



# AGENDA

EASTERN KENTUCKY UNIVERSITY  
BOARD OF REGENTS

QUARTERLY MEETING

FEBRUARY 28, 2020



**Eastern Kentucky University  
Board of Regents**

**Quarterly Meeting**

**February 28, 2020**

**Room 219  
Powell Student Center  
Eastern Kentucky University**

Committee Meetings will begin at 12:00 p.m. and run consecutively.

**SCHEDULE**

- 11:00 a.m. Lunch (optional) – Case Dining, Regents Room  
Buffet with Staff Council and invited guests
- 12:00 p.m. Convene Committee Meetings in the Room 219, Powell Student Center
- Diversity and Inclusion Committee
- Student Life and Athletics Committee
- Audit and Compliance Committee
- Finance and Administration Committee
- Organizational Performance, Enrollment Growth and Student Success Committee
- Executive Committee and Academic Affairs
- 1:00 p.m. Convene Board Meeting in Room 219, Powell Student Center

Eastern Kentucky University  
Board of Regents  
Diversity and Inclusion Committee  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

12:00 p.m.

- I. Swearing in of New Staff Regent, Philip Gump
- II. Call to Order (Committee Chair Juan Castro)
- III. Action Items
  - A. Consent Agenda
    - i. Approval of the December 12, 2019 Diversity and Inclusion Committee meeting minutes (Juan Castro) .....11
- IV. Adjourn

Eastern Kentucky University  
Board of Regents  
  
Student Life and Athletics Committee  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

- I. **Call to Order** (Committee Chair Vasu Vasudevan)
- II. **Information Item**
  - A. Introduction of Vice President and Director of Athletics, Matt Roan (President McFaddin)
- III. **Action Items**
  - A. **Consent Agenda**
    - i. Approval of the December 12, 2019 Student Life, Discipline and Athletics Committee Meeting Minutes (Vasu Vasudevan).....14
    - ii. Approval of SGA Constitutional Amendment (Madison Lipscomb) .....16
- IV. **Adjourn**



Eastern Kentucky University  
Board of Regents  
Audit and Compliance Committee  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

- I. **Call to Order** (Committee Chair Alan Long)
- II. **Action Item**
  - A. **Consent Agenda**
    - i. Approval of the December 12, 2019 Audit and Compliance Committee Meeting Minutes  
(Alan Long) .....18
- III. **Adjourn**

Eastern Kentucky University  
Board of Regents

Finance and Administration Committee  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

- I. **Call to Order** (Committee Chair Lynn Taylor Tye)
- II. **Information Items**
  - A. Financial Update (Barry Poynter) .....21
  - B. Construction Update (Brian Wilcox) .....29
  - C. Development Update (Betina Gardner) .....39
- III. **Action Item**
  - A. **Consent Agenda**
    - i. Approval of the December 12, 2019 Finance and Planning Committee Meeting Minutes  
(Lynn Taylor Tye) .....44
    - ii. Approval of Easement for Kit Carson Commons Project (Dana Fohl) .....46
- IV. **Adjourn**

Eastern Kentucky University  
Board of Regents

Organizational Performance, Enrollment Growth and Student Success Committee  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

- I. **Call to Order** (Committee Chair Jason Marion)
- I. **Information Item**
  - A. Enrollment Summit Update (Tanlee Wasson)
- II. **Action Item**
  - A. **Consent Agenda**
    - i. Approval of the December 12, 2019 Organizational Performance, Enrollment Growth and Student Success Committee Meeting Minutes (Jason Marion) .....56
    - ii. Revision to Academic Policies (Sherry Robinson) .....58
      - 1. Policy Revision, 4.6.3, Determining Faculty Rank for Initial Appointments
      - 2. Policy Revision, 4.7.8, Faculty Emeritus
    - iii. Revision to Administrative Policies (Haley Norberg) .....67
      - 1. Policy Revision, 1.3.1, Animals on Campus
      - 2. Policy Adoption, 1.3.5, Website Accessibility
      - 3. Policy Adoption, 8.3.10, Campaigning Activity of Employees
      - 4. Policy Revision, 9.1.1, Service, Sale and Consumption of Alcoholic Beverages
      - 5. Policy Adoption, 9.3.4, Unmanned Aircraft Systems Procedure
      - 6. Policy Revision, 9.4.2, Utility Cart Safety Policy
      - 7. Policy Adoption, 11.2.5, Social Media Communications
      - 8. Policy Repeal, 1.1.2, Authorization for Regulations
      - 9. Policy Repeal, 4.7.6, Political Activity of Faculty
      - 10. Policy Repeal, 8.3.3, Political Activity of the Staff
    - iv. Revision to Model Laboratory School Policies (John Williamson) ..... 122
- III. **Adjourn**

**Eastern Kentucky University  
Board of Regents  
Executive and Academic Affairs Committee  
Agenda**

**February 28, 2020**

**Room 219  
Powell Student Center  
Eastern Kentucky University**

- I. Call to Order** (Committee Chair Lewis Diaz)
- II. Action Items**
  - A. Consent Agenda**
    - i. Approval of the December 12, 2019 Executive and Academic Affairs Committee Meeting Minutes (Lewis Diaz) ..... 278
    - ii. Personnel Actions (President McFaddin)..... 280
    - iii. Approval of Nominees for Staff Emeritus (Ashley Thacker) ..... 287
    - iv. Recommended Sabbatical Program Participants for 2020-2021 (Sherry Robinson) ... 289
    - v. Report from the Council on Academic Affairs (Sherry Robinson) ..... 292
- III. Adjourn**



Eastern Kentucky University  
Board of Regents

Regular Quarterly Meeting  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

1:00 p.m.

- I. Call to Order
- II. Election of Officers
- III. Information Items
  - A. Staff Reports
    - i. Legislative Update (Ethan Witt)
    - ii. Innovation Fund Presentation (Tom Martin) ..... 477
  - B. Additional Reports to the Board
    - i. Marco Ciocca, Faculty Senate Chair
    - ii. Ashley Thacker, Staff Council Vice Chair
    - iii. Madison Lipscomb, SGA President
    - iv. David McFaddin, Interim President
    - v. Lewis Diaz, Chair
- IV. Action Items
  - A. Consent Agenda
    - i. Approval of the December 12, 2019 Board Meeting Minutes (Lewis Diaz) ..... 511
    - ii. Personnel Actions (President McFaddin)..... 280
    - iii. Approval of Nominees for Staff Emeritus (Ashley Thacker) ..... 287
    - iv. Recommended Sabbatical Program Participants for 2020-2021 (Sherry Robinson) ... 289
    - v. Report from the Council on Academic Affairs (Sherry Robinson) ..... 292
    - vi. Revision to Academic Policies (Sherry Robinson) .....58
    - vii. Revision to Administrative Policies (Haley Norberg) .....67
    - viii. Revision to Model Laboratory School Policies (John Williamson) ..... 122
    - ix. Approval of SGA Constitutional Amendment (Madison Lipscomb).....16
  - B. Approval of Easement for Kit Carson Commons Project (Dana Fohl) .....46
  - C. Approval of 2020 Regularly Scheduled Board Meetings Dates
- V. New Business
- VI. Executive Session
- VII. Other Business
- VIII. Adjournment

Eastern Kentucky University  
Board of Regents  
Diversity and Inclusion Committee  
Agenda  
February 28, 2020  
Room 219  
Powell Student Center  
Eastern Kentucky University  
12:00 p.m.

- I. Swearing in of New Staff Regent, Philip Gump
- II. Call to Order (Committee Chair Juan Castro)
- III. Action Items
  - A. Consent Agenda
    - i. Approval of the December 12, 2019 Diversity and Inclusion Committee meeting minutes (Juan Castro) .....11
- IV. Adjourn

**Eastern Kentucky University  
Board of Regents  
Diversity and Inclusion Committee  
Meeting Minutes**

**December 12, 2019**

**Black Box Theater  
Center for the Arts  
Eastern Kentucky University**

**Call to Order**

Committee Chair Juan Castro called the meeting of the Diversity and Inclusion Committee to order at 12:33 p.m. at the Black Box Theater, Center for the Arts, Eastern Kentucky University. Committee Chair Castro established a quorum was present.

**Committee Members Present**

Juan Castro  
Laura Babbage  
Nancy Collins  
Vasu Vasudevan  
Jason Marion  
Madison Lipscomb

**Committee Members Absent**

None

**Action Item**

**A. Consent Agenda**

**i. Approval of the August 29, 2019 Diversity and Inclusion Committee Minutes**

A motion was made by Regent Babbage to approve the minutes of the August 29, 2019, meeting of the Diversity and Inclusion Committee of the Board of Regents. The motion was seconded by Regent Collins. The motion passed by voice vote.

**New Business**

There was no new business.

## **Adjourn**

There being no further business, Committee Chair Castro requested a motion to adjourn. A motion was made by Regent Collins to adjourn the meeting. The motion was seconded by Regent Babbage. The motion passed by voice vote, and the meeting of the Diversity and Inclusion Committee was thereby adjourned at 12:35 p.m.



Eastern Kentucky University  
Board of Regents  
  
Student Life and Athletics Committee  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

- I. **Call to Order** (Committee Chair Vasu Vasudevan)
- II. **Information Item**
  - A. Introduction of Vice President and Director of Athletics, Matt Roan (President McFaddin)
- III. **Action Items**
  - A. **Consent Agenda**
    - i. Approval of the December 12, 2019 Student Life, Discipline and Athletics Committee Meeting Minutes (Vasu Vasudevan).....14
    - ii. Approval of SGA Constitutional Amendment (Madison Lipscomb) .....16
- IV. **Adjourn**

**Eastern Kentucky University  
Board of Regents  
Student Life and Athletics Committee  
Meeting Minutes**

**December 12, 2019**

**Black Box Theater  
Center for the Arts  
Eastern Kentucky University**

**Call to Order**

Committee Chair Vasu Vasudevan called the meeting of the Student Life and Athletics Committee to order at 12:35 p.m. at the Black Box Theater, Center for the Arts, Eastern Kentucky University. Committee Chair Vasudevan established a quorum was present.

**Committee Members Present**

Vasu Vasudevan  
Laura Babbage  
Nancy Collins  
Jason Marion  
Madison Lipscomb  
Lynn Taylor Tye

**Committee Members Absent**

None

**Information Items**

**A. Introduction of Interim Athletics Director, Mark Sandy**

**Action Item**

**A. Consent Agenda**

**i. Approval of the August 29, 2019 Student Life, Discipline and Athletics Committee Minutes**

A motion was made by Regent Babbage to approve the minutes of the August 29, 2019, meeting of the Finance and Planning Committee of the Board of Regents. The motion was seconded by Regent Collins. The motion passed by voice vote.

**ii. Approval of the OVC Governing Board Certification Form**

Chair Diaz shared that the Ohio Valley Conference (OVC) form has been thoroughly vetted by University Counsel. The OVC bylaws require the Chairman of the Board sign the certification with respect to how the University operates its athletic programs and the distribution of responsibilities among University employees, including the President and Athletics Director. The OVC bylaws also require full Board approval.

A motion was made by Regent Marion to approve the OVC Governing Board Certification form, with the recommendation that the term “Chairman” be replaced with “Chair.” The motion was seconded by Regent Tye. The motion passed by voice vote.

**New Business**

There was no new business.

**Adjourn**

There being no further business, Committee Chair Vasudevan requested a motion to adjourn. A motion was made by Regent Collins to adjourn the meeting. The motion was seconded by Regent Tye. The motion passed by voice vote, and the meeting of the Diversity and Inclusion Committee was thereby adjourned at 12:39 p.m.



**EASTERN KENTUCKY UNIVERSITY**

*Serving Kentuckians Since 1874*

Student Government Association  
Phone: (859) 622-1726

116 Powell Student Center  
521 Lancaster Ave  
Richmond, Kentucky 40475-  
3102  
[www.sga.eku.edu](http://www.sga.eku.edu)

**SEN 1920 022**

**An Act to Amend Article 7,  
Section B, Subsection 1 of the Student Government  
Association Constitution**

- Whereas, Article 10, Section A, Subsection 1 of the Student Government Association Constitution gives the Student Senate authority to propose and pass amendments to the Constitution; And,
- Whereas, The SGA Student Court, as the judicial branch of the Association, has the stated purpose of providing due process, interpreting the SGA Constitution, facilitating the resolution of disputes between SGA's various branches, and representing the student body of Eastern Kentucky University in matters of judicial affairs; And,
- Whereas, Article 7, Section B, Subsection one of the SGA Constitution limits the number of Justices on the SGA Student Court at nine; And,
- Whereas, The SGA Student Court believes that it could better perform its duties if the SGA President were permitted to appoint a greater number of justices to the Court; Be it therefore,
- Enacted, In Article 7, Section A, Subsection 1 of the SGA Constitution, the phrase "nine Justices" be stricken, and replaced with the phrase "no more than fifteen Justices"; And further,
- Enacted, In the aforementioned subsection, the phrase "seven Associate Justices" be stricken, and replaced with the phrase "no more than thirteen Associate Justices".

**Presented to Senate:** 01/28/2020

**Action by Senate:** 02/11/2020

**Action by the President:**

Sponsored by:

Approved by:

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**Josh Thomasson**, *Constitution and Bylaw Revision  
Committee Chair*

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**Grant Minx**, *Executive Vice President*

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**Zachary Hollandsworth**, *CBR Deputy Chair*

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**Madison Lipscomb**, *Student Body President*



Eastern Kentucky University  
Board of Regents

Audit and Compliance Committee  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

- I. **Call to Order** (Committee Chair Alan Long)
- II. **Action Item**
  - A. **Consent Agenda**
    - i. Approval of the December 12, 2019 Audit and Compliance Committee Meeting Minutes  
(Alan Long) .....18
- III. **Adjourn**

**Eastern Kentucky University  
Board of Regents  
Audit and Compliance Committee  
Meeting Minutes**

**December 12, 2019**

**Black Box Theater  
Center for the Arts  
Eastern Kentucky University**

**Call to Order**

Committee Chair Alan Long called the meeting of the Audit and Compliance Committee to order at 12:39 p.m. at the Black Box Theater, Center for the Arts, Eastern Kentucky University. Committee Chair Long established a quorum was present.

**Committee Members Present**

Alan Long  
Juan Castro  
Laura Babbage  
Nancy Collins  
Jason Marion  
Lynn Taylor Tye

**Committee Members Absent**

None

**Information Item**

**A. Audit Presentation by Crowe LLP for Fiscal Year Ending June 30, 2019**

Crowe LLP representative Alice Cowley gave a report detailing the results of the Fiscal Year 2019 Financial Statement Audit, a copy of which is incorporated herein and will be included with the official copy of the minutes.

**Action Item**

**A. Consent Agenda**

- i. **Approval of the August 29, 2019 Audit and Compliance Committee Minutes**

A motion was made by Regent Tye to approve the minutes of the August 29, 2019 meeting of the Audit and Compliance Committee of the Board of Regents. The motion was seconded by Regent Castro. The motion passed by voice vote.

**ii. Approval of the Audit for the Fiscal Year Ending June 30, 2019**

Mr. Barry Poynter requested a motion to approve the Audit for the Fiscal Year Ending June 30, 2019. The motion was made by Regent Babbage and seconded by Regent Collins. The motion passed by voice vote.

**New Business**

There was no new business.

**Adjourn**

Hearing no objection, Committee Chair Long declared the meeting of the Audit and Compliance Committee adjourned at 12:47 p.m.

Eastern Kentucky University  
Board of Regents

Finance and Administration Committee  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

- I. **Call to Order** (Committee Chair Lynn Taylor Tye)
- II. **Information Items**
  - A. Financial Update (Barry Poynter) .....21
  - B. Construction Update (Brian Wilcox) .....29
  - C. Development Update (Betina Gardner) .....39
- III. **Action Item**
  - A. **Consent Agenda**
    - i. Approval of the December 12, 2019 Finance and Planning Committee Meeting Minutes  
(Lynn Taylor Tye) .....44
    - ii. Approval of Easement for Kit Carson Commons Project (Dana Fohl) .....46
- IV. **Adjourn**



**Eastern Kentucky University**

Financial Update

February 28, 2020

# Budget to Actual Summary

*\* Preliminary / Draft - Unaudited \**

January 31, FY 2019-20		Revenue			Expense		
Fund	Revised Budget	Actual Revenue	Percent Realized	Revised Budget	Actual Expense	Percent Realized	Change in Net Position
Education & General	230,561,085	196,605,855	85.27%	239,368,781	143,578,579	59.98%	53,027,276
Auxiliary	28,579,685	24,183,353	84.62%	28,579,685	14,364,686	50.26%	9,818,667
Total	<u>259,140,770</u>	<u>220,789,209</u>	85.20%	<u>267,948,466</u>	<u>157,943,265</u>	58.95%	<u>62,845,944</u>

January 31, FY 2018-19		Revenue			Expense		
Fund	Revised Budget	Actual Revenue	Percent Realized	Revised Budget	Actual Expense	Percent Realized	Change in Net Position
Education & General	236,020,212	200,743,492	85.05%	247,256,721	147,814,715	59.78%	52,928,777
Auxiliary	27,412,042	25,319,194	92.37%	27,412,042	14,771,300	53.89%	10,547,894
Total	<u>263,432,254</u>	<u>226,062,686</u>	85.81%	<u>274,668,763</u>	<u>162,586,015</u>	59.19%	<u>63,476,671</u>

# E & G Revenue by Classification

*\* Preliminary / Draft - Unaudited \**

Revenue Source	FY 2019-20			FY 2018-19			Variance
	Revised Budget	Actual	Percent Realized	Revised Budget	Actual	Percent Realized	
Tuition & Class Fees	151,391,831	136,526,294	90.18%	154,518,145	137,376,850	88.91%	(850,555)
State Appropriations	63,753,600	51,002,900	80.00%	64,189,000	51,351,300	80.00%	(348,400)
Government Grants & Contracts	5,306,021	1,603,127	30.21%	5,467,684	2,451,486	44.84%	(848,358)
Private Gifts, Grants & Contracts	361,909	414,034	114.40%	582,577	625,431	107.36%	(211,397)
Educational Sales & Services	5,916,707	4,685,026	79.18%	5,760,246	4,784,628	83.06%	(99,602)
Other Sources	3,831,017	2,374,473	61.98%	5,502,561	4,153,798	75.49%	(1,779,324)
Total	230,561,085	196,605,855	85.27%	236,020,212	200,743,492	85.05%	(4,137,637)

# E & G Expense by Classification

*\* Preliminary / Draft - Unaudited \**

Expense Classification	FY 2019-20			FY 2018-19			Variance
	Revised Budget	Actual	Percent Realized	Revised Budget	Actual	Percent Realized	
Instruction	91,365,198	47,568,671	52.06%	90,893,111	49,009,203	53.92%	(1,440,532)
Research	446,569	67,467	15.11%	278,606	63,503	22.79%	3,964
Public Service	3,215,439	1,708,009	53.12%	3,050,331	2,054,029	67.34%	(346,020)
Academic Support & Libraries	27,730,743	15,259,271	55.03%	28,613,016	15,868,006	55.46%	(608,734)
Student Services	18,722,630	10,750,631	57.42%	18,168,068	10,998,726	60.54%	(248,095)
Institutional Support	35,069,271	16,554,831	47.21%	41,280,849	17,849,704	43.24%	(1,294,874)
Operation & Maintenance of Plant	24,959,612	13,136,645	52.63%	24,869,872	12,792,049	51.44%	344,596
Scholarships & Fellowships	37,859,320	38,533,054	101.78%	40,102,869	39,179,496	97.70%	(646,441)
Total	239,368,781	143,578,579	59.98%	247,256,721	147,814,715	59.78%	(4,236,136)



# Budget to Actual Summary - Auxiliary

*\* Preliminary / Draft - Unaudited \**

January 31, FY 2019-20	Revenue			Expense			Change in Net Position
	Revised Budget	Actual	Percent Realized	Revised Budget	Actual	Percent Realized	
Auxiliary Unit							
Housing	19,669,406	17,604,114	89.50%	19,669,406	9,579,233	48.70%	8,024,881
Recreation Center	1,699,000	1,363,821	80.27%	1,699,000	687,650	40.47%	676,171
Printing Services	850,000	542,630	63.84%	850,000	450,095	52.95%	92,535
EKU Center for the Arts	2,513,279	1,750,080	69.63%	2,513,279	1,490,523	59.31%	259,558
Parking Operations	1,699,500	1,523,111	89.62%	1,699,500	763,622	44.93%	759,489
White Hall State Historic Site	90,000	74,346	82.61%	90,000	94,459	104.95%	(20,113)
Adams Tennis Center	-	58,208		-	31,931		26,277
University Club at Arlington	1,680,000	981,666	58.43%	1,680,000	967,100	57.57%	14,567
Airport FBO	378,500	285,375	75.40%	378,500	300,074	79.28%	(14,698)
Total	28,579,685	24,183,353	84.62%	28,579,685	14,364,686	50.26%	9,818,667

# Budget to Actual Summary - Auxiliary

*\* Preliminary / Draft - Unaudited \**

January 31, FY 2018-19	Revenue			Expense			Change in Net Position
	Revised Budget	Actual	Percent Realized	Revised Budget	Actual	Percent Realized	
Auxiliary Unit							
Housing	19,765,742	18,146,896	91.81%	19,765,742	10,124,249	51.22%	8,022,647
Recreation Center	1,699,000	1,417,474	83.43%	1,699,000	823,877	48.49%	593,596
Printing Services	850,000	539,694	63.49%	850,000	531,394	62.52%	8,300
EKU Center for the Arts	1,618,000	2,340,769	144.67%	1,618,000	1,721,484	106.40%	619,285
Parking Operations	1,500,800	1,538,822	102.53%	1,500,800	357,018	23.79%	1,181,804
White Hall State Historic Site	-	-		-	-		-
Adams Tennis Center	-	59,305		-	37,708		21,597
University Club at Arlington	1,600,000	1,025,655	64.10%	1,600,000	881,153	55.07%	144,502
Airport FBO	378,500	250,578	66.20%	378,500	294,416	77.79%	(43,838)
Total	27,412,042	25,319,194	92.37%	27,412,042	14,771,300	53.89%	10,547,894

# Budget to Actual Summary - Auxiliary

*\* Preliminary / Draft - Unaudited \**

	FY 2019-20	FY 2018-19	
	Change in Net Position	Change in Net Position	YoY Variance
Housing	8,024,881	8,022,647	2,233
Recreation Center	676,171	593,596	82,575
Printing Services	92,535	8,300	84,236
EKU Center for the Arts	259,558	619,285	(359,728)
Parking Operations	759,489	1,181,804	(422,315)
White Hall State Historic Site	(20,113)	-	(20,113)
Adams Tennis Center	26,277	21,597	4,680
University Club at Arlington	14,567	144,502	(129,936)
Airport FBO	(14,698)	(43,838)	29,140
	9,818,667	10,547,894	(729,227)

Questions?



[www.eku.edu](http://www.eku.edu)



**Eastern Kentucky University**

**Capital Project Update**

February 28, 2020

# New Student Recreation & Wellness Center

- Key project milestones:
  - Substantial Completion date was 12/18/19
  - Pool scheduled to open March 23, 2020



# New Student Recreation & Wellness Center

- Project Closeout:
  - Punchlist, 93% – 268 items remain (3,813 total)
  - MEP equipment commissioning, 90% complete
  - A/E/C Performance Evaluations, 70% complete
  - Receipt of O&M Manuals, 95% complete
  - Owner training on equipment, 95% complete
  - Closing out remaining contract encumbrances and bond covenants

# New Student Recreation & Wellness Center

- Key financial metrics:
  - Percent of project budget encumbered 96%
  - Percent of encumbrances paid out 94%
  - Percent of Contingency budget expended 72%
  - Contingency balance \$959,855





# New Student Recreation & Wellness Center

- LEED Certification Status:
  - Initial Design Review due back 06 March
  - Final Design Review scheduled 06 April to 11 April
  - Initial Construction Review – 17 April to 22 May
  - Final Construction Review – 05 June to 05 July
  - LEED Silver Certification anticipated 10 July 2020

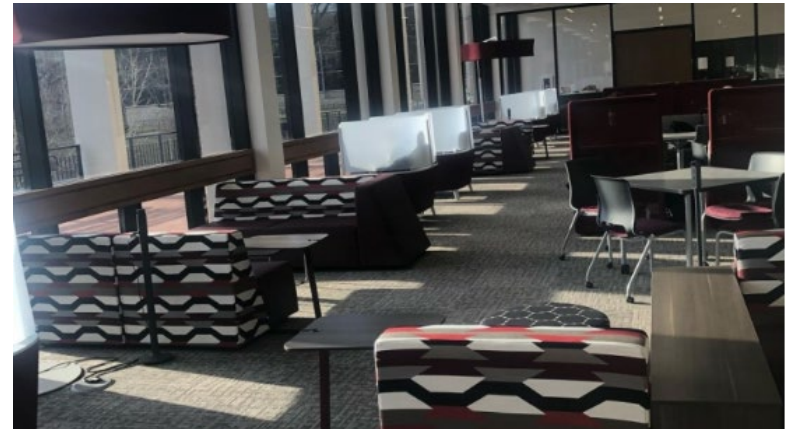
# New Student Recreation & Wellness Center

- LEED Certification Points:
  - LEED Silver requires 50 – 59 points
  - Anticipate receiving between 56 – 58 points
    - Sustainable Sites - 20
    - Water Efficiency - 6
    - Energy and Atmosphere - 11
    - Materials and Resources - 6
    - Indoor Environmental Quality - 7
    - Innovation and Design Process - 6
    - Regional Priority Credits - 2



# Powell Student Center

- Key project milestones:
  - Substantial Completion date was 12/8/19
  - OMVA Space scheduled to open May 1, 2020

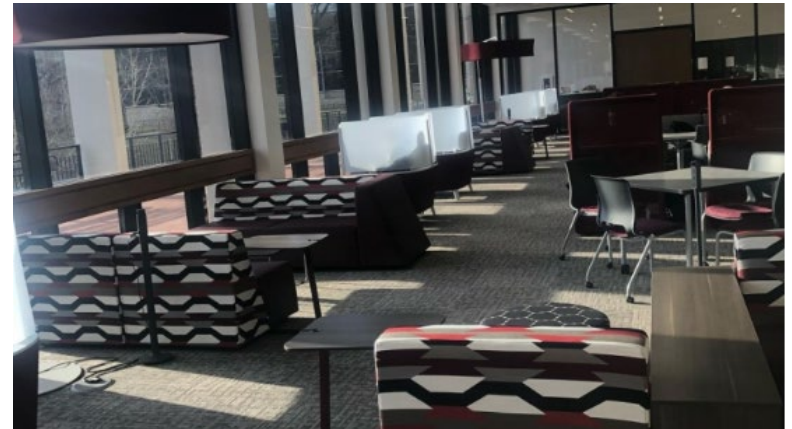


# Powell Student Center

- Project Closeout:
  - Punchlist, 76% -- 170 items remain (704 total)
  - MEP equipment commissioning, 90% complete
  - A/E/C Performance Evaluations, 70% complete
  - Receipt of O&M Manuals, 95% complete
  - Owner training on equipment, 95% complete
  - Closing out remaining contract encumbrances and bond covenants

# Powell Student Center

- Key financial metrics:
  - Percent of project budget encumbered 89%
  - Percent of encumbrances paid out 90%
  - Percent of Contingency budget expended 21%
  - Contingency/Reserve balance \$2,037,166



Questions?



