academic Dishonesty will not be tolerated in this course. This includes but is not limited to cheating on exams and plagiarizing or fabricating source materials for essay assignments. If a student violates the academic integrity policy s/he will receive an "F" for the assignment and/or the course. The student will also be reported to the Academic Integrity Coordinator and may be subject to still more sanctions which could even include suspension or expulsion from the University. When a student turns in a paper to me, s/he is affirming that s/he understands the rules prohibiting plagiarism, and any evidence of dishonesty will be construed as willful. In other words, once the student turns in a paper to me, it is too late to claim that s/he did not know what plagiarism is. The student has the responsibility to determine in advance that h/er research and composition methods are appropriate. **Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding this policy may be directed to the Office of Academic Integrity.**

Grade Percentage:

Midterm Exam	30%
Final Exam	30%

Research Paper	20%
Quizzes	10%
Participation	<u>10%</u>
	100%

Disability Statement: A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

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

Class Schedule—(This schedule is subject to modification)

Week 1:

Jan. 20—Introduction to syllabus and Gay v. Queer discussion.

Jan. 22—Discussion of Queer Theory and Social Issues.

Week 2:

Jan. 27— Introduction to Queer Theories—Foucault, Sedgwick, Butler.

Jan. 29— *Well of Loneliness*

Week 3:

Feb. 3—*Well of Loneliness*

Feb. 5—*Maurice*

Week 4:

Feb 10—*Maurice*

Feb. 12—*Maurice* and/or *Cat on a Hot Tin Roof*

Week 5:

Feb. 17—*Cat on a Hot Tin Roof*

Feb. 19—*Cat on a Hot Tin Roof*

Week 6:

Feb 24—*Giovanni's Room*

Feb 26—*Giovanni's Room*

Week 7:

March 3— *Giovanni's Room* and/or *Howl*

March 5—*Howl*

Week 8:
March 10— **Midterm Exam**
March 12—*Howl*

Week 9:
March 17-- *Rubyfruit Jungle*
March 19--*Rubyfruit Jungle*

Week 10:
March 24—*Rubyfruit Jungle*
March 26—*Angels in America*

Week 11: Spring Break (March 31 and April 2)

Week 12:
April 7—*Angels in America*
April 9—*Angels in America*

Week 13:
April 14—*Angels in America*
April 16—(**Essays Due**) *Angels in America* and/or *Oranges Are not the Only Fruit*

Week 14:
April 21—*Oranges Are not the Only Fruit*
April 23: *Oranges Are not the Only Fruit*

Week 15:
April 28—*Grief*
April 30—*Grief*

Week 16:
May 5—Catch up
May 7—Catch up

May 14-- **Final Exam** (10:30-12:30)

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Women & Gender Studies
<input type="checkbox"/> Course Revision (Parts II, IV)	College	University Programs
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	_____
<input type="checkbox"/> New Minor (Part III)	*Course Title	_____
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	Minor in Women & Gender Studies
<input checked="" type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	4/30/15	Council on Academic Affairs	Pending
College Curriculum Committee	5.6.15	Faculty Senate**	NA
General Education Committee*	_____	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2016
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
To add WGS 366 to the curriculum of the Minor.

A. 2. Proposed Effective Academic Term: (Example: Fall 2012)
Spring 2016

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

B. The justification for this action:

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: Needed.

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

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

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

New or Revised* Catalog Text

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

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. 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.

Revised* Program Text

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

Women and Gender Studies (WGS) is a multidisciplinary program offering both a minor and a certificate. WGS acquaints students with the growing research on women and gender studies by addressing the intersections of gender, race, class, sexualities, and abilities and by promoting active learning and social engagement. By analyzing competing perspectives and integrating knowledge across traditional academic boundaries, students learn to identify and examine gender-based assumptions and biases and to recognize their consequences on individual, social, and cultural levels.

Minor in Women and Gender Studies

A student may complete an interdisciplinary Women and Gender Studies minor by taking 18 hours as indicated below.

Core Requirements.....6 hours

WGS 201 and 400.

Electives.....12 hours

Twelve hours from the following courses: WGS 132, 232, 300, 302, 303, 304, 305, 306, 308, 309, 310, 331, 345, 349, 364, 366, 378, 420, 445, 446, 451, 495, 591, 592 , 593, SOC 399, or gender-specific courses from other programs (upon WGS approval).