[www.eku.edu](http://www.eku.edu)

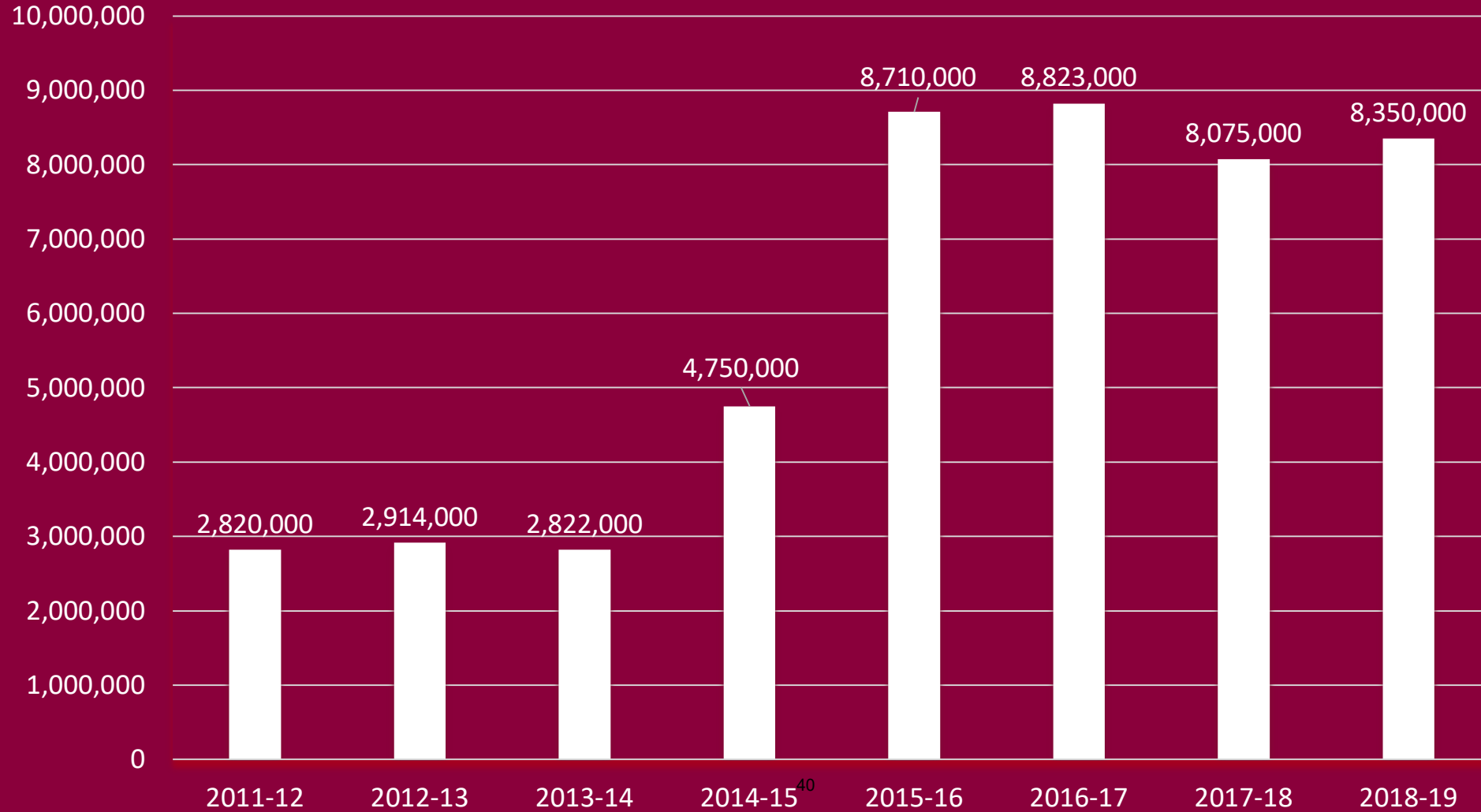
# Development and Alumni Engagement Report

EKU Board of Regents

February 28, 2020

Betina Gardner

## Total Commitments





# Fundraising

*FY19 Final Totals*



	<u>F15</u>	<u>F16</u>	<u>F17</u>	<u>F18</u>	<u>F19</u> <i>(as of 06/30/19)</i>	<u>Total</u>
Gifts Received	\$3,624,907	\$3,784,106	\$4,362,227	\$2,846,252	\$2,712,445	\$17,329,937
Bequest Expectancies (FV)	\$1,050,000 (2)	\$3,127,579 (10)	\$2,948,586 (12)	\$4,725,000 (6)	\$5,462,800 (7)	\$17,313,965
New Pledges	\$75,000	\$1,798,374	\$1,512,528	\$503,500	\$175,000	\$4,064,402
<b>TOTAL (FV)</b>	<b>\$4,749,907</b>	<b>\$8,710,059</b>	<b>\$8,823,341</b>	<b>\$8,074,752</b>	<b>\$8,350,245</b>	<b>\$38,708,304</b>

- Annual Giving, Major Gifts, Principal Gifts
- Foundation Board and our investments
- Alumni happenings
- Giving Day #GiveBigE April 14<sup>th</sup>



**Eastern Kentucky University  
Board of Regents  
Finance and Administration Committee  
Meeting Minutes**

**December 12, 2019**

**Black Box Theater  
Center for the Arts  
Eastern Kentucky University**

Janice Sword Way was sworn in as a member of the Eastern Kentucky University Board of Regents on September 26, 2019.

**Call to Order**

Committee Chair Lynn Taylor Tye called the meeting of the Finance and Administration Committee to order at 12:47 p.m. at the Black Box Theater, Center for the Arts, Eastern Kentucky University. Committee Chair Tye established a quorum was present.

**Committee Members Present**

Lynn Taylor Tye  
Alan Long  
Vasu Vasudevan  
Juan Castro  
Janice Sword Way

**Committee Members Absent**

None

**Information Items**

**A. Financial Update**

Mr. Barry Poynter, Vice President of Finance and Administration, presented the financial update to the Board, a copy of which is incorporated herein and will be included with the official copy of the minutes.

**Action Items**

**A. Consent Agenda**

- i. Approval of the August 29, 2019 Finance and Planning Committee Minutes**

A motion was made by Regent Vasudevan to approve the minutes of the August 29, 2019 meeting of the Finance and Administration Committee of the Board of Regents. The motion was seconded by Regent Castro. The motion passed by voice vote.

**ii. Land Lease – Kit Carson Commons Project**

Dr. McFaddin updated the Board on the upcoming construction of low-income housing units and instructional space in the lower Perkins lot by Lancaster Avenue. The project will in effect provide new square footage for workforce development at no cost to ECU. A motion was made by Regent Castro to approve the lease. The motion was seconded by Regent Long. The motion passed by voice vote.

**New Business**

There was no new business.

**Adjourn**

There being no further business, Committee Chair Tye requested a motion to adjourn. A motion was made by Regent Castro to adjourn the meeting. The motion was seconded by Regent Vasudevan. The motion passed by voice vote, and the meeting of the Finance and Administration Committee was thereby adjourned at 1:00 p.m.

### **DECLARATION OF SHARED ACCESS AGREEMENT**

This Declaration of Shared Access Agreement (this "Agreement") is made as of the \_\_\_\_ day of February, 2020 (the "Effective Date"), by (i) THE COMMONWEALTH OF KENTUCKY for the use and benefit of EASTERN KENTUCKY UNIVERSITY, a Kentucky body politic and corporate ("EKU"), and (ii) KIT CARSON COMMONS, LLLP, a Kentucky limited liability limited partnership (the "Leasehold Tenant").

#### **RECITALS**

A. EKU is the fee simple owner of a certain parcel of real property located in Richmond, Madison County, Kentucky, described on Exhibit A (the "Parent Tract").

B. EKU, as Landlord, has agreed to lease to the Leasehold Tenant a portion of the Parent Tract described on Exhibit A-1 attached hereto (the "Leasehold Tract") pursuant to the terms of that certain "Ground Lease" of even date herewith, a Memorandum of which is of record in Deed Book \_\_\_\_, Page \_\_\_\_, in the Office of the Clerk of Madison County, Kentucky.

C. EKU desires to create certain non-exclusive easement rights on, in, under, above, over, across and through portions of the Parent Tract and the Leasehold Tract as described on Exhibit A-2 attached hereto (the "Shared Access Easement Area") for the purposes of ingress to and egress from the Parent Tract and the Leasehold Tract. The Leasehold Tenant joins in this Agreement for the purpose of consenting to the terms and conditions set forth herein.

### **GRANT AND AGREEMENT**

NOW, THEREFORE, in consideration of the premises and the mutual and dependent covenants, terms, conditions and restrictions herein contained, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto do hereby agree as follows:

#### **SECTION ONE** **EASEMENT**

1.1 EKU, in its capacity as the owner of the Parent Tract, hereby grants and conveys unto EKU, in its capacity as the owner of the Leased Tract, its tenants and invitees (including without limitation the Leasehold Tenant), and each of their respective agents, officers, employees, servants, tenants, invitees, visitors, guests, licensees, successors and assigns, to and for the benefit of the Leasehold Tract and the Leasehold Tenant, a perpetual, non-exclusive easement and right-of-way for access, ingress and egress for vehicular and pedestrian traffic to and from the Leasehold Tract over and across that certain portion of the Parent Tract that is within the Shared Access Easement Area.

1.2 EKU, in its capacity as the owner of the Leasehold Tract, hereby grants and conveys unto EKU, in its capacity as the owner of the Parent Tract, its tenants and invitees, and all of their respective agents, officers,

employees, servants, tenants, invitees, visitors, guests, licensees, successors and assigns, to and for the benefit of the Parent Tract, a perpetual, non-exclusive easement and right-of-way for access, ingress and egress for vehicular and pedestrian traffic to and from the Parent Tract over and across that certain portion of the Leasehold Tract that is within the Shared Access Easement Area.

## SECTION TWO CONSTRUCTION AND MAINTENANCE

2.1 Nothing contained in this Agreement shall be deemed to be a grant EKU (or any of its respective successors, assigns and tenants) any private rights by contract with respect to any portions of any right-of-way which remains publicly dedicated.

2.2 Leasehold Tenant, during the term of the Ground Lease, shall be responsible for performing all replacements, repairs and maintenance upon the portion of the Shared Access Easement Area located on the Leasehold Tract as such replacements, repairs and maintenance become necessary in order to keep the same passable and in a first class repair and condition.

2.3 EKU as the owner of the Parent Tract shall be responsible for performing all replacements, repairs and maintenance upon the portion of the Shared Access Easement Area located on the Parent Tract as such replacements, repairs and maintenance become necessary in order to keep the same passable and in a first class repair and condition.

2.4 If any party (the "Defaulting Party") fails to undertake any maintenance, repair or replacement required hereunder within ten (10) days after the other owner (the "Notifying Party") notifies such owner in writing that such maintenance, repair or replacement is the responsibility of such Defaulting Party under this Agreement, the Notifying Party may undertake such maintenance, repair or replacement, and may file suit against the Defaulting Party to seek reimbursement of such of its expenses (including, without limitation, court costs and reasonable attorneys' fees) as a court may find are reasonable under the circumstances.

## SECTION 3 INSURANCE

3.1 EKU shall maintain in full force and effect general public and property damage liability insurance against claims for personal injury, death or property damage occurring upon, in or about the Shared Access Easement Area. Additionally, Leasehold Tenant, during the term of the Ground Lease, shall maintain in full force and effect general public and property damage liability insurance against claims for personal injury, death or property damage occurring upon, in or about that portion of the Shared Access Easement Area within the Leasehold Tract. Such insurance shall identify EKU as an additional insured and shall afford protection in a limit to remain consistent with the commonly accepted insurance requirements then prevailing for similar properties in Richmond, Kentucky.

## SECTION FOUR MISCELLANEOUS

4.1 The easements granted and the rights created pursuant to this Agreement shall be deemed to run with the Parent Tract and the Leasehold Tract, as applicable, and shall be for the benefit of and inure to EKU and the Leasehold Tenant, as applicable, their respective successors and assigns, and the agents, employees, invitees, tenants and guests of the respective parties hereto, and shall burden the Parent Tract and the Leasehold Tract, as applicable, perpetually.

4.2 This Agreement shall be effective and enforceable as of the date first written above.

4.3 This Agreement may only be modified or terminated by a written document recorded in the Office of the Clerk of Madison County, Kentucky.

4.4 No delay or omission by either party in the exercise of any right or power accruing upon any non-

compliance or default by the other party with respect to any of the terms of this Agreement shall impair any such right or power or be construed to be a waiver thereof. A waiver by either party of any of the covenants, conditions or agreements to be performed by the other party shall not be construed to be a waiver of any succeeding breach thereof or of any other covenants, conditions or agreements contained herein.

4.5 Any party to this Agreement may, either at law or in equity, by suit, action, injunction, or other proceedings, enforce or compel performance of this Agreement by the other party or parties.

4.6 Nothing contained in this Agreement, nor any acts of the parties, shall be deemed or construed to create a relationship of principal and agent, partnership, joint venture, or any other association between the parties, or to render either liable for any of the debts or obligations of the other party.

4.7 If any term, provision or condition contained in this Agreement shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement, or the application of such term, provision or condition that is not invalid or unenforceable, shall not be affected thereby, and each term, provision and condition shall be valid and enforceable to the fullest extent permitted by law.

4.8 This Agreement shall be governed by, and shall be construed in accordance with, the laws of the Commonwealth of Kentucky in all respects.

4.9 Any notice required or permitted to be given pursuant to this Agreement shall be in writing and shall be deemed to have been sufficiently given if sent certified mail, return receipt requested, postage prepaid, or personally delivered, to the address for the receiving party first set forth above or to such other address as the receiving party may have designated in written notice to the sending party.

[signatures begin on following page]







THIS INSTRUMENT PREPARED BY:

---

Robert B. Vice, Esq.  
Vice Cox & Townsend PLLC  
2303 River Road, Suite 301  
Louisville, Kentucky 40206  
(502) 290-1272

**EXHIBIT A**

**Legal Description**

**Parent Tract**

**Richmond, Madison County, Kentucky**

Beginning at a corner post in the east line of Kentucky State Highway No. 52, a corner to Hobart Carnes, Jr., thence with Carnes's line S65°-50'E 1524 feet to a corner post and corner to Carnes's thence with Carnes's line and the line of John Hall N27°-40'E 1728.8 feet to a corner post and corner to Hall, thence with Hall's line N67°-30'W 1445.6 feet to a corner post and corner to Carl Brown, thence with Brown's line S18°-30'W 144 feet to a corner post and corner to Brown, thence with Brown's line N67°-30'W 216 feet to a corner post in the east line of Kentucky State Highway No. 52 and corner, thence with the east line of said highway S18°-30'W 611 feet, S19°-20'W 141 feet, S22°-30'W 182 feet, S26°-50'W 155 feet, S30°-40'W 161 feet, S32°-30'W 276 feet to the beginning containing 59.96 acres.

Being the same property conveyed to Commonwealth of Kentucky for the use and benefit of Eastern Kentucky State College from Earl Breckinridge Baker et ux and Ruth Hammons Baker by deed dated December 19, 1960 and of record at Deed Book 189, Page 15 in the office of the Clerk of Madison County, Kentucky.

## **EXHIBIT A-1**

### **Legal Description Leasehold Tract Portion of 4440 Kit Carson Drive Richmond, Madison County, Kentucky**

A certain parcel of land lying along the northern side of Kit Carson Drive, approximately 360 feet from the intersection of said Kit Carson Drive and Lancaster Avenue on the campus of Eastern Kentucky University, city of Richmond, county of Madison, Commonwealth of Kentucky and more particularly described as follows:

Beginning at a 2" Mag-Nail with aluminum washer stamped "VISION PLS 3674" (set nail) set in the asphalt entrance of a parking lot on the north side of Kit Carson Drive, said Mag-Nail being North 82° 11' 34" East 172.85 feet from a set nail at the centerline intersection of Leach Drive and said Kit Carson Drive; thence with a new severance line and coincidental with the back of an existing sidewalk for three (3) calls:

1. South 86° 01' 04" West 20.43 feet to a set nail;
2. Along a curve to the right having a Radius of 671.91 feet, an Arc Length of 313.96 feet and a Long Chord of North 80° 26' 39" West 311.11 feet to a 5/8" x 18" rebar with cap stamped "VISION PLS 3674" (set rebar) set at the back of sidewalk;
3. North 66° 06' 27" West 129.54 feet to a set rebar at the back of sidewalk; thence leaving back of sidewalk and continuing with new severance line for twelve (12) calls:
  4. North 26° 24' 28" East 94.09 feet to a set rebar;
  5. North 50° 32' 59" East 118.46 feet to a set rebar;
  6. North 57° 09' 09" East 131.92 feet to a set rebar;
  7. South 32° 49' 31" East 42.50 feet to a set rebar;
  8. North 57° 10' 24" East 41.15 feet to a set rebar;
  9. North 86° 34' 02" East 52.88 feet to a set rebar;
  10. South 73° 39' 09" East 59.88 feet to a set rebar;
  11. South 13° 30' 45" East 64.48 feet to a set nail in an asphalt parking lot;
  12. South 76° 29' 04" West 17.73 feet to a set nail in an asphalt parking lot;
  13. South 33° 14' 56" West 18.84 feet to a set nail in an asphalt parking lot;
  14. South 13° 05' 00" East 168.03 feet to a set nail in an asphalt parking lot;
  15. South 07° 37' 03" East 60.97 feet to the Point of Beginning containing 2.368 Acres.

This description is based on a field survey conducted under the direction of Richey B. Newton, P.L.S. 3674 of Vision Engineering, LLC located at 128 East Reynolds Rd., Lexington, KY on May 15, 2019 and a visual field verification of site conditions on February 6, 2020.

The basis of meridian is KYSPC South (NAD'83) as observed by GPS static observation.

This being a portion of the property conveyed to Commonwealth of Kentucky for the use and benefit of Eastern Kentucky State College from Earl Breckinridge Baker et ux and Ruth Hammons Baker by deed dated December 19, 1960 and of record at Deed Book 189, Page 15 in the office of the Clerk of Madison County, Kentucky.

**EXHIBIT A-2**

**Legal Description  
Shared Access Easement Area  
Portion of 4460, 4462 & 4464 Kit Carson Drive  
Richmond, Madison County, Kentucky**

A certain parcel of land lying along the northern side of Kit Carson Drive, approximately 360 feet from the intersection of said Kit Carson Drive and Lancaster Avenue on the campus of Eastern Kentucky University, city of Richmond, county of Madison, Commonwealth of Kentucky and more particularly described as follows:

A 24-foot-wide reciprocal access easement, 12 feet on each side of a centerline as described as follows:

Beginning at a 2" Mag-Nail with aluminum washer stamped "VISION PLS 3674" (set nail) set in the asphalt entrance of a parking lot on the north side of Kit Carson Drive, said Mag-Nail being North 82° 11' 34" East 172.85 feet from a set nail at the centerline intersection of Leach Drive and said Kit Carson Drive; thence with the eastern line of the leasehold parcel for four (4) calls:

1. North 07°37'03" West 60.97 feet;
2. North 13°05'00" West 168.03 feet;
3. North 33°14'56" East 18.84 feet;
4. North 76°29'04" East 17.73 feet, said point being North 04°20'52" West from the Point of Beginning.

This description is based on a field survey conducted under the direction of Richey B. Newton, P.L.S. 3674 of Vision Engineering, LLC located at 128 East Reynolds Rd., Lexington, KY on May 15, 2019.  
The basis of meridian is KYSPC South (NAD'83) as observed by GPS static observation.

This being a portion of the property conveyed to Commonwealth of Kentucky for the use and benefit of Eastern Kentucky State College from Earl Breckinridge Baker et ux and Ruth Hammons Baker by deed dated December 19, 1960 and of record at Deed Book 189, Page 15 in the office of the Clerk of Madison County, Kentucky.

Eastern Kentucky University  
Board of Regents

Organizational Performance, Enrollment Growth and Student Success Committee  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

- I. **Call to Order** (Committee Chair Jason Marion)
- I. **Information Item**
  - A. Enrollment Summit Update (Tanlee Wasson)
- II. **Action Item**
  - A. **Consent Agenda**
    - i. Approval of the December 12, 2019 Organizational Performance, Enrollment Growth and Student Success Committee Meeting Minutes (Jason Marion) .....56
    - ii. Revision to Academic Policies (Sherry Robinson) .....58
      - 1. Policy Revision, 4.6.3, Determining Faculty Rank for Initial Appointments
      - 2. Policy Revision, 4.7.8, Faculty Emeritus
    - iii. Revision to Administrative Policies (Haley Norberg) .....67
      - 1. Policy Revision, 1.3.1, Animals on Campus
      - 2. Policy Adoption, 1.3.5, Website Accessibility
      - 3. Policy Adoption, 8.3.10, Campaigning Activity of Employees
      - 4. Policy Revision, 9.1.1, Service, Sale and Consumption of Alcoholic Beverages
      - 5. Policy Adoption, 9.3.4, Unmanned Aircraft Systems Procedure
      - 6. Policy Revision, 9.4.2, Utility Cart Safety Policy
      - 7. Policy Adoption, 11.2.5, Social Media Communications
      - 8. Policy Repeal, 1.1.2, Authorization for Regulations
      - 9. Policy Repeal, 4.7.6, Political Activity of Faculty
      - 10. Policy Repeal, 8.3.3, Political Activity of the Staff
    - iv. Revision to Model Laboratory School Policies (John Williamson) ..... 122
- III. **Adjourn**

**Eastern Kentucky University  
Board of Regents  
Organizational Performance, Enrollment Growth and Student Success Committee  
Meeting Minutes**

**December 12, 2019**

**Black Box Theater  
Center for the Arts  
Eastern Kentucky University**

**Call to Order**

Committee Co-Chair Jason Marion called the meeting of the Organizational Performance, Enrollment Growth and Student Success Committee to order at 1:01 p.m. at the Black Box Theater, Center for the Arts, Eastern Kentucky University. Committee Co-Chair Marion established a quorum was present.

**Committee Members Present**

Jason Marion  
Lynn Taylor Tye  
Laura Babbage  
Nancy Collins  
Madison Lipscomb

**Committee Members Absent**

None

**Information Items**

**A. Written Report – Student Success Performance Matrix**

Dr. Gene Palka, Vice President for Student Success and Enrollment Management, presented an update on Student Success Performance, a copy of which is incorporated herein and will be included with the official copy of the minutes.

**Action Item**

**A. Consent Agenda**

- i. **Approval of the August 29, 2019 Organizational Performance, Enrollment Growth and Student Success Committee Meeting Minutes**



A motion was made by Regent Babbage to approve the minutes of the August 29, 2019 meeting of the Organizational Performance, Enrollment Growth & Student Success Committee of the Board of Regents. The motion was seconded by Regent Tye. The motion passed by voice vote.

### **New Business**

There was no new business.

### **Adjourn**

Hearing no objection, Committee Co-Chair Marion declared the meeting of the Organizational Performance, Enrollment Growth & Student Success Committee adjourned at 1:02 p.m.

**I. Approve Policy 4.6.3, Determining Faculty Rank for Initial Appointments**

**II. Issue**

The proposal is to adopt Policy 4.6.3.

**III. Background**

Policy 4.6.3 has been revised to provide a procedures process and a definition of “teacher”.

**IV. Alternatives**

The alternatives are not to adopt Policy 4.6.3 or to revise the proposed Policy 4.6.3.

**V. President’s Recommendation**

Based upon the recommendations of the Faculty Senate, the Provost Council, and the President’s Council, the President recommends approval.



## Eastern Kentucky University Policy and Regulation Library

### 4.6.3P

Volume 4, Academic Affairs

Chapter 6, Faculty Appointments and Evaluation

Section 3, Determining Faculty Rank for Initial Appointments ~~Faculty Appointments~~

**Approval Authority:** Board of Regents

**Responsible Executive:** Provost

**Responsible Office(s):** Provost, Deans, Departments

**Effective:** varied

**Last Revised:**

**Issued:** varied

**Next Review Date:**

## Determining Faculty Rank for Initial Appointments ~~Faculty Appointments~~

### Policy Statement

Eastern Kentucky University seeks to recruit and select highly qualified faculty. New full-time faculty will be hired, based upon their qualifications, at the rank of Instructor, Assistant Professor, Associate Professor, or Professor. The appropriate rank for the initial appointment to the University will be determined by the criteria set forth in this policy. Other factors, including, but not limited to, professional activity, scholarship or creative activity, and teaching effectiveness may be considered by the hiring official and approved by the Dean and Provost when determining initial rank.

### Entities Affected

- Colleges
- Libraries
- Departments
- Faculty

### Criteria for Determining Rank for Initial Appointment to the University Faculty

The criteria listed below are intended for guidance in determining rank for initial appointment of university faculty and library faculty. ~~These criteria are most directly applicable to the disciplines in which graduate terminal degree programs are generally available and in which it is customary for university faculty members in these disciplines to hold the graduate terminal degree.~~ It is specifically recognized that university programs in certain specialized fields require faculty whose education and/or experience will be different from the stated criteria. ~~In special cases, professional competency may be substituted for advanced degrees.~~

The Library faculty comprise their own academic unit and have analogous ranks. Instructor Librarian, Assistant University Librarian, Associate University Librarian, and University Librarian are analogous to those of Instructor, Assistant Professor, Associate Professor, and Professor, respectively. The criteria in this section apply to the Library ranks.

#### *For Appointment to Instructor*

This rank may be used for other University faculty not meeting the criteria for appointment to Assistant Professor but must meet the criteria for promotion to Assistant Professor to qualify for tenure (see Policy 4.6.4, Tenure and Promotion).

- 1.1 Educational qualifications: Master's degree in appropriate discipline
- 1.2 Experience: evidence of successful teaching and/or related work experience

#### *For Appointment to Assistant Professor*

- 1.1 Educational qualifications: terminal graduate degree in appropriate discipline and as approved in compliance with Policy 4.6.1, Determining Qualifications for Faculty Teaching Credit Bearing Courses. A person who is "ABD" may be appointed as Assistant Professor with the approval of the Dean and the Provost.
- 1.2 Experience – evidence of successful teaching (may be part-time teaching or service as graduate assistant) and/or related work experience

or

- ~~2.1 Educational qualifications – Master's degree plus advanced graduate study (equivalent to "ABD") in appropriate discipline~~
- ~~2.2 Experience – evidence of successful teaching (may be part-time teaching or service as graduate assistant) and/or related work experience~~

or

- ~~3.1 Educational qualifications – Master's degree plus one year (24 semester hours) of advanced graduate study in appropriate discipline~~
- ~~3.2 Experience – three years of successful teaching and/or related work experience~~

#### *For Appointment to Associate Professor*

- 1.1 Educational qualifications: – terminal graduate degree in appropriate discipline and as approved in compliance with Policy 4.6.1, Determining Qualifications for Faculty Teaching Credit Bearing Courses.
- 1.2 Experience: three years of successful college or university teaching at the assistant professor level (including administrative experience) and/or directly related work experience
- 1.3 Evidence of scholarly and/or creative achievements

#### *For Appointment to Professor*

- 1.1 Educational qualifications: terminal graduate degree in appropriate discipline and as approved in compliance with Policy 4.6.1, Determining Qualifications for Faculty Teaching Credit Bearing Courses.
- 1.2 Experience: five years of successful college or university teaching at the associate professor level (including administrative experience) and/or directly related work experience
- 1.3 Evidence of scholarly and/or creative achievements

## Definitions

Term	Definition
<u>Terminal Degree</u>	<u>The terminal degree is generally, for teaching purposes, the highest academic degree awarded in a field. In most cases, the terminal degree will be the doctorate; however, sometimes an advanced professional degree or a master's degree will be the terminal degree in a particular field (e.g. MFA in Creative Writing). On rare occasions, the terminal degree may be a bachelor's</u>

Term	Definition
	<a href="#">degree in the field. A distinction is made here between a terminal degree appropriate for teaching in higher education and a degree appropriate for autonomous practice outside the academy.</a>

## Interpreting Authority

Executive Vice President for Academic Affairs and Provost

## Relevant Links

[Policy 4.6.4 Promotion and Tenure](#)  
[Policy 4.6.8 Visiting Faculty](#)  
[Policy 4.6.9 Retirement Transition Program](#)  
[Policy 4.6.10 Lectureships](#)  
[Policy 4.6.11 Clinical Faculty](#)  
[Policy 4.6.12 Shared Faculty Appointments](#)  
[Policy 4.6.13 Part Time Faculty Appointments](#)

## Policy Adoption Review and Approval

### Criteria for Initial Appointments

#### Revised Policy

<u>DATE</u>	<u>ENTITY</u>	<u>ACTION</u>
January 30, 2020	Board of Regents	
December 4, 2019	President	Approved
October 7, 2019	Provost Council	Approved
	Faculty Senate	Approved

#### Policy Issued

<u>DATE</u>	<u>ENTITY</u>	<u>ACTION</u>
June 5, 1976	Board of Regents	Adopted
May 3, 1976	Faculty Senate	Approved

### Establishment of Faculty Ranks

#### Policy Issued

<u>DATE</u>	<u>ENTITY</u>	<u>ACTION</u>
January 20, 1934	Board of Regents	Adopted

There are eight kinds of appointment to the faculty: (1) temporary, (2) probationary, (3) tenure, (4) visiting faculty, (5) lectureships, (6) clinical, (7) adjunct, and (8) retirement transition program.

#### 1. Temporary Appointments

Temporary appointments are normally for replacements for regular faculty members, visiting faculty, and part-time teaching assignments. (A separate handbook has been developed for part-time instructors).

Temporary appointments are for limited periods of time and for special purposes including outside funded projects. Time served in a temporary appointment may count toward tenure requirements if followed by a full-time probationary appointment or promotion.

Faculty appointed at the rank of instructor also have temporary appointment status since they cannot obtain tenure as an instructor.

#### 2. Probationary Appointments

- a. Initial full-time appointments at the rank of assistant professor or above are probationary.
- b. Probationary appointments are made annually.

#### 3. Tenure Appointments

Information regarding applicability, eligibility, criteria, and procedures for tenure appointments can be found in Policy 4.6.4 — Promotion and Tenure.

#### 4. Visiting Faculty Appointments

Information regarding applicability, eligibility, criteria, and procedures for visiting appointments can be found in Policy 4.6.8 — Visiting Faculty.

#### 5. Lecture and Senior Lectureship Appointments

Information regarding applicability, eligibility, criteria, and procedures for lectureship appointments can be found in Policy 4.6.10 — Lectureships.

#### 6. Clinical and Senior Clinical Faculty

Information regarding applicability, eligibility, criteria, and procedures for clinical faculty appointments can be found in Policy 4.6.11 — Clinical Faculty.

#### 7. Affiliated Adjunct Faculty Appointments

See Policy 4.6.2

#### 8. Retirement Transition Program

Information regarding applicability, eligibility, criteria, and procedures for Retirement Transition Program appointments can be found in Policy 4.6.9 — Retirement Transition Program.

**I. Approve Policy 4.7.8, Faculty Emeritus**

**II. Issue**

The proposal is to adopt Policy 4.7.8.

**III. Background**

Policy 4.7.8 has been revised to provide clarity to the eligibility and criteria, nomination process, and procedures.

**IV. Alternatives**

The alternatives are not to adopt Policy 4.7.8 or to revise the proposed Policy 4.7.8.

**V. President's Recommendation**

Based upon the recommendations of the Faculty Senate, the Provost Council, and President's Council, the President recommends approval.



## Eastern Kentucky University Policy and Regulation Library

4.7.8P

Volume 4, Academic Affairs

Chapter 7, Faculty Rights and Responsibilities

Section 8, Faculty Emeritus

Approval Authority: Board of Regents

Responsible Executive: Provost

Responsible Office(s): Academic Affairs, Colleges,  
Departments

Effective: April 25, 1981

Issued: April 25, 1981

Next Review Date:

Last Revised:

### Faculty Emeritus/~~Emerita~~

#### Policy Statement

Eastern Kentucky University, in recognition of substantial and sustained contributions to academic disciplines and to the University, shall grant the title of "Emeritus" to persons meeting the qualifications set forth in this policy. These persons will be granted rights and privileges as determined by the University in recognition of their honored role in the University community and their ongoing potential for contributions to the intellectual and cultural life of the University.

Conferring of Emeritus is not automatic upon retirement and may be conferred only upon approval through the process described in this policy. The Emeritus understands that there is no remuneration received by the holder of the title.

#### Criteria

~~Nominees for emeritus/emmerita status should meet the following criteria:~~

- ~~a. hold academic rank,~~
- ~~b. have achieved tenure status at the University,~~
- ~~c. have served a minimum of ten years in a full-time capacity with the University, and~~
- ~~d. be eligible to retire under the current provisions of the Kentucky Teacher's Retirement System.~~

#### Procedure

~~Nominations will be made by the retiree's immediate supervisor in the academic or administrative unit in which he/she is completing service. Nominations for emeritus status will be presented to the Vice President for Academic Affairs for presentation to the Provost's Council, convened annually for promotion and tenure considerations, for their review and action. Approved nominations will be presented to the President of the University for submission to the Board of Regents for final action.~~

~~The benefits provided faculty who are approved for faculty emeritus/emmeriti status shall be the same as those provided for other retiring faculty.~~



## Entities Affected

Colleges, Departments, and Faculty

## Eligibility and Criteria

Nominees for emeritus/~~emerita~~ status ~~should~~ must meet the following criteria:

1. have achieved tenure at EKU;
2. have held academic rank at EKU for a minimum of ten years in a full-time capacity with the University (~~academic administrators are included~~);
3. have retired or will retire within one year of nomination; ~~be eligible to retire under the current provisions of the Kentucky Teacher's Retirement System~~;
4. have a record of substantial and sustained contributions to an academic discipline and to EKU; and
5. have no adverse personnel decisions currently on file and no significant disciplinary history during the five years preceding retirement.

Persons who hold an emeritus title at other institutions are not normally eligible for an Emeritus title at EKU. Exceptions to the criteria must be approved by the Provost.

## Procedures

### Nominations

Individuals considered for Emeritus must be nominated. Nominations must be made during the year prior to the intended retirement date or up to three years after retirement. Persons participating in the University's Retirement Transition Program are also eligible to be awarded Emeritus status.

Nominations shall be in the form of a letter and shall contain at least the following information:

1. Dates of full-time service at EKU;
2. Academic rank at the time of retirement; and
3. Summary of accomplishments.

A curriculum vita and letters of support can be attached to the nomination letter.

### Procedure

1. Full-time faculty members or immediate supervisors may nominate any eligible faculty member. Self-nominations are accepted. ~~by the retiree's immediate supervisor in the academic or administrative unit in which he/she is completing service.~~ For academic administrators, nominations may be made by the administrator's immediate supervisor or the academic unit most closely associated with the administrator's discipline.
2. The department chair shall submit nominations to the Dean for consideration. Self-nominations shall first be submitted to the department chair for consideration and approval.
3. If the Dean concurs with the nomination, the recommendation and nomination materials shall be submitted to the Provost.
4. If the Provost concurs with the nomination, the recommendation shall be submitted to the President for approval.
5. Approved nominations shall be forwarded to the Board of Regents for final approval.

### Conferral of Emeritus

The title “Emeritus” shall be conferred at the time of or following retirement and will be added to the academic rank or administrative title at the time of or following retirement. Holders of the emeritus title are entitled to identify themselves publicly as emeriti of ECU, its Colleges, and its Departments. Emeriti are invited and encouraged to play an active role in the intellectual life of the University.

Emeritus holders may be eligible for additional privileges beyond those provided to other retirees. Upon request, privileges for emeriti faculty may include, but are not limited to:

- Attendance at graduation, including marching in full regalia with other members of the emeritus faculty member’s academic discipline
- Listing in the University catalogs as emeritus faculty
- The use of available office or laboratory space

The granting of privileges to emeriti faculty is subject to the needs of the University and the availability of University resources.

~~Nominations will be made. Nominations for emeritus status will be presented to the Vice President for Academic Affairs for presentation to the Provost’s Council, convened annually for promotion and tenure considerations, for their review and action. Approved nominations will be presented to the President of the University for submission to the Board of Regents for final action.~~

## Interpreting Authority

Executive Vice President for Academic Affairs and Provost

## Policy Adoption Review and Approval

### Revised Policy

<u>DATE</u>	<u>ENTITY</u>	<u>ACTION</u>
January 30, 2020	Board of Regents	
	President	Approved
October 2, 2019	Provost Council	Approved
May 4, 2019	Faculty Senate	Approved

### Policy Issued

<u>DATE</u>	<u>ENTITY</u>	<u>ACTION</u>
April 25, 1981	Board of Regents	Adopted
April 6, 1981	Faculty Senate	Approved

**I. Approve Policy 1.3.1, Animals on Campus**

**II. Issue**

The proposal is to adopt Policy 1.3.1

**III. Background**

Policy 1.3.1 has been revised to clearly differentiate between service animals and emotional support animals, and to prohibit pets from entering University owned buildings.

**IV. President's Recommendation**

Based on the unanimous support of the President's Council, former President Benson recommended approval.



## Eastern Kentucky University Policy and Regulation Library

### 1.3.1

**Volume 1,** Governance

**Chapter 3,** Americans with Disabilities Act/Section 504

**Section 1,** Animals on Campus

**Approval Authority:** Board of Regents

**Responsible Executives:** Dean of Students and Chief  
Human Resources Officer

**Responsible Offices:** Center for Student Accessibility,  
Division of Public Safety, Housing and Residence Life, and  
Human Resources

**Effective:** 06/25/18

**Issued:** 06/25/18

**Last Revised:** 11/04/19

**Next Review Date:** 11/01/24

# Animals on Campus

## Statement

Eastern Kentucky University recognizes the importance of Service and Emotional Support Animals to individuals with disabilities, and is committed to providing reasonable accommodations; fulfilling its responsibilities under federal, state, and local laws and regulations; ensuring the health and safety of the University Community, Guests and Visitors; and preserving the integrity of University Property.

In accordance with the Americans with Disabilities Act as amended (ADA) and Section 504 of the Rehabilitation Act, the University is committed to allowing individuals with disabilities the use of a Service Animal on University Property to facilitate full participation and equal access to the University's programs and activities. Under federal law, individuals are not required to contact the University in order to have a Service Animal on University Property and may use such an animal without written permission.

In accordance with the Fair Housing Act (FHA), the University is committed to allowing Emotional Support Animals in University Housing Residences to provide for the emotional support of students with disabilities under certain conditions.

This policy is designed to provide the University Community, Guests and Visitors with guidelines for the use of Service Animals and Emotional Support Animals on University Property.

## Entities Affected

The University Community, Guests and Visitors.

## Background

Animals may pose a real or perceived threat to other members of the University community and may disrupt University activities. Consequently, animals brought into campus buildings present a liability for the University that is not normally associated with university operations. In order to promote a safe, non-threatening and healthy work environment for the members of the University community and to protect the University's physical assets, Eastern Kentucky University prohibits individuals from bringing animals on any University owned or controlled buildings, structures, or athletic fields. Members of the University Community and the public may bring animals onto public outdoor spaces (ie. sidewalks) if the animal is contained, controlled, and cleaned up after.

The University does allow service animals, service animals in training, emotional support animals, and certain other animals for uses described in this Policy. Service animals and all other animals allowed on campus by this Policy must be appropriately attended, restrained, and/or controlled by the animal's owner at all times. This policy does not apply to animals used for research or teaching activities, which are addressed under Policy 4.4.13P, or pets in residences owned by employees living in University owned or controlled buildings.

## Procedures

### I. Service Animals

Under federal law, service animals include dogs, (or in some circumstances, miniature horses), individually trained to do work or perform tasks for the benefit of an individual with a disability. The work or tasks performed must be directly related to the individual's disability.

#### A. Locations Open to Service Animals

Service Animals are permitted on all areas of University Property, and in University buildings and spaces otherwise open to the public.

#### B. Inquiries Regarding Service Animals

When it is not obvious what service an animal provides, only limited inquiries are allowed. Two questions may be asked of Handlers:

1. "Is your Service Animal required because of a disability?"
2. "What work or task has your Service Animal been trained to perform?"

Under federal law, University Community members cannot ask about the individual's disability, require medical documentation, require a special identification card or

training documentation for the Service Animal, or request that the Service Animal demonstrate its ability to perform the work or task.

C. Areas Prohibited to Service Animals

Service Animals may be excluded from areas due to a direct threat to the health and safety of others, when their use fundamentally alters a service or program, where service animals may be in danger, or where their use may compromise the integrity of research.

The Center for Student Accessibility is responsible for assisting Handlers in identifying prohibited areas.

D. Service Animal Control Requirements and Handler Responsibilities

1. Service Animals must be harnessed, leashed, or tethered, unless these devices interfere with the Service Animal's work or the Handler's disability prevents using these devices. In that case, the Handler must maintain control of the animal through voice, signal, or other effective controls.
2. Service Animals must be accompanied by their Handler at all times and remain in close proximity.
3. Service Animals must be housebroken.
4. Service Animals must have all vaccinations and licenses required by state law and/or local ordinances and kept current, and must be produced to the University upon request.
5. Service Animals should be responsive to its Handler's commands at all times.
6. To the extent possible, Service Animals should be non-disruptive to other individuals and the learning, living, and working environment.
7. The care and feeding of Service Animals is the responsibility of the Handler.
8. Waste removal and cleanup is the responsibility of the Handler.
9. Service Animal Handlers residing in a University Housing Residence are financially responsible for the actions of the Service Animal, and will be assessed a fee for any property damage resulting from damage caused by the Service Animal.

E. Conduct Towards Service Animals and Handlers

The University Community, Guests and Visitors should avoid the following:

1. Petting, touching, or otherwise distracting a Service Animal.
2. Teasing, harassing or taunting a Service Animal. Intentional disruption of interaction between a Service Animal and its Handler is prohibited and may result in disciplinary action.
3. Feeding a Service Animal.
4. Deliberately startling a Service Animal.

5. Separating or attempting to separate a Handler from their Service Animal.
6. Making unwelcome or uninvited inquiries regarding the Handler's disability.

#### F. Identification

It is recommended, although not required, that the Handler of a Service Animal living in a University Housing Residence coordinate with Housing and Residence Life to have signage placed on the University Housing Residence door making anyone who might enter (e.g., facilities services for maintenance or emergency responders) aware that there may be a Service Animal present in the room.

It is also recommended, although not required, that Handlers provide information regarding the presence of a Service Animal in his or her University Housing Residence to the Division of Public Safety in the event of an emergency or evacuation.

#### G. Removal of Service Animals

Service Animals may be ordered to be removed under the following circumstances:

1. A Handler may be directed to remove an animal that is out of control and the Handler does not take effective action to control it. If the improper behavior repeatedly continues, the Handler may be prohibited from bringing the animal on University Property until the Handler can demonstrate effective steps have been taken to correct the behavior.
2. A Handler may be directed to remove an animal that is not housebroken.
3. A Handler may be directed to remove an animal that the Division of Public Safety determines to be a substantial and direct threat to the health and safety of individuals (including the Handler). This may occur as a result of illness on the part of the animal, a substantial lack of cleanliness of the animal, or the presence of an animal in a sensitive area (e.g., a medical facility or particular mechanical or industrial areas).
4. A Handler will be directed to promptly remove an animal that demonstrates aggression towards other service animals or people. In the event of a dog bite, ECU Police should be called and appropriate forms filed. If the offending animal is required to be quarantined, it cannot be quarantined on University owned or controlled property.

In the event a Service Animal is properly removed pursuant to this policy, the applicable university accessibility office will work with the Handler to determine reasonable alternative opportunities to participate in the service, program, or activity without having the Service Animal on University Property.

#### H. Service Dogs in Training

Pursuant to KRS 258.500, service dogs in training are permitted on University Property on the same basis as working Service Animals, under the following conditions:

1. The dog is being led or accompanied by a trainer for the purpose of training the dog.
2. The trainer must have in their personal possession identification verifying themselves as trainers of service dogs.
3. Handlers and trainers of service dogs in training must also adhere to the requirements of Service Animals as outlined in this policy and are also subject to the same responsibilities as outlined in Section I(D), Service Animal Control Requirements and Handler Responsibilities.

## **II. Emotional Support Animals**

Emotional Support Animals are used for emotional support of students when recommended by a medical or mental health professional and can be any number of types of animals. Emotional Support Animals may be considered for access to University Housing, but are restricted from all other areas of University Property except those areas open to the public. These animals are not covered under the ADA but do have recognition under the FHA.

### **A. Requests for Emotional Support Animals Reasonable Accommodation**

Requests for Emotional Support Animals in University Housing should generally be submitted at least 30 days prior to the anticipated arrival of the Emotional Support Animal to ensure an appropriate housing assignment. An Emotional Support Animal is prohibited in a University Housing Residence without prior approval from the Center for Student Accessibility. Approved Emotional Support Animals are not allowed in the Residence Halls before meeting with Residence Hall staff.

Requests for the use of an Emotional Support Animal should be made to the Center for Student Accessibility, either via the online application or in person, and should follow the documentation guidelines. The request must include documentation from a physician or therapist noting the diagnosis of a mental or emotional health issue and explaining how the Emotional Support Animal helps with the coping of the issue and/or improves the symptoms of the issue.

Should CSA determine that the Eligible Student's request does not meet the above requirements, CSA may request additional or clarifying information. If the requesting Eligible Student fails to provide additional or clarifying information within five (5) Working Days of CSA's request or if CSA determines any such additional or clarifying supporting documentation does not meet the requirements specified above in this policy, the request for an Emotional Support Animal will be denied.



An Eligible Student dissatisfied with CSA's determination that the Emotional Support Animal reasonable accommodation request does not meet the above requirements may make a written request for reconsideration to the University's Section 504 Coordinator within five (5) Working Days of notification of the CSA determination to:

ADA/Section 504 Coordinator  
Eastern Kentucky University  
Jones Building, Room 120  
Richmond, KY 40475

The Section 504 Coordinator will either provide a response or refer the request for reconsideration to the University's ADA Appeals Committee for a response. The Section 504 Coordinator's response or the ADA Appeals Committee's decision, as applicable on a case by case basis, will be the final decision on the request for reconsideration.

#### B. Responsibilities of Student Owner Approved for Emotional Support Animals

1. Owners are required to maintain full control of his or her Emotional Support Animal at all times.
2. Emotional Support Animals must be contained within the Owner's assigned room except to the extent the Owner is taking the animal out for relief. Emotional Support Animals are not to be in common spaces (ie. kitchens, living rooms, lobbies, etc.). When transported outside of the University Housing Residence, the Emotional Support Animal must be on a leash or transported in an animal carrier.
3. Emotional Support Animals must be housebroken.
4. Emotional Support Animals must have all vaccinations and licenses required by state law and/or local ordinances and kept current, and must be produced to the University upon request.
5. Emotional Support Animals should be non-disruptive to other individuals and the learning, living, and working environment.
6. Emotional Support Animals may not become the responsibility of another student living in a University Housing Residence. The Emotional Support Animal must be taken with the Owner if leaving campus for a prolonged period of time.
7. The care and feeding of Emotional Support Animals is the responsibility of the Owner.
8. Waste removal and cleanup is the responsibility of the Owner, whether in the University Housing Residence or on exterior University Property.
9. Owners are financially responsible for the actions of the Emotional Support Animal, including bodily injury or property damage, and the Owner will be assessed a fee for any property damage resulting from damage caused by the Emotional Support Animal.
10. If a service request is made for work inside a University Housing Residence, the Owner must be present and must contain the Emotional Support Animal in another

room or in an animal carrier for the University staff or contractors to complete the repair. The Owner must remain with the Emotional Support Animal until the repair is complete.

### C. Removal of Emotional Support Animals

Emotional Support Animals may be removed in the same manner and under the same conditions as set forth in Section I(G), Removal of Services Animals.

It is also recommended that students who are approved to bring Emotional Support Animals into University Housing Residences coordinate with University personnel as to the presence of an Emotional Support Animal as set forth in Section I(F), Identification.

## III. Pets

Pets are welcome to use public outdoor spaces (ie. sidewalks) on campus only. Owners/handlers are expected to clean up after their animals. Pets visiting campus must be kept on a leash at all times and may not be left unattended or tied to any objects. All damages caused by an animal are the responsibility of the owner/handler.

To maintain safety and avoid disruption, pets may not enter buildings, structures, or athletic fields owned or controlled by the University, except on rare occasions when used for educational purposes. A pet brought to campus for educational purposes may enter a University owned building or structure only under the following conditions:

1. The animal may not be kept in a University owned structure (ie. office) outside of the hours of the applicable classroom session.
2. The use of an animal in the classroom must be clearly stated within a course's syllabus and denote the specific dates that an animal will be present.
3. The animal must be registered with the Center for Student Accessibility and vaccination records must be provided.

## Related Information

### I. Conflicting Disabilities

Individuals may have allergic reactions to or phobias of animals that are substantial enough to qualify as disabilities. The University will consider the needs of both individuals in meeting its obligation and commitment to reasonably accommodate all disabilities and to resolve the conflict as efficiently and quickly as possible.

Allergy or phobia accommodations are provided in the same way as other disability accommodations. Students should contact the Center for Student Accessibility.

Faculty or staff requesting allergy or phobia accommodations should contact the Office of Human Resources.

## II. Roommates/Suitemates/Apartment Mates

Students with a Service Animal or Emotional Support Animal who choose not to lease a single occupancy unit should be offered the following options:

- Housing and Residence Life will place the student with roommates/suitemates/apartment mates, but roommates/suitemates/apartment mates will be given notice that there will be an animal present in the housing unit.
- If a roommate/suitemate/apartment mate has issues living with the animal, they will be given priority for a room change within their current residence hall over others waiting for a room reassignment within the same residence hall.

It is recommended, although not required, that students intending to bring a Service Animal into a University Housing Residence notify Housing and Residence Life prior to bringing the animal into the University Residence. An Emotional Support Animal may not be brought into a University Housing Residence without approval of CSA.

## III. **Animal Cruelty**

Instances of suspected animal cruelty should be promptly reported to the Madison County Animal Shelter at (859) 624-4744. Reports can also be submitted online.

## Definitions

- **ADA/Section 504 Coordinator:** Reviews concerns and appeals of eligibility determinations and reasonable accommodation determinations for the University Community, Guests and Visitors.
- **Documented Disability(ies):** Disability(ies) as defined in accordance with Section 504 of The Rehabilitation Act or the Americans with Disabilities Act as amended (ADA) and as documented in accordance with applicable law and University policy and procedure.
- **Eligible Student:** A student who is enrolled with the University and is eligible to lease and reside in University owned, rented or leased properties in accordance with University Housing eligibility requirements.
- **Emotional Support Animal:** An animal that provides therapeutic benefit(s) to their owner through support and companionship to help alleviate one or more identifiable symptoms associated with a mental or emotional health issue and is approved by the University for

inside use within a Student's University Housing Residence and common Residence areas only. For purposes of reasonable accommodation requests, there is no requirement that an Emotional Support Animal receive any special training. While dogs are the most common type of Emotional Support Animal, other animals can also be Emotional Support Animals.

- **Guests and Visitors:** Individuals who are not students or employees who participate in the University's programs and events.
- **Handler:** The individual responsible for the care and supervision of his or her Service Animal.
- **Owner:** An Eligible Student that is approved by the University to maintain an Emotional Support Animal in a University Housing Residence.
- **Pet:** Any animal, including amphibians, mammals, reptiles and birds that normally and customarily shares human habitat and is normally dependent on humans for food and shelter. Pets are kept for pleasure or companionship, and do not include feral or wild animals.
- **Service Animal:** A dog (or in some circumstances, a miniature horse) individually trained to do work or perform tasks for the benefit of an individual with a disability, including a sensory, psychiatric, intellectual, or other mental disability and meets the definition of "Service Animal" under the Americans with Disabilities Act (ADA) policy at 28 CFR 35.104. The work or tasks performed must be directly related to the individual's disability.
- **University:** Eastern Kentucky University.
- **University Community:** Students, faculty, staff, and Board of Regents members as well as anyone doing business for or with the University.
- **University Housing Residence:** A unit designed, occupied or intended for occupancy as a residence by one or more Eligible Students that is University owned, controlled or leased property and that is regulated by FHA. Hallways and common areas of the unit are included within this definition.
- **University Property:** Any real property, buildings, and facilities under the primary control of the University through ownership, lease, or other means.
- **Working Days:** Days the University is open for business.

## Violations

Violations of this policy will be handled on a case by case basis under Policy 8.3.4, Progressive Disciplinary Action, and can result in the removal of the animal.