Total Curriculum Requirements.....18 hours

NOTE: Average GPA of courses applied to the minor must be 2.25 or better.

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Women & Gender Studies
<input type="checkbox"/> Course Revision (Parts II, IV)	College	University Programs
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	_____
<input type="checkbox"/> New Minor (Part III)	*Course Title	_____
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	Certificate in Women & Gender Studies
<input checked="" type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	4/30/15	Council on Academic Affairs	Pending
College Curriculum Committee	5.6.15	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2016
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To add WGS 366 to the curriculum of the Certificate.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Spring 2016</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None.</p> <p>Operating Expenses Impact: None.</p> <p>Equipment/Physical Facility Needs: None.</p> <p>Library Resources: Needed.</p>

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

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

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

New or Revised* Catalog Text

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

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. 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.

Revised* Program Text

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

Women and Gender Studies (WGS) is a multidisciplinary program offering both a minor and a certificate. WGS acquaints students with the growing research on women and gender studies by addressing the intersections of gender, race, class, sexualities, and abilities and by promoting active learning and social engagement. By analyzing competing perspectives and integrating knowledge across traditional academic boundaries, students learn to identify and examine gender-based assumptions and biases and to recognize their consequences on individual, social, and cultural levels.

Certificate in Women and Gender Studies

A student may complete an Interdisciplinary Women and Gender Studies certificate by taking 12 hours as indicated below:

Core Requirements.....6 hours

WGS 201 and 400.

Electives.....6 hours

Six hours from the following courses: WGS 132, 232, 300, 301, 302, 303, 304, 305, 306, 308, 309, 310, 331, 345, 349, 364, 366, 378, 420, 445, 446, 451, 495, 591, 592, 593, SOC 399, or gender-specific courses from other programs (upon WGS approval).

Total Curriculum Requirements.....12 hours

NOTE: Average GPA of courses applied to the minor must be 2.25 or better.

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

Part I

Department Name	English & Theater		
College	Arts & Sciences		
*Course Prefix & Number	ENG 366		
*Course Title (30 characters)	Queer Theory and Literatures		
*Program Title	_____		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	05-21-2015	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Revise course description for ENG 366 to cross-list with WGS 366, a new course that was approved by CAA on 05-21-2015.</p> <p>A. 2. Effective date: (Example: Fall 2001) Spring 2016</p>

Part II. Recording Data for Revised Course

<p>1. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.</p>
<p>New or Revised* Catalog Text</p> <p>(*Use strikeout for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>
<p>ENG 366 Queer Theory and Literatures. (3) A. <u>Cross-listed as WGS 366.</u> Prerequisite: ENG 102 or 105 (B) or HON 102. Examination of trends in Queer Theory; study of major contributors to the field such as Foucault, Butler, and Sedgwick; application of theoretical models to literary and cinematic texts. <u>Credit will not be awarded to students who have credit for WGS 366.</u> General Education Element 6.</p>



EASTERN KENTUCKY UNIVERSITY

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College of Arts and Sciences

Office of the Associate Dean
Academic and Student Affairs

105 Roark Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
PHONE: 859-622-8140
FAX: 859-622-1451
EMAIL: karin.sehmann@eku.edu
WEBSITE: cas.eku.edu

TO: Council on Academic Affairs
FROM: Dr. Karin Sehmann, Associate Dean
College of Arts and Sciences
DATE: May 14, 2015
SUBJECT: Editorial Forms

Please consider the following Editorial Forms (based on recent College of Education Professional Education Requirements revisions) from the College of Arts and Sciences at the next CAA meeting on May 21, 2015:

College of Arts and Sciences

Editorial Forms

Department of Art & Design
Bachelor of Arts in Art
Department of Biological Sciences
Bachelor of Science in Biology/Teaching
Department of Chemistry
Bachelor of Arts in Chemistry/Teaching
Department of English & Theatre
Bachelor of Arts in English/Teaching
Department of Geosciences
Bachelor of Science in Earth Science/Teaching
Department of History
Bachelor of Arts in History/Teaching
Department of Languages, Cultures & Humanities
Bachelor of Arts in French/Teaching
Bachelor of Arts in Spanish/Teaching
Department of Mathematics & Statistics
Bachelor of Science in Mathematics/Teaching
Department of Music
Bachelor of Music in Music Education
Department of Physics
Bachelor of Science in Physics/Teaching