## Interpreting Authority

University Counsel

## Statutory or Regulatory References

Americans with Disabilities Act (ADA)  
Rehabilitation Act of 1973 (Section 504)  
Fair Housing Act (FHA)  
KRS. 258.500

## Policy Adoption, Review and Approval

### Policy Issued

<u>Date</u>	<u>Entity</u>	<u>Action</u>
10/8/2019	President Benson	Approved as Interim
6/25/2018	Board of Regents	Approved

**I. Approve Policy 1.3.5, Website Accessibility**

**II. Issue**

The proposal is to adopt Policy 1.3.5

**III. Background**

Policy 1.3.5 has been drafted to provide clear guidance for the University's obligations regarding accessibility of electronic information, communication, and technology under applicable law.

**IV. President's Recommendation**

Based on the unanimous approval of the President's Council, the President recommends approval.



## Eastern Kentucky University Policy and Regulation Library

### 1.3.5

Volume 1, Governance

Chapter 3, Americans with Disabilities Act/Section 504

Section 5, Website Accessibility

Approval Authority: Board of Regents

Responsible Executive: Associate Vice President,  
Communications & Brand Management

Responsible Office: Communications & Brand  
Management

Effective: February 28, 2020

Issued: February 28, 2020

Next Review Date: February 28, 2023

## Website Accessibility

### Statement

The creation and dissemination of knowledge, discovery and engagement is a defining characteristic of universities and is fundamental to Eastern Kentucky University's mission of fostering personal growth and preparing students to contribute to the success of their communities, the Commonwealth, and the world. Delivery of information electronically is central to facilitating this mission.

This policy establishes minimum requirements for the Accessibility of electronic information, communication, and technology necessary to meet the goals of the University and ensure compliance with applicable law. ECU will meet the standards and guidelines outlined in the Web Content Accessibility Guidelines (WCAG)<sup>1</sup> Level AA 2.0 for all Web-based electronic information, communication, and technology.

This policy references ECU Policy 1.4.1P, Non-Discrimination and Harassment.<sup>2</sup> Individuals who believe they have been subject to discrimination on the basis of disability may file a complaint with the Office of Equity and Inclusion, Jones 416, CPO 37A, 859-622-8020 (V/TTY).

### Entities Affected

University Community

<sup>1</sup> <https://www.w3.org/WAI/standards-guidelines/wcag/>

<sup>2</sup> [https://policies.eku.edu/sites/policies.eku.edu/files/policies/1.4.1p\\_policyondiscrimination\\_harassment\\_.pdf](https://policies.eku.edu/sites/policies.eku.edu/files/policies/1.4.1p_policyondiscrimination_harassment_.pdf)

## Background

As a public university, Eastern Kentucky University is required to adhere to Sections 504 and 508 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. This policy specifies the procedures by which the University ensures compliance with these laws.

## Procedures

I. Specific applications of the WCAG Level AA 2.0 are as follows:

- 1) Web Content (University). All websites, web pages and web-based software published or hosted by the University or used to conduct University business (including remotely hosted sites and software) shall meet the Web Content Accessibility Guidelines (WCAG)<sup>3</sup> Level AA 2.0 and indicate in plain text a method of contact for Persons with Disabilities having trouble accessing content.

Web Content (Third Party). Content that is not hosted on the EKU.edu domain, but hosted by non-contracted Third Parties, such as social media content, is the responsibility of the Third Party.

- 2) Instructional Materials. All electronic instructional material, optional and required, shall be Accessible. This includes, but is not limited to, syllabi, textbooks, presentations, and handouts delivered within the University's learning management system, via email or via another electronic means for face-to-face classes as well as e-learning courses. It also includes electronic instructional activities such as instructional videos, online collaborative writing, Web conferences, blogging, etc.
- 3) Documents. All University produced, maintained or distributed electronic documents shall be Accessible. This includes, but is not limited to, word processing documents, PDFs, presentations, publications and spreadsheets that are scanned, uploaded, posted or otherwise published or distributed electronically.
- 4) Electronic media. All electronic multimedia resources used by the University for instruction, communication, marketing, promotion or other academic or business purposes shall be Accessible. Video must be closed-captioned and audio-described and audio resources shall be transcribed.
- 5) Software, Hardware and IT Systems. All software, hardware and IT systems used for academic and research purposes, administrative and business purposes, and customer service shall be Accessible and produce Accessible products or content, which includes compatibility with assistive technology. Software, hardware and IT systems include, but are not limited to, learning management, content management,

<sup>3</sup> <https://www.w3.org/WAI/standards-guidelines/wcag/>



library systems, email, human resources administration, financial systems, course or event registration, freeware, shareware, enterprise systems, and online or remotely hosted software.

- 6) Procurement/Purchases. The University shall purchase electronic products and solutions, including, but not limited to, software, operating systems, Web-based applications, video and multimedia, that meet or exceed the above Accessibility standards, as verified by the Voluntary Product Accessibility Template (VPAT). All product vendors are required to provide the VPAT prior to purchase or contract. All requests for proposals from and contracts with vendors will include language that outlines this requirement and stipulates how the vendor is expected to demonstrate compliance.

Exceptions may be made to purchase a product that the vendor states will be fundamentally altered if made Accessible or the acquisition of the Accessible product would cause the University an undue burden.

## II. Alternative Access

Alternative access may be provided for persons with Disabilities to electronic information, communication and technology that is (1) timely [as soon as possible but within 10 business days]; (2) accurate in translation; (3) delivered in a manner and medium appropriate to the disability; and (4) affords the individual the opportunity to obtain the information as fully, equally and independently as a person without a Disability.

Such alternatives, to be considered Equally Effective, are not required to produce the identical result or level of achievement but must afford the individual equal opportunity to obtain the same result, gain the same benefit, or reach the same level of achievement in the most integrated setting appropriate to the person's needs.

For example, Equally Effective means that the end result (e.g., admission to the University) is accomplished in a comparable time and with comparable effort on the part of the requestor.

Requests for Alternative Access should be made to the Center for Student Accessibility, Whitlock Building, Room 361, CPO 66, (859) 622-2933 (V/TTY).

## Definitions

- **Accessibility or Accessible:** The usability of a product, service, environment or facility by individuals with the widest range of capabilities.

- **Americans with Disabilities Act of 1990 and Amendments Act of 2008 (“ADA”):** Federal anti-discrimination law that protects the rights of qualified individuals with a disability.
- **Business Days:** Days the University is open for business.
- **Disability:** A physical or mental impairment that substantially limits one or more of the major activities of such individual; a record of such impairment; or being regarded as having such impairment.
- **Equally Effective:** The end result (e.g., admission to the University) is accomplished in a comparable time and with comparable effort on the part of the requestor.
- **Section 504 of the Rehabilitation Act of 1973:** Federal law that states that no otherwise qualified individual with a disability in the United States shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.
- **Units:** Any University college, department, division or office.
- **University:** Eastern Kentucky University (EKU), including all regional campuses.
- **University Community:** Faculty, staff, students, guests, visitors and Board of Regents members as well as anyone doing business for or with the University.
- **University ADA/Section 504 Compliance Officer:** University ADA/Section 504 Compliance Officer is the 34 CFR § 104.7(a) designee that coordinates the University’s overall efforts to comply with the ADA and Section 504 of the Rehabilitation Act, as amended (1998).
- **Web Content (EKU):** Any internet content that is hosted by ECU servers or contracted services, publicly accessible or accessible on the ECU network. This includes, but **is** not limited to: text, images, videos, audio, files, and PDF documents.
- **Web Content (Third-Party):** Any internet content that is not hosted on the ECU.edu domain, but hosted by non-contracted third parties, such as social media content.
- **Web Content Accessibility Guidelines (WCAG) 2.0 (Level AA):** Web accessibility guidelines published by the Web Accessibility Initiative of the World Wide Web Consortium, specifying how to make content accessible, primarily for people with disabilities.
- **Web Content Managers:** Individuals designated within a department or unit who provide management and support for the development and maintenance of the University’s web presence, including design, content, effectiveness, and overall utility, as well as ensuring compliance with WCAG 2.0 (Level AA).

## Responsibilities

- **Senior Director, Center for Student Accessibility**

- Initiate a review of and make necessary revisions to this standard as necessitated by regulatory and technological changes.
- Provide guidance to the Office of Communications & Brand Management on conducting audits and reviewing requests for exceptions.
- Receive requests for Alternative Access and communicate with Web Content Managers to address Accessibility.
- **Information Technology (IT), Office of Communications & Brand Management, Instructional Design Center, and any other Departments Authorized to Select and Provide IT Resources for Business or Academic Purposes shall:**
  - Ensure that any content management system or other Web production software be Accessible and able to produce Accessible websites.
  - Ensure that learning management systems and online conferencing systems are Accessible and compatible with assistive technology.
  - Ensure that all University-supported software and other applications are Accessible and compatible with assistive technology, and that assistive technology is made readily available to persons using University Web Content Resources.
- **Office of Communications & Brand Management**
  - Ensure Web Content Managers are identified.
  - Conduct mandatory training on a recurring basis for designated Web Content Managers on an initial and recurring basis.
  - Deny or remove credentials for current or prospective Web Content Managers who do not comply with this policy.
  - Conduct random audits for compliance with this standard.
  - Temporarily and/or permanently remove Web Content not in compliance with this regulation.
  - Initiate a review of and make necessary revisions to this standard as necessitated by regulatory and technological changes.
  - Review and approve or deny requests for exceptions to purchase products that the vendor states will be fundamentally altered if made Accessible or will cause the University undue burden to make Accessible.
- **Department of University Procurement**
  - Purchase only Electronic Information, Communication, and Technology that is Accessible and, as applicable, compatible with assistive technology, as verified by the vendor's Voluntary Product Accessibility Template (VPAT).
  - Work in collaboration with the Office of Communications and Brand Management and the Center for Student Accessibility when the vendor of a necessary product

states will be fundamentally altered if made Accessible or will cause undue burden to make Accessible.

- Require that all product vendors provide VPAT prior to purchase or contract.
- **Units (Academic and Administrative)**
  - Designate at least one primary and up to two individuals as Web Content Managers and ensure individuals are trained.
- **Website Administrators**
  - Ensure a website framework that complies with this regulation.
- **Web Content Managers**
  - Participates in all required training, on a recurring basis if necessary in order to receive and maintain logon credentials.
  - Ensure compliance with accessibility regulations directly related to editable content on the website.
  - Inform Website Administrators of Accessibility issues outside of their expertise and/or control.
  - Submit to the Center for Student Accessibility a written request for an exception in the event it is not technically possible or may require extraordinary measures to make specific electronic information, communication and technology Accessible.

## Violations of the Policy

Violations of this policy may result in the University's failure to provide federally mandated accommodations for qualified individuals.

University Web Content that does not comply with this policy may be temporarily or permanently disabled, and Web Content Managers may have their logon credentials suspended or terminated.

## Interpreting Authority

Office of Communications & Brand Management

## Policy Adoption Review and Approval

### Policy Issued

<u>Date</u>	<u>Entity</u>	<u>Action</u>
February 20, 2020	President McFaddin	Approved

**I. Approve Policy 8.3.10, Campaigning Activity of Employees**

**II. Issue**

The proposal is to adopt Policy 8.3.10, and repeal Policies 4.7.6 and 8.3.3, Political Activity of Faculty and Political Activity of the Staff

**III. Background**

Policy 8.3.10 combines Policies 4.7.6 and 8.3.3 in order to provide clear guideposts for all employees regarding the use of state resources for political campaigning activity. The resulting policy affirms employees' rights to engage in the political process while protecting the University's tax-exempt status.

**IV. President's Recommendation**

Based upon unanimous support from the President's Council and Provost Council and the approval of Faculty Senate, the President recommends approval.



## Eastern Kentucky University Policy and Regulation Library

### 8.3.10

Volume 8, Human Resources  
Chapter 3, Work Policies and Procedures  
Section 10, Campaigning Activity of Employees  
Approval Authority: Board of Regents  
Responsible Executive: University Counsel  
Responsible Office: University Counsel in  
conjunction with Human Resources or the Provost  
Effective: February 28, 2020  
Issued: February 28, 2020  
Next Review Date: February 28, 2023

## Campaigning Activity of Employees

### Statement

University Employees are encouraged to fully and freely exercise their constitutional right to vote and express their personal opinions regarding political candidates, local, state and national programs, initiatives and referendums.

However, because Eastern Kentucky University is a public institution, Employees may only engage in campaigning, running for public office, or hold public office if they are able to do so within the applicable law and within University policies, while meeting the obligations of their position at the University.

This policy affirms the right of all Employees' freedom of political association, but such associations shall not be exercised in the Employee's official, University capacity. This policy further affirms a faculty member's right to academic freedom, as that is defined in law and in University Policy 4.1.1P.

This policy relates solely to individual Employee conduct and does not address the scope of Employee conduct on behalf of the University.

### Entities Affected

All University Employees.

### Background

This policy repeals University Policy 8.3.3P, Political Activity of the Staff and University Policy 4.7.6, Political Activity of Faculty.

## Guidelines

### **I. Employee Political Conduct**

Employees shall not participate in Campaigning Activities or solicit participation of others in Campaigning Activities on University Property either during normal business hours, at official University functions, or at any time when using University Assets unless space is procured in their individual capacity in accordance with University Policy 7.1.1, Scheduling of University Facilities and Outdoor Space.

Employees of the Office of Government and Community Relations are exempt from the restrictions noted above. However, these Employees will not allow personal beliefs, political considerations, or unethical considerations to influence or interfere with any advice, counsel, or services rendered.

Employees of the University are encouraged to participate in the political process, but are prohibited from serving in an appointed or elected position when:

- It is physically or professionally impossible for the Employee to discharge the duties of both positions;
- There would be a conflict of interest with the University;
- A specific constitutional or statutory bar exists prohibiting the Employee from serving both positions.

### **II. Campaigning**

To the extent Employees engage in any form of communication to include but not limited to correspondence, e-mails, social media, television or audio for the purposes of campaigning, they must not use University letterhead or Assets, and they must make it clear they are acting in their private capacities and do not represent the views or position of the University. University Assets include but are not limited to physical facilities, supplies, materials, equipment, telephones, printing or copying services, University email accounts, human resources, University Property and other tangible and intangible assets such as the University name, logo, insignia, or other identifying marks.

When campaign communications make reference to an Employee's affiliation with the University, they must include the following statement:

"The views stated in this communication are my own and do not express the position or views of Eastern Kentucky University."

Employees must not provide hyperlinks on a University website or media including, but not limited to, social media, publications, email, radio, or video, to a candidate's website or linking to other material supporting one candidate over another.

### **III. Notice of Political Activity**

Employees who are considering campaigning for, accepting appointment to, or holding public office shall immediately evaluate potential conflicts or work arrangements with their immediate supervisor and the Executive Director of Human Resources and Institutional Equity.

For Employees seeking an elected office, the date of notification to their immediate supervisor and the Executive Director of Human Resources and Institutional Equity shall be no later than the date of filing the certification of the petitions for the office they are seeking.

Any Employee who is a candidate for public office shall conduct themselves in a professional and ethical manner in accordance with University policies, applicable handbooks, and the Code of Ethics..

### **IV. Employee Leave of Absence for Political Activity**

In cases where the Campaigning Activity infringes on the Employee's ability to meet the obligations of their position at the University, the Employee must make arrangements with their immediate supervisor and the Executive Director of Human Resources and Institutional Equity to request a Leave of Absence. The primary consideration for authorizing a Leave of Absence is that it serves the best interests of the University.

It will be at the discretion of the University whether the Campaigning Activity may require an earlier Leave of Absence or whether the particular election campaign is having or is likely to have an adverse effect upon University operations.

## **Definitions**

- **Employee(s):** Individuals employed by the University.
- **Leave of Absence:** For this purposes of this policy, an unpaid, temporary leave of absence authorized by the University for the purpose of Campaigning Activity, with the primary consideration that it serves the best interests of the University.
- **Campaigning Activity:** Activities related to promoting or opposing any partisan political activity, political party, or candidate for public office (local, state, or national), including oneself. It does not include promoting political activities, parties, or candidates for elected office via the unbiased offering of academic credit for internship or co-op credit opportunities with a political party or candidate or promoting or opposing political activities or candidates



for elected office within the University (e.g., Student Government representatives, election of faculty or staff members to the Board of Regents, Faculty Senate, Staff Council, and similar internal elections).

- **University:** Eastern Kentucky University.
- **University Assets:** Includes, but is not limited to physical facilities, supplies, materials, equipment, telephones, printing or copying services, University email accounts, human resources, University Property and other tangible and intangible assets such as the University name, logo, insignia, or other identifying marks.
- **University Property:** Any real property, buildings and facilities under the primary control of the University through ownership, lease, or other means.

## Responsibilities

- University
  - Ensure that all Employees may exercise the constitutionally protected rights to vote and free expression.
- University Counsel
  - Oversight and administration of the policy.

## Violations of the Policy

For staff, violations of this policy will be handled on a case-by-case basis by the Office of University Counsel in conjunction with the Office of Human Resources.

For faculty, violations of this policy will be handled on a case-by-case basis by the Office of University Counsel in conjunction with the Office of the Provost.

## Interpreting Authority

Office of University Counsel

## Statutory or Regulatory References

University Policy 1.2.1, Code of Ethics  
26 C.F.R. 26 § 1.501(c)(3)-1

## Policy Adoption, Review and Approval

### Policy Issued

<u>Date</u>	<u>Entity</u>	<u>Action</u>
February 20, 2020	President McFaddin	Approved
February 3, 2020	Faculty Senate	Approved

**I. Approve Policy 9.1.1, Service, Sale and Consumption of Alcoholic Beverages**

**II. Issue**

The proposal is to adopt interim Policy 9.1.1.

**III. Background**

The revision to this policy enables the University to preserve an environment compatible with academic endeavors, but streamlines the event and alcohol approval processes, all the while being compliant with state law.

**IV. President's Recommendation**

Based on the unanimous support of the President's Council, former President Benson recommended approval.



## Eastern Kentucky University Policy and Regulation Library

### 9.1.1P

Volume 9, Safety, Security and Environment  
Chapter 1, Alcohol on Campus

Section 1, Service, Sale and Consumption of  
Alcoholic Beverages

Approval Authority: Board of Regents

Responsible Executives: Director of Athletics; Asst.  
VP, University Outreach & Engagement; Executive  
Director, Center for the Arts

Responsible Office(s): Athletics, Conferencing and  
Events, and Center for the Arts

Effective: August 29, 2019

Issued: November 8, 2002

Next Review Date: November 19, 2019

## Service, Sale and Consumption of Alcoholic Beverages

### Statement

The University is committed to providing a healthy and safe environment for all Internal and External Constituents. The service, sale and consumption of Alcoholic Beverages is controlled by State Laws, Ordinances, Regulations, and University Policies. All Internal and External Constituents are expected to comply with these State Laws, Ordinances, Regulations, and University Policies.

This policy establishes the University's policies and procedures for the service, sale and consumption of Alcoholic Beverages on University Property and at University Events.

The University prohibits the service, sale and consumption of Alcoholic Beverages on University Property and/or at University Events and Non-University Events except as permitted by law and specifically authorized by this policy.

The University desires to preserve an environment compatible with academic endeavors without unnecessarily restricting exercise of legal privileges, while also promoting an environment where there is zero tolerance for underage drinking and alcohol education and counseling programs are readily available.

### Entities Affected

Internal and External Constituents.

### Procedures

#### I. General Rules

- The service, sale and consumption of Alcoholic Beverages on University Property and/or at University Events and Non-University Events shall be in compliance with all State Laws, Ordinances, Regulations, and University Policies.
- The possession and/or consumption of Alcoholic Beverages in residence halls is strictly prohibited, with the exception of Grand Campus, as outlined in Section VII of this policy.
- The University reserves the right, in its sole discretion, to terminate the service and/or sale of Alcoholic Beverages at any time during any event held on University Property.

## II. General Procedures

Alcoholic Beverages may be served and/or sold at University Events and Non-University Events only at specific reserved locations and with the approval of:

- 1) A Request for Approval to Serve Alcoholic Beverages and Agreement submitted to the Director of Conferencing and Events; or
- 2) A Request for Approval to Serve Alcoholic Beverages and Agreement submitted to the Executive Director for ECU Center for the Arts (for University Events and Non-University Events held at the ECU Center for the Arts only); or
- 3) A Request for Approval to Serve Alcoholic Beverages and Agreement submitted to the Director of Athletics (for events sponsored by the Department of Athletics).
- 4) If approval is granted, Alcoholic Beverages may only be served and/or sold as outlined in Sections III, IV and V of this policy.
- 5) The University reserves the right to require additional precautions such as greater limitations on time of service and/or the use of security to assist in ensuring compliance with this policy.

## III. Server Requirements

Event Type	Fee Charge d	Cash Per Sales Drink Required	Server Requirement
Public Event	Yes	Yes	Licensed Caterer
Public Event	No	Yes	Licensed Caterer
Registered	Yes	Yes	Licensed Caterer
Registered	No	Yes	Licensed Caterer
Private Event	Yes	Optional*	Licensed Caterer or Licensed Server
Private Event	No	Optional*	Licensed Caterer or Licensed Server

\*Cash sales per drink are optional for Private Events; however, a Licensed Caterer is required.

**No person under the age of 21 shall be permitted to sell or serve alcoholic beverages.**

#### **IV. Sponsor Requirements**

Any event at which Alcoholic Beverages will be served or sold must have a designated Sponsor. The Sponsor may be either an individual of at least 21 years of age or an organization or association.

If the Sponsor is an organization or association, the Sponsor must designate an individual who is at least 21 years of age to assume responsibility on behalf of the Sponsor ("Organizer/On-Site Contact").

The Sponsor and/or Organizer/On-Site Contact is responsible for:

- 1) Ensuring compliance with State Laws, Ordinances, Regulations and University Policies governing the service, sale and consumption of Alcoholic Beverages.
- 2) Executing and submitting a Request for Approval to Serve Alcoholic Beverages at least 10 working days prior to the event.
  - For University Events, the Sponsor must also receive approval from the appropriate vice president.
- 3) Indemnifying the University for any losses resulting from noncompliance with this policy.
  - For Non-University Events, the Sponsor shall sign a statement that the University, its Board of Regents, and the University's agents, officers, and employees shall be held harmless for any accident, death, or injury to life or property that might be found attributable to the event.
- 4) Providing the University with a certificate of insurance listing Eastern Kentucky University as an additional insured and specifically list having liquor liability as a covered exposure (External Constituents only).
- 5) For events where alcohol is sold, the Sponsor and/or Organizer/On-Site Contact is responsible for providing to the Office of Risk Management and Insurance a total of annual sales no later than March 1<sup>st</sup> of each year.

#### **V. Prohibitions and Limitations**

- Registered Student Organizations are prohibited from sponsoring events where Alcoholic Beverages will be served.
- No public funds may be used to purchase Alcoholic Beverages for any University-Sponsored event.

- Consumption of Alcoholic Beverages is limited to persons 21 years of age or older. No one under the age of 21 shall be served Alcoholic Beverages.
- Alternate non-Alcoholic Beverages and food must also be provided at any event at which Alcoholic Beverages are served or sold.
- Promotion and advertising of events where alcohol will be consumed should not encourage any form of alcohol abuse nor place primary emphasis on the availability of alcohol at the event.
- Alcoholic Beverages may not be carried or consumed outside rooms or areas designated and approved for a specific event.
- The service of Alcoholic Beverages will be limited to a total of not more than five (5) hours at an approved event. In addition, the service of Alcoholic Beverages will conclude one half hour prior to the scheduled conclusion of the event.

#### **VI. Exceptions – General**

- Internal Constituents may sponsor University Events involving Students when the majority of Students in attendance are 21 years or older;
- Tailgating is permitted at Eastern Kentucky University. Please refer to University Regulation 9.1.2R, Tailgating Regulation.
- The University Club at Arlington is exempt from this policy. They are licensed separately for the sale and service of Alcoholic Beverages.

#### **VII. Exception – Grand Campus**

In this residence hall only, Alcoholic Beverages may only be consumed under the following restrictions:

- Students at least 21 years of age and their guests at least 21 years of age may consume Alcoholic Beverages within the student's private apartment only.
- Alcoholic Beverages are prohibited in all public areas including the stairwells, balcony, and porches of apartments, the clubhouse, swimming pool, and all common community areas.
- Common alcohol sources (i.e., kegs, beer balls, party punches, champagne fountains, etc.) are strictly prohibited.
- Alcoholic Beverages found in the possession of anyone under the age of 21 will be confiscated and may also be found in violation of the law if so determined by a law enforcement official on the scene. Students will face judicial charges through the University's administrative processes.
- Proof of legal drinking age must be presented by a student or guest to any College Official upon request.
- Students and guests must abide by all State Laws, Ordinances, Regulations, and University Policies.

#### **VIII. Exception – Athletic Events**

Recognizing the sentiments of the customers and fans of ECU Athletics, the Director of Athletics may approve the sale of alcohol at certain athletic events. The sale, possession, and consumption of alcohol at athletic events is subject to Kentucky statute, University regulations, and the following restrictions:

- Alcoholic beverages are to be sold and dispensed only at designated stationary locations;
- Alcoholic beverages may not be sold by vendors within the seating areas;
- Identification check is required at every point of sale to prevent sales to minors;
- Alcoholic beverage sales are limited to beer and wine only (no hard liquor or mixed drinks may be sold in public seating areas);
- Limits must be established on the number of drinks purchased at one time by an individual;
- Alcohol must be dispensed into cups;
- Safe server training is required; and
- Designated stop times for sale and/or distribution of alcohol must be enforced as follows: Football (end of 3rd quarter); Basketball (Men's-Second half 12-minute TV timeout; Women's-End of 3rd quarter); Baseball (end of the top of 7th inning); Softball (end of the top of the 5th inning); and Other Sports (At a designated time, no later than when 75% of the event's regulation length competition is scheduled to be completed).

**Patrons who choose to consume alcohol at ECU athletic events are encouraged to secure safe transportation from the event prior to consuming alcohol.**

## Definitions

- **Alcoholic Beverages:** Alcoholic beverages shall have the same meaning and definition as provided by the laws of the Commonwealth of Kentucky in the Kentucky Revised Statutes.
- **College Official:** Any employee (students, faculty, and staff) of the University acting in their official capacity.
- **External Constituents:** Individuals, groups, or organizations not affiliated with Eastern Kentucky University and/or Internal Constituents not acting in their official capacity at the University.
- **Fee:** Refers to any admission, donation and/or any monies paid by attendees to participate in an event.
- **Internal Constituents:** University Employees, academic departments and colleges, administrative offices, and units. For the purpose of this policy, Students, Graduate Students, and Registered Student Organizations are excluded from this definition.
- **Licensed Caterer:** An individual who has received STAR or TIPS certification.



- **Non-University Event(s):** Functions, programs, or other activities that:
  - Occur on University Property;
  - Are Sponsored by External Constituents;
  - Are not Sponsored by any Internal Constituent acting in their official capacity at the University;
  - Are not promoted, advertised or recognized as a University activity;
  - Are not paid for through use of any University funds.
- **Organizer/On-Site Contact:** Individual, group or organization responsible for organizing, coordinating and communicating all conference and event logistics with the Office of Conferencing and Events or the ECU Center for the Arts.
  - For University Events, the Organizer/On-Site Contact must be an Internal Constituent.
  - For Non-University Events, the Organizer/On-Site Contact must be an External Constituent or Internal Constituent not acting in their official capacity at the University.
  - Organizer/On-Site Contact must be present at the event. At times, the Organizer/On-Site Contact and Sponsor are the same individual, group or organization.
- **Private Event:** An event that may be attended by invitation only and is not advertised to the general public.
- **Public Event:** An event open to the general public. A fee may or may not be charged.
- **Registered Event:** An event for which an invitation, membership, or registration is required. A fee may or may not be charged.
- **Server Training In Alcohol Regulations (STAR):** A responsible beverage server training course developed by the Alcoholic Beverage Control of the Commonwealth of Kentucky and is specific to Kentucky regarding alcohol laws.
- **Sponsor:** Individual, group or organization (may be internal or external) who is ultimately responsible for the conference or event, including financial and legal obligations for using campus facilities and/or other services and resources. At times, the Organizer/On-Site Contact and Sponsor are the same individual, group or organization.
- **State Laws, Ordinances, Regulations, and University Policies:** Kentucky state laws, ordinances, administrative regulations, and University policies or procedures.
- **Students:** Students currently enrolled at the University.
- **Training For Intervention Procedures (TIPS):** A global educational certification program designed to educate people for the responsible service, sale, and consumption of alcohol.
- **University:** Eastern Kentucky University.

- **University Event(s):** Functions, programs, or other activities that:
  - Occur on University Property;
  - Are Sponsored by Internal Constituents;
  - Are promoted, advertised or recognized as a University activity; and
  - Are paid for through use of any University funds.
- **University Property:** Any real property, buildings, and facilities under the primary control of the University through ownership, lease, or other means.

## Violations of the Policy

Internal and/or External Constituents that violate this policy may be barred by the University from the sponsorship of further events on campus.

Failure to abide by the terms of this policy or other University policies may result in charges of violations of the Student Code of Conduct, or of other University regulations in the case of Internal Constituents.

Any persons failing to comply with this policy may also be found in violation of the law if so determined by a law enforcement official on the scene.

## Interpreting Authority

University Counsel

## Statutory or Regulatory References

Kentucky Revised Statutes Chapters 241-244

Kentucky Revised Statute 243.033 (governing caterers)

Kentucky Revised Statute 243.260 (governing special temporary licenses)

Student Code of Conduct

University Regulation 9.1.2R, Tailgating

## Policy Adoption Review and Approval

<u>Date</u>	<u>Entity</u>	<u>Action</u>
<b>August 29, 2019</b>	<b>President Benson</b>	<b>Approved Interim</b>
<b>October 19, 2015</b>	<b>Board of Regents</b>	<b>Adopted</b>
October 6, 2015	President Michael Benson	Approved
August 12, 2015	Provost Council	Approved
May 4, 2015	Faculty Senate	Approved

March 3, 2015	Staff Council	Approved
April 30, 2012	Vice President of Administration	Approved
October 21, 2010	Executive Vice President for Administration	Approved
<b>July 20, 2010</b>	<b>President Douglas Whitlock</b>	<b>Approved Interim Amendment to Appendix A</b>
<b>September 19, 2009</b>	<b>Board of Regents</b>	<b>Adopted</b>
<b>December 4, 2003</b>	<b>Board of Regents</b>	<b>Adopted</b>
<b>November 8, 2002</b>	<b>Board of Regents</b>	<b>Adopted</b>

**I. Approve Policy 9.3.4, Unmanned Aircraft Systems**

**II. Issue**

The proposal is to adopt interim Policy 9.3.4.

**III. Background**

This policy prohibits the use of Drones on University Property except as permitted by law and specifically authorized by this policy. The formation of this policy brings the University into compliance with federal laws and regulations, preserves an environment compatible with academic endeavors, and promotes an environment where safety is the top priority.

**IV. President's Recommendation**

Based on the unanimous support of the President's Council, former President Benson recommended approval.



## Eastern Kentucky University Policy and Regulation Library

9.3.4

Volume 9, Safety, Security and Environment

Chapter 3, Safety

Section 4, Unmanned Aircraft Systems

Approval Authority: Board of Regents

Responsible Executive: Executive Director of Public Safety

Responsible Offices: Public Safety

Effective: 10/8/19

Issued: 10/8/19

Last Revised: N/A

Next Review Date: 11/19/19

# Unmanned Aircraft Systems

## Statement

This Policy is implemented to protect the health and safety of the Eastern Kentucky University (EKU) students, employees, and visitors, and to comply with Federal Aviation Administration (FAA) requirements.

## Entities Affected

All University students, employees, and visitors.

## Policy s

This Policy applies to Operators of Unmanned Aircraft Systems (UAS) or drones for research, education, demonstrations, communications, recreation, and all other purposes while on any property owned, operated, or controlled by ECU.

- ECU shall comply with FAA requirements, federal and state law, and any other locally applicable laws or regulations regarding UAS.
- Higher education institutions and other public entities may operate UAS upon receipt of a Certificate of Waiver or Authorization ("COA") from the FAA or by meeting requirements for small unmanned aircraft Part 107 in Title 14 Code of Federal Regulations (14 CFR).
- UAS shall only be used for law enforcement activities, building/property maintenance, filming, and other institutional purposes compliant with ECU's mission.
- Hobbyist or recreational use of UAS is prohibited on any property owned, operated, or controlled by ECU.
- Use of a UAS on property owned, operated or controlled by a third-party shall be governed by this policy and applicable UAS policies of the third-party facility.
- UAS shall be operated in a manner that adheres to federal and state law and FAA requirements regarding the operation of said aircraft to include but not limited to:

1. Flying below 400 feet and remaining clear of surrounding obstacles.
  2. Remaining well clear of and not interfering with manned aircraft operations.
  3. Not flying within 5 miles of any designated airport or helipad unless the operator contacts the airport or helipad and control tower before flying.
  4. Refraining from being careless or reckless with the UAS which could result in a fine for endangering people or other aircraft.
  5. Daylight only operations (30 minutes before official sunrise to 30 minutes after official sunset, local time) with appropriate anti-collision lighting.
  6. Flying over individuals is prohibited.
- UAS used in accordance with this policy shall be under the complete control and within visual line of sight of the Operator at all times.
  - Commercial use of UAS (including non-University entities interested in operating UAS on campus property) on University property is not permitted unless there is written approval from the ECU Division of Public Safety, the UAS has been registered with the FAA, and the FAA has issued a 333 exemption and COA to the commercial operator or the operator meets the requirements for small unmanned aircraft Part 107 in Title 14 Code of Federal Regulations (14 CFR).
  - Failure to comply with this policy may result in referral to campus, local, state or federal law enforcement

### **Prohibited Activities**

The UAS shall not be used in such a way as to create a hazard to ECU owned, operated, or controlled property, the University community or the public. UAS shall not be operated in a way that disrupts instruction or unduly affects the environment of people in or passing through a common space or residential space, working or studying within a building, or entering, exiting, or otherwise making their way about a facility. The following are prohibitions for use of UAS on ECU owned/controlled properties:

- UAS shall not be operated directly above open air events or above thoroughfares, including but not limited to roadways, sidewalks, bike paths and pedestrian paths unless a waiver has been filed and approved by the FAA and the ECU Division of Public Safety.
- Use of UAS at any sporting venue during events is prohibited.
- UAS are not permitted to fly within 5 miles of public and private airports.

### **Special Considerations and Temporary Flight Restrictions**

Operators of UAS on the Richmond campus are required to be aware of all restricted airspace including, but not limited to, the following:

- Baptist Health Richmond
- Model Laboratory School
- Bluegrass Army Depot

Prior to operating a drone on the Richmond Campus, or any of the University's extended campuses, Operators must consult with Division of Public Safety to address designated restricted airspace locations, and special events which may preclude UAS operations in a particular area.

Temporary flight restrictions will be enacted for any of the following situations and will warrant the cancellation of approval or immediate grounding of UAS.

- Temporary hazardous conditions, such as a fire, severe weather, or chemical spill,
- A security-related event on campus,
- Other special situations, such as VIP movement,
- Other safety considerations as deemed appropriate by the Division of Public Safety personnel.

### **Reporting Requirements**

The pilot is responsible for immediately notifying the ECU Police Department at (859) 622-1111 if there is an incident involving a drone to include crash, property damage, violation of policy or law, and/or injury to person.

### **Approval Process**

All uses of UAS must be approved by the Division of Public Safety and will be required to register at least seven (7) days prior to operation. Each operator/pilot are required to supply proof of aircraft insurance, general liability insurance, and aviation insurance, along with the appropriate aircraft registration and pilot certificate. "Eastern Kentucky University; ECU employees; Eastern Kentucky University Foundation, Inc.; Board of Regents" are required to be named as additional insureds.

## **Definitions**

- **Operator:** Any faculty, staff, student, visitor, contractor, agency, production house, business, club organization, or other individual using or piloting a UAS.
- **Unmanned Aircraft Systems (UAS):** A device that is used or intended to be used for flight in the air that is operated without the possibility of direct human intervention from within or on the aircraft.

## **Responsibilities**

Administration of this policy is coordinated through the Division of Public Safety. A list of those authorized to use UAS will be kept with the Division of Public Safety by the Executive Director of Public Safety & Risk Management.

## **Violations of the Policy**

Violations of this policy are subject to the corrective action and disciplinary procedures as set forth in the Faculty Handbook, Staff Handbook or Student Handbook, as applicable, as well as state and federal law. Persons refusing to comply may be asked to leave campus.

## Interpreting Authority

Executive Director of Public Safety

## Statutory or Regulatory References

CFR § 107.25 Operations from a moving vehicle or aircraft  
CFR § 107.29 Daylight operation  
CFR § 107.31 Visual line of sight aircraft operation  
CFR § 107.33 Visual observer  
CFR § 107.35 Operation of multiple sUAS  
CFR § 107.37(a) Yielding the right of way  
CFR § 107.39 Operation over people (our current focus)  
CFR § 107.41 Operation in certain airspace  
CFR § 107.51(a) Operating limitations: ground speed  
CFR § 107.51(b) Operating limitations: altitude  
CFR § 107.51(c) Operating limitations: minimum visibility  
CFR § 107.51(d) Operating limitations: minimum distance from clouds

## Relevant Links

### **Additional Information on UAS Usage:**

[FAA Unmanned Aircraft Systems \(UAS\) Regulations & Policies](#)  
[FAA Frequently Asked Questions – Unmanned Aircraft Systems \(UAS\)](#)  
[FAA Fact Sheet Part 107 Unmanned Aircraft Rule](#)  
[FAA Dos and Don'ts of Flying Safely](#)

## Policy Adoption Review and Approval

### Policy Issued

<u>Date</u>	<u>Entity</u>	<u>Action</u>
10/8/2019	President Benson	Approved as Interim



**I. Approve Policy 9.4.2, Utility Cart Safety**

**II. Issue**

The proposal is to adopt interim Policy 9.4.2.

**III. Background**

The purpose of this policy is to more effectively control the operation of Utility Carts, as well as provide guidelines and training for safe use in order to best serve our students.

**IV. President's Recommendation**

Based on the unanimous support of the President's Council, former President Benson recommended approval.



## Eastern Kentucky University Policy and Regulation Library

9.4.2

Volume 9, Safety, Security and Environment

Chapter 4, Parking and Transportation

Section 2, Utility Cart Safety

Approval Authority: President

Responsible Executive: Executive Director of Public Safety

Responsible Office: Public Safety

Effective: January 28, 2019

Next Review Date: February 29, 2020

### Utility Cart Safety

#### Statement

University Employees and Authorized Persons have both the privilege and responsibility to safely operate any vehicle utilized to complete Approved University Business. Drivers operating commercial utility vehicles to include but not limited to a golf cart, Gator, Utility Task Vehicle (UTV), or similar type of utility vehicle (collectively referred to and defined in this Policy as Utility Carts) to complete Approved University Business will operate the vehicle safely and in compliance with Laws and Policies, and are expected to avoid accidents and injuries to self, passengers, property and the general public.

All-Terrain Vehicles (ATVs) are not permitted on University Property and will not be operated or utilized by any Employee or Authorized Person.

This Policy applies to all Employees and Authorized Persons who operate Utility Carts on Approved University Business.

The purpose of this Policy is to prevent injury and damage resulting from the misuse of Utility Carts through operator safety training and following established procedures for safe operations, equipment maintenance and awareness of the work environment.

Any person who accepts the privilege of operating a Utility Cart on Approved University Business is deemed, by doing so, to have the knowledge, training and skill to safely operate the Utility Cart and shall be fully accountable for their actions and the consequences thereof.

The safe operation of Utility Carts requires conscientious application and adherence to the minimum standard of care provided by this Policy.

Employees and Authorized Persons who fail to comply with this Policy may face disciplinary action and/or sanctions appropriate to the terms of their employment and/or contract with the University.

## Entities Affected

Employees and Authorized Persons who operate Utility Carts on Approved University Business.  
Supervisors who authorize use of Utility Carts.

## Procedures

- I. Responsibilities
  - a. Deans, Directors, Budget Unit Heads, and Department Heads
    - i. Shall ensure that all Utility Carts and Approved Operators within their unit comply with the requirements of the Utility Cart Safety Procedure.
    - ii. Shall ensure that each Utility Cart owned, leased, or operated by their department is scheduled for and receives semi-annual preventative maintenance services by the University maintenance garage or lessor. Preventative maintenance services shall include, but is not limited to, verification of the presence and proper operation of various safety features and adjustment of the setting for speed governors as may be appropriate.
    - iii. Shall ensure that each individual who has been assigned to operate a Utility Cart, or who would reasonably be expected to operate a Utility Cart within the course and scope of their employment or service to the University, complies with the following:
      1. Is an Approved Operator;
      2. Receives appropriate training prior to the commencement of responsibility to operate Utility Carts;
      3. Retains training records per University Policy 11.3.1P, Records Management;
      4. Attends Utility Cart safety training initially and at a minimum of every three years thereafter;
      5. Is provided periodic evaluation, counseling and training as may be appropriate to correct non-compliance with this Policy;
      6. Shall ensure that completed Utility Cart Information Acknowledgement Forms are maintained on record within their department per University Policy 11.3.1P, Records Management.
  - b. Employees/Authorized Persons
    - i. Shall be knowledgeable regarding the requirements of this Policy.

- ii. Shall acknowledge responsibility and accountability for compliance with this Policy by completing the Utility Cart Acknowledgement Form.
- iii. Shall attend Utility Cart safety training as required.
- iv. Shall review the owner's manual for each Utility Cart they will operate.

c. Supervisors

- i. Shall be knowledgeable regarding the requirements of this Policy.
- ii. Shall ensure that each Approved Operator within their area is appropriately advised of all requirements of this Policy.
- iii. Shall obtain and maintain on file, per University Policy 11.3.1P, Records Management, a statement signed by each Employee/Authorized Person who has been authorized to operate Utility Carts, attesting to their knowledge and understanding of this Policy.
- iv. Shall ensure that Employees review this Policy every three years and shall consider comments or concerns, observed or reported, regarding each operator's compliance with this Policy at the time of Employee performance appraisals.
- v. Shall implement procedures for control of Utility Carts registered to their department. Such procedures may include the use of sign out logs for keys to ensure only Approved Operators operate the Utility Cart under their care and control.

d. Environmental Health and Safety Department

- i. Shall coordinate University-wide compliance programs.
- ii. Shall facilitate Utility Cart safety training as requested.

II. Mandatory Equipment

- a. All Utility Carts shall display a slow-moving vehicle emblem in compliance with KRS 189.820.
- b. All Utility Carts shall be equipped with functional horn, headlights, brake lights, back-up alarm and amber warning light on top of the Utility Cart. Utility Carts without a roof shall have a roll bar, and an amber warning light affixed to a 36-inch pole attached to the Utility Cart.
- c. University Procurement Services shall adhere to these specifications when procurement requests are received.

III. Training

- a. Utility Cart training can be one of the following:
  - i. Training from the Department of Environmental Health & Safety. A training certificate will be issued.

- ii. A training program provided by the Utility Cart manufacturer specific to the Utility Cart being operated. Completion of training must be documented.
  - iii. A universal Utility Cart training program as approved by the Department of Environmental Health & Safety. Completion of training must be documented.
- b. The training must include, at a minimum:
  - i. Review of the owners and operations manual specific to the Utility Cart being operated.
  - ii. Review of this Policy.
  - iii. Safe operating procedures.
  - iv. Review of applicable Laws and Policies.

#### IV. Standard of Safety

- a. No passengers will be permitted in the bed of a Utility Cart for any reason (see allowable exemption below).
- b. All individuals in the Utility Cart must have their own seat.
- c. Seat belts must be used if provided in the Utility Cart.
- d. It is unlawful to cross the Eastern Bypass in a Utility Cart. If crossing must occur, the Utility Cart must be placed on a trailer and transported across the Eastern Bypass in accordance with 9.4.1R, Motor Vehicle Use Policy.
- e. It is unlawful to operate a Utility Cart on any roadway rated for 35 MPH or greater.
- f. It is unlawful to operate a Utility Cart on any roadway after sunset.
- g. Utility Carts shall be operated with the utmost courtesy, care, and consideration for the safety and convenience of pedestrians. Pedestrians shall be afforded the right-of-way at all times.
- h. Utility Carts shall be operated in such a manner that they do not impede or interfere with normal pedestrian or vehicular traffic flow on roadways, ramps, or sidewalks.
- i. Utility Cart Approved Operators shall be responsible for the security of ignition keys for the period that the Utility Cart is assigned to them and shall not leave the keys in the Utility Cart unattended.
- j. Utility Carts shall be operated within and between University-owned properties only.
- k. Authorization to operate a Utility Cart is contingent on the possession of a valid driver's license. Employees/Authorized Persons shall immediately notify their supervisor if and when their license is suspended, revoked or surrendered.

- l. University Employees, officers and agents, contractors, vendors, volunteers or guests of the University are the only passengers permitted in a Utility Cart.
- m. Supervisors shall ensure that Utility Carts are operated in accordance with the manufacturer's recommendations. A Utility Cart shall not be modified in any manner that negatively affects the speed, safety, or recommended mode of operation of the Utility Cart.
- n. Any Utility Cart intended to be operated in excess of 20 MPH shall be equipped with specific safety features that include, but are not limited to, seat belts, windshields, headlights, roll bar, and rear view mirrors. All speed limits shall be observed.
- o. The speed limit for Utility Cart operation off the roadway (i.e., parking lots) is **15 MPH**. Utility Cart operation on a sidewalk, plaza, greenspace, or in an area where space is shared with pedestrians warrants Utility Cart operation at **walking speed only**.
- p. Supervisors shall ensure that each Utility Cart is tagged with the maximum load capacity recommended by the manufacturer. Utility Carts equipped with a back carriage shall not be overloaded.
- q. Approved Operators shall not operate Utility Carts owned or leased by other departments unless approval has been granted by a person with authority within the department to which the Utility Cart is registered.
- r. If any equipment which affects the safe operation of the Utility Cart is not functional or not operating as intended, the Utility Cart shall be placed "out-of-service" and not used until repairs can be completed.
- s. All Utility Carts shall be operated in compliance with common rules of the road, regardless of whether the Utility Cart is being operated on sidewalks or roadways.
- t. Approved Operators of Utility Carts not equipped with turn indicators shall use appropriate hand signals.
- u. Any and all incidents and accidents involving a Utility Cart shall be reported immediately to the University Police at (859) 622-1111. Only after University Police have been contacted shall the driver contact their supervisor.
- v. Utility Carts shall be operated in accordance with the following specific rules:
  - i. Utility Carts shall not be parked within ten (10) feet of an entrance or exit of any building, except at loading docks.
  - ii. Operators shall stop at all blind intersections and sound horn before proceeding.

- iii. Utility Carts shall not be parked in any manner likely to obstruct or interfere with the flow of pedestrian or vehicular traffic except when being used as a safety barricade.
- iv. Operators shall not stop Carts in the middle of roads and/or walkways with the exception of yielding to pedestrians or other vehicles.
- v. Utility Carts shall not be driven in buildings.
- vi. All body parts (i.e., feet, legs, hands, arms) shall be kept inside the Utility Cart when in motion.
- vii. Operators shall ensure the Utility Cart is not in gear before starting or powering on.
- viii. Operators shall check the area behind the Utility Cart before backing up.
- ix. Operators shall slow down before and during turns. All turns should be executed at reduced speeds.
- x. Operators shall observe the occupant limits of the Utility Cart.
- xi. All occupants shall remain seated while the Utility Cart is in motion.
- xii. All occupants are required to wear seatbelts if the Utility Cart is so equipped.
- xiii. When the Utility Cart is to be unattended, the Operator must turn the key to the off position, remove the key and engage the parking brake.
- xiv. Drive the Utility Cart only as fast as terrain and safety considerations allow.
- xv. Operators shall always consider the terrain, existing vehicular and pedestrian traffic conditions, as well as the environmental factors that may affect their ability to operate the Utility Cart safely.
- xvi. Operators shall avoid sudden stops or change of direction that may result in loss of control.
- xvii. Operators shall brake to control speed while traveling down an incline.
- xviii. Maintenance on any Utility Cart will be performed by Facilities Services Maintenance Garage personnel, an authorized mechanic, an authorized dealership or lessor.
- xix. Use of any type of headphones while operating a Utility Cart is strictly prohibited. Individuals found in violation of this rule will be subject to immediate revocation of Approved Operator status.
- xx. Use of any type of electronic personal device including but not limited to cell phones, smart phones, and smart watches while operating a Utility Cart is strictly prohibited. Individuals found in violation of this rule will be subject to immediate revocation of Approved Operator status.

## V. Exemptions

### a. The following are permissible exemptions:

- i. The Athletics Department may transport injured players from a field of play for medical treatment with a Utility Cart that has been properly equipped for this purpose.
- ii. Use of golf carts by golfers during the course of playing golf at the University Club at Arlington are exempt from this Policy; but are subject to compliance with University Club at Arlington Member Handbook and Cart Rules.

## Definitions

- **Approved Operator:** An Eligible Driver who has completed the Approved Operator process and been approved by the department or contractor for which they will be operating a Utility Cart.
- **Approved University Business:** Work assisting in the completion of the mission of the University, approved by the supervisory position at the level of Director, Department Chair or higher, or their designees. A Utility Cart will not be used for any purpose other than Approved University Business and use should not be approved until this definition is met.
- **Authorized Persons:** Non-Employees (e.g., contractors and vendors) who are on Approved University Business.
- **Eligible Driver:** Employees and Authorized Persons who may be eligible to become an Approved Operator if they:
  - have a need to drive on Approved University Business;
  - are at least 18 years old;
  - possess a valid driver's license for the duration of operation of the Utility Cart;
  - complete the Utility Cart training specific to the Utility Cart they will be operating;
  - read and understand the owner's manual for the Utility Cart they will be operating; and
  - know and adhere to the State of Kentucky motor vehicle laws.
- **Employees:** Students, faculty and staff employed with the University.
- **Laws and Policies:** Federal or state laws, administrative Policies, and University policies or procedures.
- **University:** Eastern Kentucky University, including all regional campuses.
- **University Property:** Any real property, buildings, and facilities under the primary control of the University through ownership, lease, or other means.



- **Utility Cart:** Any non-licensed motorized vehicle which is intended for use on University premises only; and is generally used for the transportation of persons or cargo, including but not limited to:
  - Golf Cart
  - Gator
  - Utility Task Vehicle (UTV)
  - Riding Lawn Tractor
- **Utility Task Vehicle (UTV):** A two (2)- to six (6)- person vehicle of either a 2/4/6-wheel drive configuration that is designed for off-road use. Examples include: John Deere Gator, Kubota RTV, Kawasaki Mule, or any similar vehicle.

## Violations

- Employees and Authorized Persons who fail to comply with this Policy may face disciplinary action and/or sanctions appropriate to the terms of their employment and/or contract with the University.

## Interpreting Authority

Executive Director of Public Safety

## Statutory or Regulatory References

KRS 189.820

KRS Chapter 189

University Policy 9.4.1R, Motor Vehicle Use

University Policy 11.3.1, Records Management

## Policy Adoption Review and Approval

### Policy Issued

#### Date

09/09/19

01/28/19

#### Entity

President Benson

President

#### Action

Approved as Interim

Approval

**I. Approve Policy 11.2.5, Social Media Communications**

**II. Issue**

The proposal is to adopt Policy 11.2.5.

**III. Background**

This policy was drafted in order to clarify how to best enhance and protect the University and its employees through consistency in content and branding when participating in social media.

**IV. President's Recommendation**

Based on the unanimous approval of the President's Council, the President recommends approval.



## Eastern Kentucky University Policy and Regulation Library

11.2.5

Volume 11, Information Management

Chapter 2, Technologies

Section 5, Social Media Communications

Approval Authority: Board of Regents

Responsible Executive: Assistant Vice President for  
Communications and Brand Management

Responsible Office(s): Communications and Brand  
Management

Effective:

Issued: February 4, 2020

Next Review Date:

## Social Media Communications

### Statement

Social media are powerful communication platforms that have a significant impact on organizational and professional reputations. Eastern Kentucky University (EKU) has established the following policy to clarify how best to enhance and protect the University, as well as personal and professional reputations, when participating in social media.

### Entities Affected

All employees, departments, and units of the University.

### Background

Both in professional and institutional roles, employees are expected to follow the same behavioral standards online as they would in the real world. The same laws, professional expectations, and guidelines for interacting with students, parents, patients, alumni, donors, media, and other University constituents apply. If an employee's use of social media violates any of EKU's policies in another forum, it will also violate them in an online forum. Employees are accountable for any institutionally related content they post to social media sites.

EKU has official social media accounts that are overseen by the Office of Communications and Brand Management, which follows the sites' specific guidelines regarding appropriate content.