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

Part I

Department Name	Art & Design		
College	College of Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Bachelor of Arts in Art		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	4/16/2015	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise Professional Education Requirements, based on recent College of Education program revisions.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2015</p>
--

Part III. Recording Data for Revised Program

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>
<p>New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)</p>
<p>Professional Education Requirements..... 35 hours</p> <p>AED 361 or EME 361; AED 540 or ESE 540; EDF <u>103(1)</u>, 203, 204(2), 219<u>(2)</u>, and 413(2); EMS 300W(1), 490(1), and 474; SED 104 (^GElement 6), 402(2), and 12 hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), and 499(9).</p> <p><i>^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education</i></p>

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

Part I

Department Name	Biological Sciences		
College	College of Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Bachelor of Science in Biology/Teaching		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	4/16/2015	

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise Professional Education Requirements, based on recent College of Education program revisions.
A. 2. Effective date: (Example: Fall 2001) Fall 2015

Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.
New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)
Professional Education Requirements 36 37 hours EDF 103(1) , 203, 204(1 <u>2</u>), 219(2), 413, EMS 300W, 474, 490, ESE 561, SED 104 (^G Element 6), 402(2), and 12 hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). <i>^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above.</i>
TOTAL HOURS TO COMPLETE DEGREE130- 134 135 hours

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

Part I

Department Name	Chemistry		
College	College of Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Bachelor of Arts in Chemistry		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	4/16/2015	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Revise Professional Education Requirements, based on recent College of Education program revisions.</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2015</p>
--

Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.	
New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)	
Professional Education Requirements	36 <u>37</u> hours
EDF 103(1) , 203, 204(<u>12</u>), 219(<u>2</u>), 413, EMS 300W, 474, 490, ESE 561, SED 104 (^G Element 6), 402(2), and 12 hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), and 499(9). ^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above.	
Free Electives	25 hours
TOTAL HOURS TO COMPLETE DEGREE	120-121 <u>122</u> hours

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

Part I

Department Name	English & Theatre		
College	College of Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	B.A. in English/Teaching		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	4/16/2015	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Revise Professional Education Requirements, based on recent College of Education program revisions.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2015</p>
--

Part III. Recording Data for Revised Program

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>
<p>New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)</p>
<p>Professional Education Requirements.....37 hours</p> <p>EDF 103(1), 203, 204(2), 219(2), 413, EMS 300W, 490, 474, ESE 543, SED 104 (^GElement 6), 402(2), and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9).</p> <p>^G = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education</p>

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

Part I

Department Name	Geosciences		
College	College of Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Bachelor of Science in Earth Science/Teaching		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	4/16/2015	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Revise Professional Education Requirements, based on recent College of Education program revisions.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2015</p>
--

Part III. Recording Data for Revised Program

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>
<p>New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)</p>
<p>Professional Education Requirements.....37 hours</p> <p>EDF 103(1), 203, 204(2), 219(2), 413; EMS 300W, 474, 490; ESE 561; SED 104 (^GElement 6), 402(2); and 12 hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), and 499(9).</p> <p>^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above.</p>

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

Part I

Department Name	History		
College	College of Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Bachelor of Arts in History/Teaching		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	4/16/2015	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Revise Professional Education Requirements, based on recent College of Education program revisions.</p>	
<p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2015</p>	

Part III. Recording Data for Revised Program

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>	
<p>New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)</p>	
<p>Professional Education Requirements37 hours</p> <p>EDF 103(1), 203, 204(2), 219(2), 413, EMS 300W, 490, 474, ESE 549, SED 104 (^GElement 6), 402(2), and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9).</p> <p><i>^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education</i></p>	

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

Part I

Department Name	Languages, Cultures & Humanities		
College	College of Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Bachelor of Arts in French/Teaching		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	4/16/2015	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Revise Professional Education Requirements, based on recent College of Education program revisions.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2015</p>
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Part III. Recording Data for Revised Program

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>	<p style="text-align: center;">New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)</p> <p>Professional Education Requirements40 hours EDF 103(1), 203, 319 or 319W, 413; EDF 204 or CIS 212 or CSC 104; SED 401 or 401S; EME 442, EMS 499(12); ESE 490, 543; and 3 hrs of Applied Learning Field Experience: EDF 349Q(0.5), 349R(0.5); EMS 349R(0.5), 349R(0.5); and ESE 349(1). <u>EDF 203, 204(2), 219, 413; EME 442; EMS 300W, 474, 490; ESE 543; SED 104</u> <u>(^GElement 6), 402(2); and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9).</u> <u>^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education</u></p>
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Editorial Change - Curriculum Form
(Present only one curriculum editorial change per form)
(Complete only the section(s) applicable.)