### Procedures

#### I. Establishing University-Affiliated Social Media Accounts

- A. Notify the University. Departments or University units that have a social media page or would like to start one should contact the Office of Communications and Brand Management to ensure all institutional social media sites adhere to University policy. All institutional pages must have a full-time appointed employee who is identified as being responsible for content. Ideally, this should be the unit head of the department.
- B. Designate Appropriate Administrators. All official ECU social media accounts must be registered with an ECU email address and must have two ECU employees as page administrators.
  - 1) The names and contact information of every University-Affiliated Social Media account must be registered with the Office of Communications and Brand Management.
  - 2) Students may not serve as page administrators for University-Affiliated Social Media accounts.
- C. Have a plan. Departments should consider their messages, audiences, and goals, as well as a strategy for keeping information on social media sites up-to-date. The Office of Communications and Brand Management can assist and advise you with your social media planning.
- D. Use of photos. The Office of Communications and Brand Management can provide approved photos for various areas of the University. To receive photos in a downloadable format, contact the Office of Communications and Brand Management.
- E. Use of University logos. All accounts must comply with branding guidelines. Your University social media presence must use approved logos for your area of the University. The Office of Communications and Brand Management can provide approved logos for various areas of the University. To receive logos in a downloadable format, contact the Office of Communications and Brand Management. For more information regarding proper use of University logos, see *the ECU Visual Identity Guide*.

## **II. Use of Social Media on Behalf of the University**

If you post on behalf of an official University unit, the following policies apply, in addition to all University policies and best practices:

- A. Acknowledge who you are. If you are representing ECU when posting on a social media platform, acknowledge this.
- B. Link back to the University. Whenever possible, link back to the ECU website. Ideally, posts should be very brief and redirect a visitor to content that resides within the ECU Web environment. When linking to a news article about the University, check first to see whether you can link to a release on ECU Stories instead of to an external publication or other media outlet.
- C. Protect the institutional voice. Posts on social media sites should protect the University's institutional voice by remaining professional in tone and in good taste. No individual unit

should construe its social media site as representing the University as a whole. Consider this when naming pages or accounts, selecting a profile picture or icon, and selecting content to post. Names, profile images, and posts should all be clearly linked to the particular department or unit rather than to the institution as a whole.

### **III. Institutional Use of Social Media**

- A. Discretion Abides in the University. ECU reserves the right to hide or delete comments/posts from its social media channels if the content is inaccurate, inappropriate, libelous or incendiary.
- B. University Response to Social Media Comments. ECU tries to respond in a timely manner within business hours to comments that merit responses and forwards questions to the appropriate offices to facilitate accurate dialogue.

The following guidelines are in response to negative comments or criticisms on social media:

- 1) Inappropriate comments—such as hate speech, derogatory attacks on individuals, profanity and commercial content/spam—may be hidden or removed from social media, and/or reported
  - 2) Determinations on whether to respond will be made on a case-by-case basis.
  - 3) Comments that highlight a specific issue requiring attention by a unit or department will be forwarded to the appropriate contacts for direct response or action.
- C. Emergency Communications by the University. The Division of Public Safety is the official voice of the University during emergencies. In the event of an emergency, messaging will be shared via the university's official channels and distribution methods. Follow up messaging will also be shared as appropriate via those channels. Share original posts from official University channels in their entirety in an emergency situation without embellishment.

### **IV. Personal Employee Use of Social Media**

ECU Employees are encouraged to adhere to the Office of Communications and Brand Management's *Social Media Guide*. Appropriate action will be taken in extreme cases when public safety is threatened.

- A. Refrain from blending personal and institutional voice on all personal social media channels. Refrain from including the University's name or your associated program in the account title or username or attributing personal opinions or views to the University.
- B. Adhere to all applicable University policies and procedures. Employees must remain in compliance with ECU's policies and guidelines regarding the use of company-owned

computers or other electronic devices. The personal use of social networking sites should be limited to breaks and lunchtimes.

Employees must remain in compliance with ECU's policies and guidelines regarding professionalism. Users of social media websites are personally responsible for their commentary. Users can be held personally liable for commentary that is considered defamatory, obscene, proprietary or libelous to any offended party.

- C. Understand your words are public. Employees are cautioned not to have expectations of privacy while using ECU equipment, facilities or Internet for any purpose. The University reserves the right to monitor, limit or remove content or access to resources, when it has been determined by the appropriate University official that there is a violation or potential violation of applicable University policies, contractual obligations, or state or federal laws.

Employees shall not use Social Media to disclose any confidential information of or about ECU, its employees, vendors, suppliers, or students.

## **V. Use of Social Media, Generally**

- A. Protect institutional confidential and proprietary information. Do not post confidential or proprietary information about the University, its students, employees, or alumni. Employees must follow applicable federal requirements, including but not limited to FERPA. Employees who share confidential information do so at the risk of disciplinary action or termination.
- B. Adhere to all applicable University regulations, policies, and procedures. Use Social Media in a manner that complies with all University regulations, policies, and procedures.
- C. Adhere to copyright and fair use law. When posting, do not violate the copyright and intellectual property rights of others and of the University. Questions about fair use or copyrighted material should be directed to the Office of University Counsel.
- D. Do not use ECU's name to promote a product, cause, or political party or candidate. Questions should be directed to the Office of Communications and Brand Management.
- E. Do not announce University News. Do not be the first to announce University News on a social media site unless preapproved by the Office of Communications and Brand Management.
- F. Respect University time and property. University computers and time on the job are reserved for University-related business as approved by supervisors and in accordance with University Policy.
- G. Be aware of terms of service. Comply with the Terms of Service of any social media platform used.

For a list of best practices, see the Office of Communications and Brand Management's *Social Media Guide*.

## Definitions

**Social media:** Social media is a broad term that includes forms of electronic communication through which users share information, ideas, personal messages, photos, videos, and other content.

**University News:** Any news or information that would ordinarily be released to the public via official University channels. University News does not include day-to-day departmental information or communications regarding events occurring outside an individual's role as a University employee. For examples of University News, see <https://stories.eku.edu/>.

## Responsibilities

- Employees
  - Refrain from blending personal and institutional voice on all personal social media channels.
- Official University Units Posting on Behalf of the University
  - Adhering to all University policies and procedures
  - Adhering to the best practices identified in this policy
- Human Resources
  - Coordinate with supervisors and appropriate administration to ensure compliance with this policy
- Office of Communications and Brand Management
  - Provide resources for appropriate use of Social Media
  - Identify content on official channels that may require further review

## Violations of the Policy

Non-compliance with this policy may result in any or all of the following:

- A. Limitation or revocation of individual or unit rights to use or administer University-affiliated social media;
- B. Removal of posts or University-affiliated social media accounts; or

C. Corrective or disciplinary actions and sanctions.

Any concerns about an employee's social media usage can be directed to the Office of Communications and Brand Management.

Interpreting Authority
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Office of University Counsel

Policy Adoption Review and Approval
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Policy Issued

<u>Date</u>	<u>Entity</u>	<u>Action</u>
February 20, 2020	President McFaddin	Approved



**I. Repeal Policy 1.1.2, Authorization for Regulations**

**II. Issue**

The proposal is to repeal Policy 1.1.2.

**III. Background**

On April 23, 2019, the Board of Regents adopted a revised Policy 1.1.1P, Policy on Policies, which did away with the regulation system. To align with these revisions, we request the repeal of this outdated policy.

**IV. President's Recommendation**

The President recommends the repeal.

# MODEL LABORATORY SCHOOL

EASTERN KENTUCKY UNIVERSITY  
521 LANCASTER AVENUE  
RICHMOND, KENTUCKY 40475



## GIFTED AND TALENTED HANDBOOK

Jilliane McCardle, Ed.D., Gifted Services Coordinator  
Office: 859-622-5686  
Email: [jilliane.mccardle@eku.edu](mailto:jilliane.mccardle@eku.edu)

## **MODEL LABORATORY SCHOOL ADMINISTRATION**

John Williamson, Superintendent and Dean of K-12 Programming  
Christopher Budano, Ph.D., Associate Dean of K-12 Programming/Director of Teaching and Learning  
Kimberly Puckett, Director of Student Services  
Laura Dedic, Secondary Schools Director (6-12)  
David Naylor, Primary Schools Director (K-5)

### **OUR MISSION**

*In a shared commitment with Eastern Kentucky University, Model Laboratory School will serve as a learning laboratory for P-12 education in the Commonwealth of Kentucky by providing an exemplar for research, best practices, and innovation in elementary and secondary education and teacher professional learning.*

### **OUR VISION**

*In collaboration with Eastern Kentucky University, Model will establish pathways that provide a P-20 student-centered learning environment producing next generation college graduates and career professionals prepared to lead a global society. In addition, Model will serve as a professional development and continuing education hub to provide opportunities for Kentucky's educators to become master teachers.*

The definitions specified in Kentucky Regulations [704 KAR 003:285](#) shall be used in the operation of the Model Laboratory School Gifted and Talented program.

For more information about our Gifted and Talented program, contact Jillane McCardle, Gifted Services Coordinator, at [jilliane.mccardle@eku.edu](mailto:jilliane.mccardle@eku.edu) or 985-622-5686.

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## **A WORLD-CLASS EDUCATION**

Model Laboratory School guarantees a world-class education for K-12 Model Laboratory School through a viable curriculum that:

- Provides opportunities for students to develop as leaders and entrepreneurs.
- Develops transferable skills through practice with feedback.
- Requires students to think critically, creatively, computationally, and quantitatively.
- Challenges students to develop creative solutions to authentic and relevant real-world problems.
- Provides opportunities for students to make cross-curricular and interdisciplinary connections.
- Provides opportunities for school-wide and grade-level shared experiences and courses.
- Emphasizes persistence through sustained inquiry, capstone projects, and presentations.
- Develops strong written and oral communicators.
- Facilitates students' abilities to engineer, design, perform, and create.
- Promotes participation in civic activities as an informed citizen.
- Fosters community through service (learning) and teamwork.
- Fosters individual physical and emotional well-being.
- Builds ability to communicate and interact in a second language.

## **GIFTED AND TALENTED EDUCATION AND PHILOSOPHY**

*Gifted children have the right to an education grounded in the recognition and celebration of their individual differences and unique learning needs. Creating an environment that encourages and nurtures inquiry, flexibility, and critical thinking, Model Laboratory School strives to provide gifted learners with specialized opportunities where they will be challenged and encouraged to excel beyond the classroom.*

## **POLICIES AND PROCEDURES FOR IDENTIFICATION**

### **Determination of Eligibility**

Determination of eligibility for the Primary Talent Pool (Grades K-3) and the Gifted and Talented program (Grades 4-12) shall be based on the student's individual needs, interests, and abilities and shall be designed to address environmental and cultural factors. The Model Laboratory School plan for identifying students shall:

- Employ a multifaceted approach and utilize ongoing and long-term assessment
- Be based on a variety of valid and reliable measures to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation
- Screen students for all areas of giftedness and potential giftedness

### **Notification of Services**

For students in the identification process, parents/guardians will be notified of their child's eligibility once a decision has been made by the Gifted Advisory Committee.

At the beginning of the school year, classroom teachers will be notified of all students identified as "Gifted and Talented" or "Primary Talent Pool" and given suggestions for providing services during the instructional day.

For students already identified as Gifted and Talented in grades 4-12, an "Annual Notification of Gifted and Talented Services" and the child's "Gifted Student Service Plan" will be sent home at the beginning of the academic year.

Identification status and supporting data will be entered into Infinite Campus.

### **Documentation of Eligibility**

A folder of documentation will be kept on file for every student identified as Gifted and Talented or Primary Talent Pool. Documentation for students who do not qualify will be kept on file for a year then destroyed.

### **Formal Identification**

Model Laboratory School shall formally identify students in grades four through twelve (4-12) for participation in the Gifted and Talented program. Pursuant to state regulations, gifted and talented children comprise a category of "exceptional students." According to state regulations, a gifted and/or talented child is defined as one who is identified as possessing demonstrated or potential ability to perform at an exceptionally high level. They also may possess a consistently

outstanding mental capacity as compared to children of their own age, experience, or environment. Initial nominations and referrals may be accepted from students (self or peers), teachers, parents, and/or outside sources.

In compliance with applicable statutes and administrative regulations, students will be identified in one of more of the following categories:

1. General Intellectual Aptitude (GIA)
2. Specific Academic Aptitude (SAA)
  - a. Language Arts
  - b. Mathematics
  - c. Social Studies
  - d. Science
3. Creative or Divergent Thinking (Creativity)
4. Psychosocial or Leadership Skills (Leadership)
5. Visual or Performing Arts (VPA)
  - a. Art
  - b. Drama
  - c. Dance
  - d. Music

The Model Laboratory Gifted and Talented Program Calendar of Events can be found in “Supporting Documents.”

## **AREAS OF IDENTIFICATION**

### **General Intellectual Ability**

Definition (as defined in 704 KAR 3:285 – Gifted and Talented Services): *Possessing either demonstrated or potential ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one’s own age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information.*



### **Specific Academic Aptitude**

Definition (as defined in 704 KAR 3:285 – Gifted and Talented Services): *Possessing either demonstrated or potential ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experiences, or environment of one’s chronological peers.*

### **Creative/Divergent Thinking**

Definition (as defined in 704 KAR 3:285 – Gifted and Talented Services):

*Possessing either demonstrated or potential ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.*

### **Leadership Ability**

Definition (as defined in 704 KAR 3:285 – Gifted and Talented Services): *Possessing either demonstrated or potential ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.*

### **Visual and Performing Arts**

Definition (as defined in 704 KAR 3:285 – Gifted and Talented Services): *Possessing either demonstrated or potential ability to perform at an exceptionally high level in visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in areas such as art, music, drama, speech, and in activities requiring gross or fine motor skills.*

### **Primary Talent Pool**

Model Laboratory School shall identify students in kindergarten through 3rd grade for participation in the Primary Talent Pool. The Primary Talent Pool is a group of students who possess demonstrated or potential ability to perform at exceptionally high levels in the primary years. The purpose of selecting students to participate in a Primary Talent Pool is to provide early enrichment for those students whose talents must be nurtured in order for those talents to fully develop. *These students are not automatically identified as “Gifted and Talented” once they reach the fourth grade.* They must be formally identified by meeting certain criteria, in fourth grade and beyond.

## **CRITERIA FOR GIFTED AND TALENTED CONSIDERATION**

Initial nominations and referrals may be accepted from students (self or peers), teachers, parents, and/or outside sources. In order for students to be formally identified as “Gifted and

Talented,” a minimum of three pieces of evidence are needed from one of the categories listed below along with a committee recommendation. Academic areas must include a qualifying test score unless a child has a documented special consideration (e.g. environmental, cultural, economic, language, etc.). Students may qualify in more than one category providing they have three pieces of evidence and a committee recommendation for each category. Children will not be denied entrance to the program based on only one criterion unless it is a mandatory piece. Transfer students who have been previously identified in another Kentucky school will be admitted to the program. Out of state transfer students will be admitted based on criteria set forth and committee approval.

There will be a Gifted and Talented window of identification twice each academic year, in the fall and in the spring, with the exception of the visual and performing arts. Visual and performing arts areas will be identified in the spring only. Initial nominations and referrals may be accepted throughout the year from students (self or peers), teachers, parents, and/or outside sources. A year shall pass for students who do not qualify to be reconsidered for identification. Students lacking appropriate documentation will automatically be considered for the next identification window. Student files lacking appropriate identification evidence will be destroyed after a year.

*Possible pieces of evidence are outlined below. This list is subject to change as alternative assessments may be administered to evaluate student progress. Additional assessments will not be administered without prior parent/guardian consent.*

### **General Intellectual Ability**

- Full-scale Comprehensive Test of Intellectual Ability (ex. CoGAT) score at 96%ile or above (*required*)
- Continuous progress data in academic areas
- Recommendation from teacher, parent, and/or outside source
- Parent recommendation
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards

### **Specific Academic Aptitude: Language Arts**

- Norm Referenced Test (ex. Iowa, ACT) score at 96%ile or above (*required*)
- Continuous progress data in Language Arts
- Alternative off-level testing score at 96%ile or above
- Recommendation from teacher, parent, and/or outside source

- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards

#### **Specific Academic Aptitude: Math**

- Norm Referenced Test (ex. Iowa, ACT) score at 96<sup>th</sup>ile or above  
(*required*)
- Continuous progress data in Math
- Alternative off-level testing score at 96<sup>th</sup> %ile or above
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards

#### **Specific Academic Aptitude: Science**

- Norm Referenced Test (ex. Iowa, ACT) score at 96<sup>th</sup> percentile or above  
(*required*)
- Continuous progress data in Science
- Alternative off-level testing at 96<sup>th</sup> percentile or above
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards

#### **Specific Academic Aptitude: Social Studies**

- Norm Referenced Test (ex. Iowa, ACT) score at 96<sup>th</sup> percentile or above  
(*required*)
- Continuous progress data in Social Studies
- Alternative off-level testing at 96<sup>th</sup> percentile or above
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards

#### **Creativity**

- *Prior to consideration for Creativity, students must submit a portfolio that highlights their creative abilities.*
- Creativity self-assessment

- Peer creativity survey
- Teacher creativity survey
- Creativity parent questionnaire
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards

### **Leadership**

- *Prior to consideration for Leadership, students must submit a portfolio that highlights their leadership abilities.*
- Leadership self-assessment
- Peer leadership survey
- Teacher leadership survey
- Leadership parent questionnaire
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards

### **Visual and Performing Arts: Art**

- *Prior to consideration for Art, students must submit a portfolio that highlights their artistic abilities. The portfolio will be reviewed by at least two professionals in the field.*
- VPA Art self-assessment
- Student work samples
- Art parent questionnaire
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards
- Art workshop (required) - *An interactive workshop will be held in the spring of each academic year. This workshop will be the only opportunity for a student to be evaluated for the school year.*

### **Visual and Performing Arts: Drama**

- *Prior to consideration for Drama, students must submit a portfolio that highlights their dramatic abilities. The portfolio will be reviewed by at least two professionals in the field.*

- VPA Drama self-assessment
- Student work samples
- Productions in or outside of school
- Drama parent questionnaire
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards
- Live audition (*required*) - *Drama auditions will be held in the spring of each academic year. This audition will be the only opportunity for a student to be evaluated for the school year. The audition panel will consist of at least two professionals in the field.*

#### **Visual and Performing Arts: Dance**

- *Prior to consideration for Dance, students must submit a portfolio that highlights their dance abilities. The portfolio will be reviewed by at least two professionals in the field.*
- VPA Dance self-assessment
- Student work samples
- Dance parent questionnaire
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards
- Live audition (*required*) - *Dance auditions will be held in the spring of each academic year. This audition will be the only opportunity for a student to be evaluated for the school year. The audition panel will consist of at least two professionals in the field.*

#### **Visual and Performing Arts: Music**

- *Prior to consideration for Music, students must submit a portfolio that highlights their musical abilities. The portfolio will be reviewed by at least two professionals in the field.*
- VPA Music self-assessment
- Student work samples
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards

- Music parent questionnaire
- Live audition (*required*) - *Music auditions will be held in the spring of each academic year. This audition will be the only opportunity for a student to be evaluated for the school year. The audition panel will consist of at least two professionals in the field.*

### **CRITERIA FOR PRIMARY TALENT POOL CONSIDERATION**

Students in K-3 who exhibit gifted potential and behaviors are informally selected for the Primary Talent Pool. The Primary Talent Pool can include up to 25% of the primary population. It is not a formal program, but rather a way for classroom teachers to highlight and nurture high potential students within the primary program. In order for students to be identified for Primary Talent Pool, a minimum of three pieces of evidence are needed along with a committee recommendation. Special considerations (e.g. environmental, cultural, economic, language, etc.) may be included in the identification process. Students may be identified at any time during the primary years and will remain in the Primary Talent Pool until the conclusion of the third grade.

There will be a Primary Talent Pool window of identification twice each academic year, in the fall and the spring. Initial nominations and referrals may be accepted from students (self or peers), teachers, parents, and/or outside sources. A year shall pass for students who do not qualify to be reconsidered for identification. Students lacking appropriate documentation will automatically be considered for the next identification window. Student files lacking appropriate identification evidence will be destroyed after a year.

*Possible pieces of evidence are outlined below. This list is subject to change as alternative assessments may be administered to evaluate student progress. Additional assessments will not be administered without prior parent/guardian consent.*

- Norm Referenced Test (ex. Iowa) in a core content area score at 90<sup>th</sup> percentile or above
- Recommendation from a teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards
- Student Work Samples
- Continuous progress data in academic areas

## **GIFTED ADVISORY COMMITTEE**

At the start of each academic year, a “Gifted and Talented Identification and Placement Committee,” will be formed which will be referred to at the “Gifted Advisory Committee.” This committee will meet quarterly throughout the school year to:

- Determine and recommend students who are eligible to receive services in the Gifted and Talented Program and Primary Talent Pool
- Provide feedback on the adequacy of the identification and diagnostic process
- Determine service options for eligible students
- Evaluate the programming and make recommendations for improvement
- Support communication in the school and community

The “Model Laboratory Gifted Advisory Committee” and will be made up of:

- Gifted Services Coordinator (1)
  - The Gifted Services Coordinator will serve as Chair of the committee.
- Representatives from the following groups:
  - Gifted-endorsed teachers (2) - one elementary, one secondary
  - Visual and performing arts teacher (1)
  - Endorsed exceptional child teacher (1)
  - School counselor (1)

## **PROCEDURAL SAFEGUARDS AND GRIEVANCES**

### **Appeals**

Parents and/or students in grades 4-12 may petition for identification or may appeal non-identification or appropriateness of services.

1. The appealing party shall submit in writing to the Gifted Services Coordinator specifically why they believe that screening results are not accurate or service options are not appropriate. This correspondence should also include why an exception should be made or reconsideration given.

2. The Gifted Services Coordinator shall compile student data and present that along with the petition or appeal to the Gifted Advisory Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.

3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. Appeals made in the summer or during a school holiday will be processed appropriately when school is back in session.

4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:

- a) They may participate in the program as soon as the parent or guardian gives consent.
- b) A change in the student services plan shall be made in a timely manner.

5. If the Committee rules against the grievant, a further written appeal may be made to the School Director/Principal who will review the process and evaluate the criteria. The School Director/Principal must respond in writing within ten (10) working days of receipt of the appeal.

6. Should the School Director/Principal uphold the decision of the Gifted Advisory Committee, the appealing party may petition the Superintendent, which will have the final decision in the case. The Superintendent must respond in writing within ten (10) working days of receipt of the appeal.

## **SERVICES**

### **Service Delivery**

With the exception of academic competition, performances, and extra-curricular offerings, services will be provided during regular school hours. Multiple service delivery options will be provided at all levels. Services shall also be provided by the regular classroom teacher. This will allow for continuous progress and critical thinking through a differentiated curriculum and grouping based on the individual needs, interests, and abilities of the students.

In the primary grades, classroom teachers may provide differentiated instruction to students in the Primary Talent Pool. In addition, Primary Talent Pool students will also receive periodical support from a gifted-endorsed teacher. See the Model Laboratory Primary Talent Pool Services Menu in “Supporting Documents.”

In grades 4-12, multiple service delivery options shall include a minimum of two options from the following list:

- Mentorships
- Distance Learning
- Independent Study
- Acceleration
- Advanced Placement and Honors Courses
- Dual Credit Courses
- Collaborative Teaching



- Resource Services
- Counseling Services
- Seminars (Master Classes)
- Extra-curricular Activities
- Cluster Grouping
- Consultation Services
- Pull-out Services
- Enrichment Services in the Classroom
- Travel Study Options

Services selected may differ in each grade level and shall meet the needs, interests and abilities of identified students. See the Model Laboratory Gifted Services Menu in “Supporting Documents.”

Once a student is identified as eligible for Gifted and Talented services, the identification shall remain in effect throughout the student’s educational placement in Kentucky public schools. Services may change depending on grade level, recommendation of the classroom teacher(s), school administrator(s), teacher of the gifted, or parental request. A parent declining services must submit a written statement or request.

Should a child experience difficulty in the program, parent/guardian should communicate with the Gifted Services Coordinator to work towards an appropriate solution.

### **Gifted and Talented Student Services Plan**

A Gifted and Talented Student Services Plan (GSSP) shall be developed for each identified student in grades 4-12. The GSSP is an educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as a communication vehicle between parents and school personnel.

A parent or guardian of an identified student shall be notified annually of services included in their child's gifted and talented student services plan.

### **Progress Reports**

A report of the student’s progress will be made to the parent/guardian at least twice per academic year, in October and February.

## REFERENCES

Caldwell County Schools Gifted and Talented Handbook - <http://ccs-ky.schoolloop.com/file/1515658831579/1500707849733/3076639279067467.pdf>

Fort Thomas Gifted and Talented Handbook - <http://www.fortthomas.kyschools.us/userfiles/92/GT%20Policies%20%20Procedures%202013.pdf>

Gifted Education Frequently Asked Questions - <https://education.ky.gov/specialed/GT/Documents/Frequently%20Asked%20Questions%20-%20Gifted%20and%20Talented.pdf>

Kentucky Gifted and Talented Regulations - <http://www.lrc.ky.gov/kar/704/003/285.pdf>

Mason City Schools Elementary Gifted Program Curriculum Overview - [http://masonohioschools.com/UserFiles/Servers/Server\\_391035/File/PDF%20Links/Gifted\\_Curriculum\\_Overview2\\_2015.pdf](http://masonohioschools.com/UserFiles/Servers/Server_391035/File/PDF%20Links/Gifted_Curriculum_Overview2_2015.pdf)

Model Laboratory School - <https://model.eku.edu/>

National Association for Gifted Children - <http://www.nagc.org/resources-publications/resources/glossary-terms>

Primary Talent Pool - <https://education.ky.gov/specialed/GT/Documents/Primary%20Talent%20Pool%20Brochure.pdf>

## **SUPPORTING DOCUMENTS**

MODEL LABORATORY GIFTED AND TALENTED PROGRAM CALENDAR OF EVENTS

MODEL LABORATORY PTP/GT SERVICES MENU

## Model Laboratory School Gifted and Talented (GT) Program Calendar of Events

*Nominations for the GT program are collected on an ongoing basis; however, assessments, consideration, and identification will take place as outlined below.*

August/September	<ul style="list-style-type: none"> <li>● Gifted Advisory Committee meets to discuss service options for currently identified students.</li> <li>● Formal Gifted and Primary Talent Pool identifications pending from the following spring will be finalized and families will be notified.</li> <li>● Faculty will attend a GT overview <ul style="list-style-type: none"> <li>○ Working with gifted learners - Differentiation in the classroom</li> <li>○ Identification - Data collection and criteria</li> </ul> </li> <li>● Updated GT rosters will be shared with faculty and staff.</li> <li>● Gifted Services Coordinator will meet with parents at Open House.</li> <li>● Annual Notification of Gifted and Talented services (Gifted Student Service Plans) will be sent home for grades 4-12.</li> <li>● Iowa Assessments will be administered to all 1st through 9th graders.</li> <li>● GT services for the academic year will begin on September 1.</li> </ul>
October  10/15 - Fall portfolios are due.	<ul style="list-style-type: none"> <li>● Iowa results sent home.</li> <li>● Gifted referral forms, data, and other evidence are collected from teachers, parents, and staff members.</li> <li>● Additional assessments will be administered, as needed, to nominated students.</li> <li>● Student portfolios (Leadership, Creativity, Visual and Performing Arts) are due for gifted consideration.</li> <li>● Gifted Progress Reports are sent home.</li> </ul>
November	<ul style="list-style-type: none"> <li>● Gifted Advisory Committee will meet to review the collected evidence for students being considered for the Primary Talent Pool (K-3) and Gifted identification (4-12).</li> <li>● Identifications will be finalized and families will be notified.</li> </ul>
December	<ul style="list-style-type: none"> <li>● Gifted Advisory Committee meet to review programming and make recommendations for the spring.</li> </ul>
January	<ul style="list-style-type: none"> <li>● Cognitive Abilities Test (CogAT) will be administered to all 3rd and 5th graders.</li> <li>● Iowa Assessments will be administered to all Kindergarten students.</li> <li>● GT services for newly identified students will begin will begin upon return from Winter Break.</li> </ul>
February  2/15 - Spring portfolios are due.	<ul style="list-style-type: none"> <li>● Kentucky Association of Gifted Education (KAGE) annual conference and parent night</li> <li>● Gifted referral forms, data, and other evidence are collected from teachers, parents, and staff members.</li> <li>● Additional assessments will be administered, as needed, to nominated students.</li> <li>● Celebrate Gifted Education Month in Kentucky!</li> </ul>

	<ul style="list-style-type: none"> <li>● Visual and Performing Arts (Drama, Dance, Music) will be held in collaboration with Madison County.</li> <li>● Student portfolios (Leadership, Creativity, Visual and Performing Arts) are due for gifted consideration.</li> <li>● Gifted Progress Reports are sent home.</li> </ul>
March	<ul style="list-style-type: none"> <li>● Visual and Performing Arts (Drama, Dance, Music) auditions will be held.</li> </ul>
April	<ul style="list-style-type: none"> <li>● CogAT results sent home.</li> <li>● Gifted Advisory Committee will meet to review the collected evidence for students being considered for the Primary Talent Pool (K-3) and Gifted identification (4-12).</li> <li>● Identifications will be finalized and families will be notified. GT services for newly identified students will begin upon return for the next school year.</li> <li>● Parent event/symposium</li> <li>● Updated GT rosters will be shared with faculty and staff.</li> <li>● Creativity screener will be administered to all 4th graders and Kindergarteners.</li> </ul>
May	<ul style="list-style-type: none"> <li>● Gifted Advisory Committee will meet to review programming and make recommendations for the following school year.</li> </ul>

### Model Laboratory School Primary Talent Pool Services Menu (Grades K-3)

Grade	
K - 3rd	<ul style="list-style-type: none"> <li>● FOCUS: Critical Thinking Skills</li> <li>● Enrichment cluster group<sup>1</sup> meets once weekly with gifted-endorsed teacher</li> <li>● Unit topics: <ul style="list-style-type: none"> <li>■ Deductive logic</li> <li>■ Analytical thinking</li> <li>■ Inventive thinking</li> <li>■ Creative thinking</li> <li>■ Visual perception</li> <li>■ Evaluative thinking</li> </ul> </li> <li>○ K - Kindergarten Primary Education Thinking Skills</li> <li>○ 1st - Primary Education Thinking Skills 1</li> <li>○ 2nd - Primary Education Thinking Skills 2</li> <li>○ 3rd - Primary Education Thinking Skills 3</li> <li>○ PETS (Primary Education Thinking Skills)</li> </ul>

### Primary Talent Pool Additional Experiences

Additional experiences may include:

- ECU Music Department performances
- ECU Dance workshops
- ECU Theatre workshops
- ECU Center for the Arts performances
- "Tell Me a Tale" interactive storytelling
- Departmental collaborations
- Rubik's Cube "You Can Do the Cube"

<sup>1</sup> [https://gifted.uconn.edu/schoolwide-enrichment-model/authentic\\_enrichment\\_cluster/](https://gifted.uconn.edu/schoolwide-enrichment-model/authentic_enrichment_cluster/)

### Model Laboratory School Gifted Services Menu (Grades 4-5)\*

Gifted Identification Areas										
		Creativity/Visual & Performing Arts					Specific Academic Aptitude		General Intellectual Ability/Leadership	
		Creat- ivity	Art	Dance	Drama	Music	Specific Academic Aptitude: Language Arts/Social Studies	Specific Academic Aptitude: Math/Science	GIA	Leadership
4th-5th Grade	Courses:	-Band -Orchestra -Chorus					-4th Interact Simulations: Fantasy - Fairytales -5th Interact Simulations: Storytelling - Folktales	-4th Interact Simulations: Science of Motion - Roller Coaster -5th Interact Simulations: Physics of Motion - Skateboard Science	-Entrepreneurship Units (Venture Labs)	
	Extra- curricular:	-Odyssey of the Mind -Drama Club					-Academic Team		-Odyssey of the Mind	
	Experiences:	-EKU Dance Workshops -EKU Center for the Arts performances -Bluegrass Youth Ballet -Lexington Philharmonic -EKU Musician Performances -EKU Theater Workshops -Visual and Performing Arts Master Classes -Cluster grouping within the regular classroom					-Scripps Spelling Bee -National Geographic Geography Bee -National History Bee -"Tell Me a Tale" interactive storytelling	-Rubik’s Cube “You Can Do the Cube”	-Service Learning Projects (KDPI, LocalOrganizations)	

All 4th-5th graders may also receive the following services:

- Enrichment group meets once weekly with a gifted-endorsed teacher
- Cluster grouping within the regular classroom

### Model Laboratory School Gifted Services Menu (Grades 6-8)\*

Gifted Identification Areas										
		Creativity/Visual & Performing Arts					Specific Academic Aptitude		General Intellectual Ability/Leadership	
		Creat- ivity	Art	Dance	Drama	Music	Specific Academic Aptitude: Language Arts/Social Studies	Specific Academic Aptitude: Math/Science	GIA	Leadership
6th-8th Grade	Courses:	-Band -Orchestra -Chorus -Visual Art -Digital Art and Design					-6th Interact Simulations: Communication - Agency -7th/8th ELA Gifted Class: Greek Mythology - Odyssey (Interact), Shakespeare - Shakespeare Festival (Interact), Junior Great Books -AP Human Geography	-6th Interact Simulations: Invention - Invent -Pre-Algebra -Engineering -AP Computer Science Principles	-Entrepreneurship Units (Venture Labs)	
	Extra- curricular:	-Speech & Debate -Odyssey of the Mind -Tri-M Music Honors Society					-Academic Team -Kentucky Youth Assembly -Kentucky United Nations Assembly		-Mock Trial -Patriot Pals -Student Council	
	Experiences:	-EKU Dance Workshops -Model Musical -Bluegrass Youth Ballet -Lexington Philharmonic					-Scripps Spelling Bee -Capitol Page Program -National Geographic	-Science Fair Independent Study -Rubik’s Cube “You Can Do the Cube”	-Capitol Page Program -Service Learning Projects (KDPI, Local Organizations)	



		-Speed Museum Partnership -EKU Musician Performances -EKU Theater Workshops -Visual and Performing Arts Master Classes -EKU Center for the Arts performances	Geography Bee -National History Bee -National History Day Independent Study -EKU Languages, Cultures, and Humanities Partnership -"Tell Me a Tale" interactive storytelling		
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All 6th-8th graders may also receive the following services:

- Enrichment group meets once weekly with a gifted-endorsed teacher
- Cluster grouping within the regular classroom
- Field trips

### Model Laboratory School Gifted Services Menu (Grades 9-12)\*

Gifted Identification Areas										
		Creativity/Visual & Performing Arts					Specific Academic Aptitude		General Intellectual Ability/Leadership	
		Creat- ivity	Art	Dance	Drama	Music	Specific Academic Aptitude: Language Arts/Social Studies	Specific Academic Aptitude: Math/Science	GIA	Leadership
6th-8th Grade	Courses:	-Creative Writing -AP Studio Art: Drawing -AP Art History -Band -Orchestra -Chorus -Music Theory and Composition -History of Rock and Roll Music (8th-12th) -Broadcasting -Filmmaking					-Journalism -Spanish -AP Seminar -AP Language and Composition -Digital Broadcasting -AP Human Geography -Law and Justice	-Engineering and Design -AP Environmental Science -Forensic Science -AP Biology -Geometry -Family and Consumer Science Essentials -AP Computer Science Principles -AP Calculus -AP Statistics	-Leadership -Business Principles and Applications	
	Extra-curricular:	-Chess Club -Speech & Debate -Yearbook	-National Art Honor Society	-Dance Team	-Loose Canon Project	-Pep Band -Tri-M Music Honors Society	-Academic Team -Kentucky Youth Assembly -Kentucky United Nations Assembly -Spanish Club -Spanish Honors Society	-Academic Team -Future Problem Solving -Science Club	-National Honor Society	-Future Business Leaders of America -Key Club -Mock Trial -Patriot Pals -Student Council
	Experiences:	-EKU Dance Workshops -Model Musical					-Capitol Page Program	-American Math Competition	-Capitol Page Program -Youth Leadership Madison	

		-Bluegrass Youth Ballet -Lexington Philharmonic -Speed Museum Partnership -EKU Musician Performances -EKU Theater Workshops -Visual and Performing Arts Master Classes -EKU Center for the Arts performances		-UK College of Medicine -EKU Criminal Justice and Forensics Science Department -EKU Aviation Department	County -Young Women Lead Conference -EKU Ropes Course Challenge --Service Learning Projects (KDPI, Local Organizations)
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In addition to self-selected coursework, all identified gifted 9th-12th graders may also receive the following services:

- Eastern Kentucky University Dual Credit courses (11th and 12th)
- Cluster grouping within the regular classroom
- Field trips
- Future advanced course offerings may include:
  - Aerospace Science and Astronomy
  - Special Topics in Algebra
  - Film/Lyrics
  - Introduction to Theatre

*\*At Model Laboratory School, we utilize the Schoolwide Enrichment Model (SEM)<sup>2</sup> to serve gifted learners.*

<sup>2</sup> <https://gifted.uconn.edu/schoolwide-enrichment-model/>

MODEL LABORATORY SCHOOLS  
SPECIAL EDUCATION PROCEDURES  
(BASED ON FEDERAL AND KENTUCKY REGULATIONS: 34  
C.F.R. PART 300; 707 KAR 1:002-1:380)

2019

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## CHAPTER 1 – DEFINITIONS

(1) “**Admissions and Release Committee (ARC)**” means a group of individuals described in 707 KAR 1:320 Section 3 that is responsible for developing, reviewing, or revising an Individual Education Program (IEP) for a child with a disability.

(2) “**Adverse effect**” means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.

(3) “**Assistive technology device**” means any item, piece of equipment, or product system, whether acquired commercially, off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

(4) “**Assistive technology service**” means any service that directly assists a child with a disability in the selection, acquisition, or use of an Assistive technology device. This term shall include:

- (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;
- (b) Purchasing, leasing, or otherwise providing for the acquisition of Assistive technology devices by children with disabilities;
- (c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing Assistive technology devices;

(d) Coordinating and using other therapies, interventions, or services with Assistive technology devices, like those associated with existing education and rehabilitation plans and programs;

(e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and

(f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the child.

(5) “**Autism**” means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term shall not apply if a child’s educational performance is adversely affected primarily because the child has an emotional-behavior disability.

(6) “**Business day**” means Monday through Friday except for federal and state holidays, unless a holiday is specifically included in the designation of business day as in 707 KAR 1:370, Section 1.

(7) “**Case load for special classes**” means the number of children with disabilities assigned to a teacher of exceptional children for the purpose of providing individualized specially designed instruction and related services in a special class setting.

(8) “**Change of placement because of disciplinary removals**” means a change of placement occurs if:



(a) The removal is for more than ten (10) consecutive schools days; or

(b) The child has been subjected to a series of removals that constitute a pattern (which is determined on a case-by-case basis) because:

(i) The series of removals total more than ten (10) school days in a school year;

(ii) The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and

(iii) Of additional factors including the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another

(9) “**Child with a disability**” means a child evaluated in accordance with 707 KAR 1:300, as meeting the criteria listed in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child's educational performance and who, as a result, needs special education and related services.

(10) “**Class size for resource classes**” means the number of children with disabilities assigned to a teacher of exceptional children per period, block, or the specified length of time set by the individual school.

(11) “**Collaboration**” means, for purposes of determining class size in 707 KAR 1:350, Section 2, a teacher of exceptional children works with children with disabilities in the regular classroom to provide specially designed instruction and related services.

(12) “**Complaint**” means a written allegation that a local education agency (LEA) has violated a requirement of the Individuals with Disabilities Education Act (IDEA) or an implementing administrative regulation, and the facts on which the statement is based.

(13) “**Compliance**” means the obligations of state or federal requirements are met.

(14) “**Compliance monitoring report**” means a written description of the findings of an investigation, like on-site monitoring, citing each requirement found in non-compliance.

(15) “**Consent**” means:

(a) A parent has been fully informed of all information relevant to the activity for which consent is sought, in his native language, or other mode of communication

(b) A parent understands and agrees in writing to the carrying out of the activity for which his consent is sought, and the consent describes the activity and lists the records, if any, that will be released and to whom;

(c) A parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time; and

(d) If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that occurred after the consent was given and before the consent was revoked).

(16) “**Controlled substance**” means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

(17) “**Core academic subjects**” means English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.

(18) “**Corrective action plan (CAP)**” means a written improvement plan describing activities and timelines, with persons responsible for implementation, developed to correct identified areas of non-compliance, including directives from the KDE, specifying actions to be taken to fulfill a legal obligation.

(19) “**Course of study**” means a multiyear description of coursework from the student’s current school year to the anticipated exit year designed to achieve the student’s desired post school goals.

(20) “**Day**” means calendar day unless otherwise indicated as business day or school day.

(21) “**Deaf-Blindness**” means concomitant hearing and visual impairments that have an adverse effect on the child’s educational performance, the combination of which causes severe communication and other developmental and educational needs that cannot be accommodated in special education programs solely for children with deafness or children with blindness, unless supplementary assistance is provided to address educational needs resulting from the two (2) disabilities.

(22) “**Developmental delay (DD)**” means that a child within the ages of three (3) through eight (8) has not acquired skills, or achieved commensurate with recognized performance expectations for his age in one (1) or more of the following developmental areas: cognition, communication, motor development, social-emotional development, or self-help-adaptive behavior.

Developmental delay includes a child who demonstrates a measurable, verifiable discrepancy between expected performance for the child’s chronological age and current level of performance. The discrepancy shall be documented by:

(a) Scores of two (2) standard deviations or more below the mean in one (1) of the areas listed above as obtained using norm-referenced instruments and procedures;

(b) Scores of one and one-half (1½) standard deviations below the mean in two (2) or more of the areas listed above using norm-referenced instruments and procedures; or

(c) The professional judgment of the ARC that there is a significant atypical quality or pattern of development. Professional judgment shall be used only where normed scores are inconclusive and the ARC documents in a written report the reasons for concluding that a child has a developmental delay.

(23) “**Education Records**” means records as defined in the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1232(g).

(24) “**Emotional-behavioral disability (EBD)**” means that a child, when provided with interventions to meet instructional and social-emotional needs, continues to exhibit one (1) or more of the following, when compared to the child’s peer and cultural reference groups, across settings, over a long period of time and to a marked degree:

(a) Severe deficits in social competence or appropriate behavior, which cause an inability to build or maintain satisfactory interpersonal relationships with adults or peers;

(b) Severe deficits in academic performance which are not commensurate with the student’s ability level and are not solely a result of intellectual, sensory, or other health factors but are related to the child’s social-emotional problem;

(c) A general pervasive mood of unhappiness or depression; or

(d) A tendency to develop physical symptoms or fears associated with personal or school problems.

This term does not apply to children who display isolated (not necessarily one (1)) inappropriate behaviors that are the result of willful, intentional, or wanton actions

unless it is determined through the evaluations process that the child does have an emotional-behavioral disability.

(25) “**Enforcement**” means KDE takes steps to ensure federal and state special education requirements are implemented.

(26) “**Extended school year services**” means specially designed instruction and related services that are provided to a child with a disability beyond the normal school year in accordance with the child’s IEP at no cost to the parents.

(27) “**Free appropriate public education (FAPE)**” means special education and related services that:

(a) Are provided at public expense, under public supervision and direction, and without charge;

(b) Meet the standards of KDE included in 707 KAR Chapter 1 and the Program of Studies, 704 KAR 3:303, as appropriate;

(c) Include preschool, elementary school, or secondary school education in the state; and

(d) Are provided in conformity with an individual education program (IEP) that meets the requirements of 707 KAR 1:320.

(28) “**Functional**” means activities and skills that are not considered academic or related to a child’s academic achievement as measured on statewide assessments pursuant to 703 KAR Chapter 5.

(29) “**Hearing impairment**” sometimes referred to as “deaf” or “hard of hearing”, means a hearing loss that:

(a) May be mild to profound, unilateral or bilateral, permanent or fluctuating, and is determined by:

1. An average pure-tone hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 25dB in the better ear;
2. An average pure-tone hearing loss in the high-frequency range (2000Hz, 4000Hz, and 6000Hz) of at least 45dB in the better ear; or
3. An average pure-tone unilateral hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 60dB in the impaired ear;

(b) Results in difficulty identifying linguistic information through hearing; and

(c) Has an adverse effect on the child's educational performance.

(30) "**High school diploma**" means the student has completed the required course of study with the minimum number of credit hours as required by 704 KAR 3:305 and any applicable Model requirements. "High school diploma" does not mean a certificate of completion or a GED.

(31) "**Homeless Children**" The term 'homeless children' has the meaning given the term homeless children and youths in section 725 of the McKinney-Vento Homeless Assistance Act

(42 U.S.C. 11434a).

(32) "**Home school**" means for purposes of 707 KAR Chapter 1, only, a private school primarily conducted in one's residence.

(33) “**IDEA**” means the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 through 1450, as amended.

(34) “**Independent education evaluation**” means an evaluation conducted by a qualified examiner who is not employed by Model or responsible for the education of the child in question.

(35) “**Individual education program (IEP)**” means a written statement for a child with a disability that is developed, reviewed and revised in accordance with 707 KAR 1:320.

(36) “**Interpreting services**” means, with respect to children who are deaf or hard of hearing, oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services such as communication access real-time translation (CART) C-Print and TypeWell and special interpreting services for children who are deaf-blind.

(37) “**Local educational agency (LEA)**” means Model, or another legally constituted public authority that has either administrative control or direction of public elementary or secondary schools in a political subdivision of the Commonwealth. LEA also means any other public institution or agency, including the Kentucky School for the Blind (KSB) and the Kentucky School for the Deaf (KSD) that is charged by state statute with the responsibility of providing educational services to children with disabilities.

(38) “**Mental disability**” means that a child has one (1) of the following:

(a) A mild mental disability (MMD) in which:

1. Cognitive functioning is at least two (2) but no more than three (3) standard deviations below the mean;
2. Adaptive behavior deficit is at least two (2) standard deviations below the mean;

3. A severe deficit exists in overall academic performance including acquisition, retention, and application of knowledge; and

4. Manifestation is typically during the developmental period; or

(b) A functional mental disability (FMD) in which:

1. Cognitive functioning is at least three (3) or more standard deviations below the mean;

2. Adaptive behavior deficits are at least three (3) or more standard deviations below the mean;

3. A severe deficit exists in overall academic performance including acquisition, retention, and application of knowledge; and

4. Manifestation is typically during the developmental period.

(39) “**Monitoring**” means gathering and reviewing information to determine if a project or program meets state and IDEA requirements including the implementation of corrective action plans.

(40) “**Multiple disabilities (MD)**” means concomitant impairments that have an adverse effect on the child’s educational performance, the combination of which causes severe educational needs that cannot be accommodated in special education programs solely for one (1) of the impairments. Examples of MD include mental disability-blindness, and mental disability-orthopedic impairment. Multiple disabilities does not mean deaf-blindness, nor does it mean a speech or language impairment in combination with another category of disability.



(41) “**Native language**” means, if used in reference to an individual of limited English proficiency, the following:

- (a) The language normally used by that individual, or, in the case of a child, the language normally used by the parents of the child;
- (b) In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment; or
- (c) For an individual with deafness or blindness, or for an individual with no written language, the mode of communication that is normally used by the individual, such as sign language, Braille, or oral communication.

(42) “**Orthopedic impairment (OI)**” means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes:

- (a) An impairment caused by a congenital anomaly such as clubfoot or absence of some member,
- (b) An impairment caused by disease, such as poliomyelitis, or bone tuberculosis, and
- (c) An impairment from other cause, such as cerebral palsy, amputations, and fractures or burns that causes contractures.

(43) “**Other health impairment (OHI)**” means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

- (a) Is due to a chronic or acute health problem, such as acquired immune deficiency syndrome, asthma, attention deficit disorder, attention deficit hyperactivity disorder,

diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, tuberculosis or Tourette Syndrome; and

(b) Adversely affects a child's educational performance.

(44) “**Parent**” means:

(a) A biological or adoptive parent of a child;

(b) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, but not the State if the child is a ward of the State;

(c) An individual acting in the place of a biological or adoptive parent such as a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare;

(d) A foster parent if the biological or adoptive parents' authority to make educational decisions on the child's behalf has been extinguished and the foster parent has an ongoing, long-term parental relationship with the child, is willing to make the educational decisions required of parents under 707 KAR Chapter 1, and has no interest that would conflict with the interests of the child;

(e) A foster parent if the biological or adoptive parents grant authority in writing for the foster parent to make educational decisions on the child's behalf, and the foster parent is willing to make educational decisions required of parents under 707 KAR Chapter 1, and has no interest that would conflict with the interests of the child; or

(f) A surrogate parent who has been appointed in accordance with 707 KAR 1:340, Section 6 and the Individuals with Disabilities Education Act.

Except when directed otherwise by a court order, the biological or adoptive parent, when attempting to act as the parent must be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

If a judicial decree or order identifies a specific person or persons listed under (a) through (d) to act as the “parent” of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the “parent” for purposes of this section. See the Representation of Children section of the Procedural Safeguards and State Complaint Procedures Chapter for direction on surrogate parents appointed by a judge.

(45) “**Participating agency**” means a state or local agency other than Model that is financially and legally responsible for providing transition services to a child with a disability.

(46) “**Personally identifiable information**” means information that includes the name of the child, the child’s parents, or other family member, the address of the child, a personal identifier, including the child’s Social Security Number, or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

(47) “**Postsecondary goals**” means those goals that a student hopes to achieve after leaving high school.

(48) “**Private school children with disabilities**” means children with disabilities enrolled by their parents in private schools that meet the definition of elementary or secondary school in the IDEA regulations at 34 CFR 300.13 and 34 CFR 300.36 and not children with disabilities enrolled in private schools upon referral by Model.

(49) “**Public expense**” means that Model either pays for the full cost of the services to meet the requirements of 707 KAR Chapter 1 or ensures that the services are otherwise provided at no cost to the parent. Nothing in the administrative regulations relieves an insurer or similar third party from an otherwise valid obligation to provide or to pay for services provided to a child with a disability.

(50) “**Qualified personnel**” means personnel who meet the statutory or regulatory qualifications for each respective profession currently applicable in this state.

(51) “**Reasonable efforts to obtain voluntary compliance**” means active and ongoing efforts by the KDE through technical assistance and negotiation to arrive at an acceptable corrective action plan and follow through on an agreed upon corrective action plan.

(52) (a) “**Related services**” means transportation and such developmental, corrective, and supportive services as are required to assist a child with a disability to benefit from special education. It includes speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation including therapeutic recreation, early identification and assessment of disabilities in children, counseling services including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes.

(b) Related services also means interpreting services, school nurse and school health services, social work services in school, and parent counseling and training.

(c) Exception: Services that apply to children with surgically implanted devices, including cochlear implants. (1) Related services do not include a medical device that is surgically implanted, the optimization of that device’s functioning (such as mapping), maintenance of that device, or the replacement of that device.

(d) The definition of "related services" does not:

(i.) Limit the responsibility of Model to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school;

(ii.) Prevent the routine checking of an external component of a surgically implanted device to make sure it is functioning properly; or

(iii.) Limit the right of a child with a surgically-implanted device to receive related services that are determined by the ARC to be necessary for the child to receive FAPE.

(53) “**Sanctions**” means actions, such as technical assistance, consultation, or training that are taken by the KDE in response to a LEA’s failure to comply with the required standards in state and federal laws and administrative regulations.

(54) “**School day**” means any day, including a partial day that children are in attendance at school for instructional purposes. School day means the same thing for all children in school, including children with or without disabilities.

(55) “**Serious bodily injury**” means bodily injury as defined in 18 U.S.C. Section 1365(h)(3).

(56) “**Services plan**” means a written statement that describes the special education or related services that the LEA will provide to a parentally-placed child with a disability enrolled in a private school who has been designated to receive services, including the location of the services and any transportation necessary that is developed in accordance with 707 KAR 1:370.

(57) “**Special education**” means specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability, including instruction in the

classroom, in the home, in hospitals and institutions, and in other settings, and including physical education. Special education means speech-language pathology services, (if the service is considered special education rather than a related service), travel training, and vocational education.

(58) “**Special education mentor**” means individuals with exceptional expertise, experience, and certification in special education administration or teaching granted the authority described in KRS 157.197.

(59) “**Specially-designed instruction**” means adapting as appropriate the content, methodology, or delivery of instruction to address the unique needs of the child with a disability and to ensure access of the child to the general education curriculum included in the Program of Studies, 704 KAR 3:303.

(60) “**Specific learning disability (LD)**” means a disorder that adversely affects the ability to acquire, comprehend, or apply reading, mathematical, writing, reasoning, listening, or speaking skills to the extent that specially designed instruction is required to benefit from education. The specific learning disability (LD) may include dyslexia, dyscalculia, dysgraphia, developmental aphasia, and perceptual/motor disabilities. The term does not include deficits that are the result of other primary determinant or disabling factors such as vision, hearing, motor impairment, mental disability, emotional-behavioral disability, environmental or economic disadvantaged, cultural factors, limited English proficiency, or lack of relevant research-based instruction in the deficit area.

(61) “**Speech or language impairment**” means a communication disorder, including stuttering, impaired articulation, a language impairment, a voice impairment, delayed acquisition of language, or an absence of language, that adversely affects a child’s educational performance.

(62) “**Supplementary aids and services**” means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable a

child with a disability to be educated with non-disabled children to the maximum extent appropriate in accordance with 707 KAR 1:350.