Part I

Department Name	Languages, Cultures & Humanities		
College	College of Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Bachelor of Arts in Spanish/Teaching		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	4/16/2015	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Revise Professional Education Requirements, based on recent College of Education program revisions.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2015</p>
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Part III. Recording Data for Revised Program

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>
<p>New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)</p>
<p>Professional Education Requirements40 hours EDF 103(1), 203, 319 or 319W, 413; EDF 204 or CIS 212 or CSC 104; SED 401 or 401S; EME 442; ESE 490, 543; EMS 499(12); and 3 hrs. of Applied Learning Field Experience: EDF 349Q(0.5), 349R(0.5); EMS 349Q(0.5), 349R(0.5); and ESE 349(1). <u>EDF 203, 204(2), 219, 413; EME 442; EMS 300W, 474, 490; ESE 543; SED 104</u> <u>(^GElement 6), 402(2); and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9).</u> <u>^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education</u></p>

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

Part I

Department Name	Mathematics & Statistics		
College	College of Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Bachelor of Science in Mathematics/Teaching		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	3-19-2015; 4-19-2015	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>1. Change MAT 380 from a 4 credit course to 3 credit course (course revision approved by CAA 03-19-2015).</p> <p>2. Revise Professional Education Requirements, based on recent College of Education program revisions (approved by CAA on 04-19-2015).</p>	
<p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2015</p>	

Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.

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

Core Courses.....30 29 hours

MAT 234(4) or 234H(4); MAT 239; MAT 244(4) or 244H(4); MAT 301, 306, 308, 334, 380~~(4)~~^{*+}, and MAE 475.

~~*+ Students who use a course from another institution as the History of Mathematics course will need to take ESE 574 to meet the reading requirement for secondary education certification.~~

Professional Education Requirements.....37 hours

EDF ~~103(1)~~, 203, 204(2), 219~~(2)~~, 413; EMS 300W, 474, and 490; ESE 550 or MAE 550; SED 104 (^GElement 6), 402(2); and 12 hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9).

^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above.

Free Electives.....0 1 hours

TOTAL HOURS TO COMPLETE DEGREE.....**120-122 hours**

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

Part I

Department Name	Music		
College	College of Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Bachelor of Music in Music Teaching		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	4/16/2015	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Revise Professional Education Requirements, based on recent College of Education program revisions.</p> <p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2015</p>	
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Part III. Recording Data for Revised Program

1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.	
<p>New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)</p>	
<p>Professional Education Requirements for Music Education</p> <p>EDF 103(1), 203, 219(2), 413(2); <u>EDF 204 (2) or MUS 384(2)</u>; EMS 300W(1), 474, 490(1); EME 378 or MUE 378; ESE 579 or MUE 579; SED 104 (^GElement 6), 402(2), and 12 hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9).</p> <p>^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above.</p>	<p>33 35 hours</p>
<p>Free Electives</p>	<p>0-5 hours</p>
<p>TOTAL HOURS TO COMPLETE DEGREE</p>	<p>120-135 136 hours</p>

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

Part I

Department Name	Physics & Astronomy		
College	College of Arts & Sciences		
*Course Prefix & Number	_____		
*Course Title (30 characters)	_____		
*Program Title	Bachelor of Science in Physics/Teaching		
	(Major ____, Option ____, Minor ____, or Certificate ____)		
*Provide only the information relevant to the proposal.			
Original Proposal Approved by the Council on Academic Affairs on	Date:	4/16/2015	

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

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Revise Professional Education Requirements, based on recent College of Education program revisions.</p>	
<p>A. 2. Effective date: (Example: Fall 2001)</p> <p>Fall 2015</p>	

Part III. Recording Data for Revised Program

<p>1. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.</p>	
<p>New or Revised* Program (*Use strikeout for deletions and <u>underlines</u> for additions.)</p>	
<p>Professional Education Requirements37 hours</p> <p>EDF 103(1), 203, 204(2), 219(2), 413; EMS 300W, 490, 474; ESE 561, SED 104 (^GElement 6), 402(2); and 12 credit hours of Clinical Experiences: CED 100(0.5), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9).</p> <p>^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education</p>	