(63) “**Transition Services**” means a coordinated set of activities for a child with a disability that:

(a) Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(b) Is based on the individual student’s needs, taking into account the child’s strengths, preferences and interests; and

(c) Includes:

1. Instruction;
2. Related services; and
3. Community experiences;
4. The development of employment and other post-school adult living objectives; and
5. When appropriate, acquisition of daily living skills and functional vocational evaluation.

(64) “**Traumatic brain injury (TBI)**” means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or

psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury does not mean brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. Traumatic brain injury means open or closed head injuries resulting in impairments in one (1) or more areas, including:

- (a) Cognition;
- (b) Language;
- (c) Memory;
- (d) Attention;
- (e) Reasoning;
- (f) Abstract thinking;
- (g) Judgment;
- (h) Problem-solving;
- (i) Sensory, perceptual, and motor abilities;
- (j) Psychosocial behavior;
- (k) Physical functions;
- (l) Information processing; and
- (m) Speech.



(65) “**Travel training**” means instruction to children with significant cognitive disabilities and any other children with disabilities, as appropriate, to enable them to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within that environment, such as school, home, work and community.

(66) “**Visual impairment**” or “VI” means a vision loss, even with correction that:

(a) Requires specialized materials, instruction in orientation and mobility, Braille, visual efficiency, or tactile exploration;

(b) Has an adverse effect on the child’s educational performance; and

(c) Meets the following:

1. The child has visual acuity with prescribed lenses that is 20/70 or worse in the better eye; or

2. The child has visual acuity that is better than 20/70 and the child has one (1) of the following conditions:

a. A medically-diagnosed progressive loss of vision;

b. A visual field of twenty (20) degrees or worse;

c. A medically-diagnosed condition of cortical blindness; or

d. A functional vision loss.

(67) “**Ward of the state**” means a child who has been committed to the Cabinet for Families and Children or the Department of Juvenile Justice through a legal process,

whether the commitment is voluntary or non-voluntary and the biological or adoptive parental rights have been terminated.

(68) “**Weapon**” means dangerous weapon as defined in 18 U.S.C. 930 (g) (2).

(69) “**Withholding**” means no further payment of specified funds are made to an approved recipient.

## CHAPTER 2 – FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

### **Section 1 – Free Appropriate Public Education (FAPE)**

(1) Model shall make a free appropriate public education (FAPE) available to all children with disabilities aged five (5) to twenty-one (21) attending our school who have not received a high school diploma, including children with disabilities who have been suspended or expelled for more than ten (10) school days in a school year. FAPE shall be provided to each child with a disability even though the child has not failed or been retained in a course and is advancing from grade to grade based on the child's unique needs and not on the child's disability. Model is not required to provide FAPE to a student eighteen (18) years old or older, who is placed in an adult correctional facility if, in the educational placement prior to placement in the correctional facility, the student was not identified as a child with a disability and did not have an IEP.

(2) Model provides and uses local, state, federal, and other fiscal resources as needed to provide the specially designed instruction and related services needed by children with disabilities. The resources may include interagency agreements and use of third party payments including insurances and Medicaid.

(3) Model shall obtain written informed parental consent to access public benefits or insurance. The consent form shall comply with FERPA.

(4) Model shall notify parents that the parents' refusal to allow access to their public benefits or insurance does not relieve Model of its responsibility to ensure that all required services are provided at no cost to the parents.

(5) Model shall be responsible for ensuring the rights and protections under 707 KAR Chapter 1 are given to children with disabilities referred to or placed in private schools and facilities by that Model as determined by the ARC. The State educational

agency shall determine whether such schools and facilities meet standards that apply to State educational agencies and local educational agencies and that children so served have all the rights the children would have if served by such agencies.

(6) State agencies charged with the responsibility of providing educational services to children with disabilities within their care shall provide those services in accordance with 707 KAR Chapter 1.

(7) If payment for services under 707 KAR Chapter 1 is to be provided by an agency other than the LEA, the LEA shall ensure the services are provided without delay even if there is a delay in the payment for those services.

## **Section 2 – Residential Placement**

If it is determined necessary by an ARC to place a child with a disability for educational purposes in a private residential educational program, the program, including non-medical care and room and board, shall be provided by the LEA which convened the ARC. An LEA may fulfill its responsibility under this section by providing the services directly or by contracting for those services.

## **Section 3 – Proper Functioning of Hearing Aids and External Components of Surgically Implanted Medical Devices**

(a) Model shall ensure the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

(b) External components of surgically implanted medical devices. Model shall ensure the external components of surgically implanted medical devices of children with disabilities are functioning properly. For a child with a surgically implanted medical device who is receiving special education and related services under this part, Model is not responsible for the post-surgical maintenance, programming, or replacement of the

medical device that has been surgically implanted (or of an external component of the surgically implanted medical device).

#### **Section 4 – Program Options**

Model shall ensure that all children with disabilities have available to them the variety of educational programs, services and curriculum as described in the Kentucky Program of Studies, 704 KAR 3:303, that is available to children without disabilities, including art, music, industrial arts, consumer and family science education, career and technical education and other educational services. All children, including children with disabilities, must be otherwise eligible for participation and thus meet established criteria for the specific programs, services and curriculum.

#### **Section 5 – Nonacademic Services**

Model shall take steps, including the provision of supplementary aids and services as determined appropriate and necessary by the child's ARC, to provide all children with disabilities the nonacademic and extracurricular services and activities, that give children with disabilities an equal opportunity for participation in those services and activities. These services and activities may include:

- (1) Counseling services;
- (2) Athletics;
- (3) Transportation;
- (4) Health services;
- (5) Recreational activities;

- (6) Special interest groups or clubs sponsored by Model;
- (7) Referrals to agencies that provide assistance to individuals with disabilities, and
- (8) Employment of students, including both employment by Model and assistance in making outside employment available.

## **Section 6 – Physical Education**

- (1) Unless the provisions of subsection (2) of this section apply, Model shall make available to every child with a disability:
  - (a) Physical education services, specially designed if prescribed in the child's IEP; or
  - (b) The opportunity to participate in the regular physical education program available to children without disabilities.
- (2) Model is not required to make available physical education services to a child with a disability if:
  - (a) The child is enrolled full time in a separate facility in which case the agency responsible for the education of the child in that facility shall ensure the child receives appropriate physical education; or
  - (b) Model enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

## **Section 7 – Assistive Technology**

- (1) Model shall ensure that Assistive technology devices or Assistive technology services, or both, as defined in 707 KAR 1:280 (3) or (4) are made available to a child

with a disability if required as part of the child's special education, related services, or supplemental aids and services.

(2) On a case by case basis, the use of school-purchased Assistive technology devices in a child's home or in other settings is required if the ARC determines the child needs access to those devices in order to receive FAPE. The ARC determines the need for the use of the Assistive technology in non-school settings and specifies any such need in the IEP.

## **Section 8 – Extended School Year Services**

Model shall ensure that extended school year services are available to each child with a disability, as necessary, to provide FAPE. The determination of the need for extended year services shall be made on an individual basis by the ARC and documented. In making this determination, Model shall not:

(1) Limit the provision of extended year services to a particular category(s) of disability; or

(2) Unilaterally limit the type, amount, or duration of those services.

## **Section 9 – Prohibition of Mandatory Medication**

Model personnel shall not require a child to obtain a prescription for a substance covered by schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act (21 U.S.C. 812(c)), as a condition of attendance in school, receiving an evaluation under 707 KAR 1:300, or receiving services under 707 KAR Chapter 1. However, school personnel may consult or share classroom-based observations with parents or guardians regarding their child's academic, functional, or behavioral performance or regarding the need for evaluation to determine eligibility for special education services.

## **Section 10 – Transfer Students.**

(1) Transfer Within the Same State – If a child with a disability transfers into Model within the same school/academic year, and had an IEP in effect in Kentucky, Model shall provide such child with a free appropriate public education, including services comparable to those described in the previous IEP. These services shall be provided in consultation with the parents and until Model adopts the previous IEP or develops, adopts, and implements a new IEP that is consistent with Federal and State law.

(2) Transfer Outside State – If a child with a disability transfers into Model within the same school/academic year, and had an IEP in effect in another State, Model shall provide such child with a free appropriate public education, including services comparable to those described in the previous IEP. These services shall be provided in consultation with the parents and until Model conducts an evaluation, if determined to be necessary by Model, and develops, adopts and implements a new IEP, if the child meets Kentucky eligibility criteria.

(3) Transmittal of Records – To facilitate the transition for transfer students:

(a) Records Regarding Migratory Children with Disabilities. Model shall cooperate with the efforts of the United States Department of Education under the No Child Left Behind Act to transfer health and education records on migratory children with disabilities who move to other states.

(b) The receiving LEA shall take reasonable steps to promptly obtain the child's records, including the IEP, supporting documents, and any other records, including discipline records, relating to the provision of special education and related services to the child, from the previous LEA, consistent with FERPA, i.e., pursuant to 34 CFR 99.31(a)(2); and 300.324; and



(c) The previous LEA shall take reasonable steps to promptly respond to such request from the receiving LEA.

(d) When the child transfers from one LEA to another, the transmission of any of the child's records shall include both the child's current individualized education program and any statement of current or previous disciplinary action that has been taken against the child.

## CHAPTER 3 – CHILD FIND, EVALUATION, AND REEVALUATION

### **Section 1 – Child Find Requirements**

Model shall have in effect policies and procedures that plan and implement a child find system to locate, identify, and evaluate each child:

- (1) Whose age is five (5) to twenty one (21);
- (2) Who attends our school, including children who are highly mobile, migrant children, homeless children as described in 704 KAR 7:090 and the IDEA, foster children, or children who are wards of the state or are in state custody, students who are advancing grade to grade resulting from passing a grade but who still may have a disability; and children with disabilities.
- (3) Who is either in or out of school; and
- (4) Who may need special education and related services;
- (5) For preschool age children with disabilities participating in early intervention programs assisted under Part C who will participate under programs assisted under Part

B, Model must ensure a smooth and effective transition from the early intervention program to preschool.

(6) Model shall participate in transition planning conferences for children with disabilities served by early intervention programs as described in the early intervention transition planning procedures.

(7) Model has established a child find system with activities to locate, identify, and evaluate each child who may meet criteria one (1) through four (4) above.

(8) Specifically, Model does the following:

(a) Annually, Model staff, in collaboration with the DoSE, provide information for school personnel about the procedures for referral of children who may have disabilities and need specially designed instruction and related services

(b) The DoSE, or designee, receives intake information about potentially identifiable children with disabilities, reviews the information with the parents, and refers the children to appropriate agencies or Model staff.

## **Section 2 – Referral System**

(1) Model shall have a referral system that explains how referrals from district or non-district sources will be accepted and acted upon in a timely manner.

(2) The referral system shall be conducted in such a manner as to prevent inappropriate over identification or disproportionate representation by race and ethnicity of children in special education by ensuring that each child has been provided appropriate instruction and intervention services prior to referral.

(3) Model shall ensure that:

(a) Prior to, or as a part of the referral process, the child is provided appropriate, relevant research-based instruction and intervention services in regular education settings, with the instruction provided by qualified personnel; and

(b) Data-based documentation of repeated assessments of achievement or measures of behavior is collected and evaluated at reasonable intervals, reflecting systematic assessment of student progress during instruction, the results of which were provided to the child's parents.

(4) If the child has not made adequate progress after an appropriate period of time during which the conditions in subsection (3) of this section have been implemented, a referral for an evaluation to determine if the child needs special education and related services shall be considered.

(5) Model school principal or designee is responsible for receiving referrals from any source on resident children. The referrals are in writing, signed, and dated by the individual submitting the referral on the school form. The building principal, or designee, assists any individual with knowledge about a child in understanding and completing the referral process.

(6) Upon receipt of a completed referral, the appropriate Model Representative determines the members of an ARC and schedules an ARC meeting in a timely manner to discuss the referral information and determine the need for evaluation according to due process procedures, including providing proper notice to parents using the school form.

(7) The ARC meets to:

(a) Review the referral information to validate the support for the possibility of a disability requiring specially designed instruction;

(b) Determine the need for a full and individual evaluation.

(i) If none is needed, a Model Representative provides notice of refused action to the parents.

(ii) If needed, the ARC determines the areas for evaluation related to the suspected disability and referral problems and the appropriate types of evaluation personnel.

(iii) Propose a schedule for the evaluation to be conducted and completed. If needed, this proposed schedule may be adjusted during another ARC meeting.

(iv) Document the ARC decision on the school form.

(c) The appropriate Model Representative obtains written parental consent and arranges for the evaluation to be completed.

(d) If parental consent is not given, the Model Representative contacts the DoSE and follows procedures defined in the Procedural Safeguards and State Complaint Procedures Chapter.

### **Section 3 – Evaluation and Reevaluation Procedures**

(1) Model shall ensure that a full and individual evaluation is conducted for each child considered for specially designed instruction and related services prior to the provision of the services. The results of the evaluation shall be used by the ARC in meeting the requirements on developing an IEP as provided in 707 KAR 1:320.

(2) Tests and other evaluation materials used to assess a child shall be:

- (a) Selected and administered so as not to be discriminatory on a racial or cultural basis;
  - (b) Provided and administered in the child's native language or other mode of communication most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so
  - (c) Used for purposes for which the assessments or measures are valid and reliable.
- (3) The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services and shall not need parent consent.
- (4) Materials and procedures used to assess a child with limited English proficiency shall be selected and administered to ensure that they measure the extent to which the child has a disability and needs specially designed instruction and related services, rather than measuring the child's English language skills.
- (5) A variety of assessment tools and strategies shall be used to gather relevant functional, developmental and academic information about the child, including information provided by the parent, that may assist in determining (a) whether the child is a child with a disability and (b) the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum described in the Kentucky Program of Studies, 704 KAR 3:303, or for a preschool child, to participate in appropriate activities.
- (6) A standardized test given to a child shall:
- (a) Have been validated for the specific purpose for which it is used;

- (b) Be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the test; and
  - (c) Be conducted under standard conditions, unless a description of the extent to which it varied from standard conditions is documented in the evaluation report.
- (7) Tests and other evaluation materials shall include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (8) Tests shall be selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure.
- (9) A single measure, procedure, or assessment shall not be used as the sole criterion for determining whether a child is a child with a disability or for determining an appropriate educational program for the child.
- (10) The child shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities as identified by the ARC on the school form.
- (11) The evaluation shall be sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.

(12) Assessments tools used shall be technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

(13) Assessment tools and strategies shall be used that provide relevant information that directly assists, and is used, in the determination of the educational needs of the child. As part of an initial evaluation, if appropriate, or as part of any reevaluation, the ARC and other qualified professionals, as appropriate, shall review existing evaluation data on the child including:

(a) Evaluations and information provided by the parents;

(b) Current classroom-based, local or state, assessments and classroom-based observations; and

(c) Observations by teachers and related services providers.

(14) On the basis of the review, and input from the parents, the ARC shall identify what additional data, if any, are needed to determine:

(a) Whether the child has a particular category of disability and the educational needs of the child, or in the case of a reevaluation of the child, whether the child continues to have a disability, and the educational needs of the child;

(b) The present levels of academic achievement and related developmental needs of the child;

(c) Whether the child needs special education and related services, or in the case of a reevaluation, whether the child continues to need specially designed instruction and related services; and

(d) Whether any additions or modification to the special education and related services are needed to enable the child to meet the measurable goals set out in the IEP and to participate, as appropriate, in the general education curriculum.

(15) Assessments and evaluation of children with disabilities who transfer from one public agency to another public agency in the same school/academic year shall be coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with the exception to the 60 school day timeline set out in the Individual Education Program Chapter, Section 2, ARC Meetings, to ensure prompt completion of full evaluations.

(16) Model shall administer tests and other evaluation materials as needed to produce the data identified by the ARC. If, for purposes of a reevaluation, the ARC determines no additional data is needed to determine whether the child continues to be eligible for services or to determine the child's educational needs, the designated Model Representative shall notify the child's parents:

(a) Of that determination and reasons for it; and

(b) Of the right of the parents to request a reevaluation/reassessment to determine whether, for purposes of services, the child continues to be a child with a disability or to determine the child's educational or related service needs.

(17) Model is not required to conduct a reevaluation/reassessment if after review of the existing data, the ARC determines:

(a) No reevaluation/reassessment is necessary to determine whether the child continues to be eligible for services; and



(b) A reevaluation/reassessment is not warranted to determine the child's educational or related service needs, including improved academic achievement and functional performance; and

(c) The parents or teacher do not request a reevaluation/reassessment. The appropriate Model Representative obtains written parental consent before conducting any reassessment even if a parent requested the reassessment.

(18) Model shall ensure a reevaluation, which may consist of the review described in subsection (14) of 707 KAR 1:300, is conducted at least every five (5) years, unless the parent and Model agree that a reevaluation is unnecessary, to determine:

(a) The present levels of performance and educational needs of the child;

(b) Whether the child continues to need special education and related services; and

(c) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.

(19) A reevaluation shall not be conducted more frequently than once a year, unless the parent and Model agree otherwise.

(20) Model shall evaluate a child with a disability in accordance with 707 KAR 1:300 and this procedure before determining that the child is no longer a child with a disability. Model shall not be required to conduct an evaluation as described in this section before the termination of a child's eligibility due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for a free, appropriate public education.

(21) To the extent possible, Model shall encourage the consolidation of reevaluation meetings for the child and other ARC meetings for the child.

(22) For students who graduate or age out of the program, Model shall provide the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals.

## CHAPTER 4 – DETERMINATION OF ELIGIBILITY.

### **Section 1 – Determination of Eligibility.**

(1) Upon analysis of intervention and assessment data, the ARC shall determine whether the child is a child with a disability as defined in 707 KAR 1:280(1)(9) to the extent that specially designed instruction is required in order for the child to benefit from education. Model shall provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

(2) A child shall not be determined to be eligible if the determinant factor for that eligibility determination is:

(a) A lack of appropriate instruction in reading, including in the essential components of reading instruction (as defined in section 1208(3) of the ESEA, 20 U.S.C. 6301);

(b) A lack of appropriate instruction in math; or

(c) Limited English proficiency; and

(3) If the child does not otherwise meet eligibility criteria.

(4) In making eligibility determinations, Model shall draw upon information from a variety of sources, which may include:

(a) Response to scientific, research-based interventions;

(b) Vision, hearing, and communication screenings;

(c) Parental input;

(d) Aptitude and achievement tests;

(e) Teacher recommendations;

(f) Physical condition;

(g) Social or cultural background;

(h) Adaptive behavior; or

(i) Behavioral observations.

(5) The ARC shall ensure that information obtained from these sources, as appropriate for each student, is documented and carefully considered.

(6) In making a determination under the category of mental disability, the ARC may apply a standard error of measure, if appropriate.

(7) If a determination is made that a child has a disability and needs special education and related services, an IEP shall be developed for that child.

## **Section 2 – Additional Procedures for Evaluating Children with Specific Learning Disabilities.**

(1) The determination of whether a child suspected of having a specific learning disability is a child with a disability and whether the specific learning disability adversely affects educational performance shall be considered by the child's ARC. The ARC shall also include other professionals, relative to the area(s) of concern, such as a school psychologist, speech-language pathologist, or educational specialist.

(2) Any ARC convened to discuss a child with a suspected, or documented, specific learning disability shall be collectively qualified to:

- (a) Conduct, as appropriate, individual diagnostic assessments in the areas of speech and language, academic achievement, intellectual development, or social-emotional development;
- (b) Interpret assessment and intervention data and apply critical analysis to that data;
- (c) Develop appropriate educational and transitional recommendations based on the assessment data; and
- (d) Deliver and monitor specially designed instruction and services to meet the needs of a child with a specific learning disability.

(3) The ARC may determine a child has a specific learning disability if:

- (a) The child is provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards aligned with the Kentucky Program of Studies, 704 KAR 3:303; and
- (b) The child does not achieve adequately for the child's age or grade level standards aligned with the Kentucky Program of Studies, as indicated on multiple data sources, as appropriate, in one or more of the areas listed in this section, and

(4) The ARC may determine a child has a specific learning disability if:

(DISCREPANCY MODEL OPTION)

- (a) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to ability level or intellectual development, that is determined by the ARC to be relevant to the identification of a specific learning

disability, using appropriate assessments consistent with 707 KAR 1:300, Section 4:  
and

(b) The child has a severe discrepancy as identified by a validated regression method between achievement and intellectual ability in one (1) of the areas listed in this section:

(4) Specific Learning Disability areas:

- a. Oral expression;
- b. Listening comprehension;
- c. Written expression;
- d. Basic reading skills;
- e. Reading fluency skills
- f. Reading comprehension;
- g. Mathematics calculation; or
- h. Mathematics reasoning.

(5) The ARC shall not identify a child as having a specific learning disability if deficits in achievement are primarily the result of:

- (a) A visual, hearing, or motor impairment;
- (b) Mental disability as defined in 707 KAR 1:280;

(c) Emotional-behavioral disability;

(d) Cultural factors;

(e) Environmental or economic disadvantage; or

(f) Limited English proficiency.

(6) At least one (1) team member other than the child's regular education teacher shall observe the child in the learning environment, including the regular classroom setting, to document academic performance and behavior in the area of difficulty. If the child is less than school age or is out of school, the observation shall take place in an environment appropriate for the child.

(7) For a child suspected of having a specific learning disability, the ARC must consider, as part of the evaluation, data that demonstrates that:

(a) Prior to, or as a part of the referral process, the child was provided appropriate instruction in regular education settings, including that the instruction was delivered by qualified personnel; and

(b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parent.

(8) If the child has not made adequate progress after an appropriate period of time, during which the conditions in paragraphs (a) and (b) of this subsection have been implemented, a referral for an evaluation to determine if the child needs special education and related services shall be considered.

(9) An ARC shall develop documentation of a specific learning disability. This documentation shall contain a statement of:

- (a) Whether the child has a specific learning disability;
- (b) The basis for making that determination;
- (c) The relevant behavior noted during the observation;
- (d) The relationship of that behavior to the child's academic functioning;
- (e) The educationally relevant medical findings, if any;
- (f) Whether the child does not achieve commensurate with the child's age and ability;
- (g) Whether there are patterns of strengths and weaknesses in performance or achievement or both relative to age, state-approved grade level standards, or intellectual development in one (1) or more of the areas listed in this subsection, that require special education and related services; and
- (h) The determination of the ARC concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; environmental, cultural factors; economic disadvantage; or limited English proficiency on the child's achievement level; and
- (i) The instructional strategies used and the student-centered data collected based on the child's response to scientific, research-based intervention.

(10) This documentation shall include notification to the child's parents concerning the policies regarding:



(a) The amount and nature of student performance data that is collected and the general education services that are provided;

(b) Strategies for increasing the child's rate of learning; and

(c) The parents' right to request an evaluation.

(11) Each ARC member shall certify in writing whether the report reflects the member's conclusions. If it does not reflect the member's conclusions, the team member shall submit a separate statement presenting the member's conclusions, using a school form.

## CHAPTER 5 – INDIVIDUAL EDUCATION PROGRAM

### Section 1 – Individual Education Programs

(1) Model shall ensure that an IEP is developed and implemented for each child with a disability served by Model, and for each child with a disability placed in or referred to a private school or facility by Model. The ARC shall develop the IEP for each child and document it on the IEP form.

(2) Kentucky School for the Deaf and Kentucky School for the Blind, in conjunction with Model, shall ensure that an IEP is developed, documented, and implemented for each child with a disability placed in these schools by an ARC. Model's DoSE will be responsible for inviting a representative of KSB or KSD to the ARC meeting and for all paperwork for the initial placement, including the IEP, notice of proposed and refused action, etc. If placement occurs, Model will ensure that copies of special education records and cumulative records are made available to KSB or KSD personnel. After initial placement, KSB/KSD will be asked to be responsible for maintaining the records of the child and copies made available to Model's DoSE.

(3) Model shall have an IEP in effect for each child with a disability within its jurisdiction at the beginning of each school year.

(4) Model shall ensure the IEP:

(a) Is in effect before specially designed instruction and related services are provided to a child with a disability; and

(b) Is implemented as soon as possible following an ARC meeting.

(5) Model (or state agency responsible for developing the child's IEP) shall ensure that there is no delay in implementing a child's IEP, including any case in which the

payment source for providing or paying for the special education and related services to the child is being determined, unless the ARC recommends implementation at a different specified time.

(6) Model shall ensure that:

(a) The child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service providers who are responsible for its implementation;

(b) Prior to the implementation of the IEP, each implementer is informed of his specific responsibilities related to implementing the child's IEP; and

(c) The specific accommodations, modifications, and supports are provided for the child in accordance with the IEP.

(7) An IEP shall be in place for all eligible children aged five (5) through (21).

## **Section 2 – ARC Meetings**

(1) Model shall ensure that each child has an ARC which includes the membership in 707 KAR 1:320(3) and is initiated and conducted for the purpose of developing, reviewing, and revising the IEP.

(2) An ARC shall not have to be convened in order to make minor, non-programmatic, changes to an IEP, such as typographical errors, incorrect directory information about the student (such as, birth date, age, grade, address, or school), and other information required on the IEP that was agreed upon by the ARC but incorrectly recorded. If Model makes any minor, non-programmatic changes, all members of the ARC shall be given a copy of the changes and an explanation as to why the changes were made within ten (10) school days of the changes being made. If any member of the ARC

objects to the changes, an ARC meeting shall be convened within a reasonable period of time to discuss the changes.

(3) Model shall ensure that within sixty (60) school days following the receipt of the parental consent for an initial evaluation of a child:

(a) The child is evaluated; and

(b) If the child is eligible, specially designed instruction and related services will be provided in accordance with the IEP.

(4) Exception -The sixty (60) school-day timeline shall not apply in the following situations:

(a) If the child moves to Model after consent for the initial evaluation is given but before the evaluation can be completed, as long as Model is making sufficient progress to complete the evaluation and the parent and Model agree to a specific time when the evaluation shall be completed; or

(b) If the parent repeatedly fails or refuses to produce the child for evaluation.

(5) Within this sixty (60) school-day period, Model shall ensure that the ARC meeting to develop an IEP for the child is conducted within thirty (30) days of the determination that the child is eligible.

(6) The appropriate Model Representative shall ensure that the ARC:

(a) Reviews each child's IEP periodically, but not less frequently than annually, to determine whether the annual goals for the child are being achieved; and

(b) Revises the IEP as appropriate to address:

1. Any lack of expected progress toward the annual goals;
2. Any lack of expected progress in the general education curriculum, if appropriate;
3. The results of any reevaluation;
4. Information about the child provided by, or to, the parents;
5. The child's anticipated needs; or
6. Other matters.

### **Section 3 – ARC Membership**

(1) The appropriate Model Representative shall ensure that the ARC for each child with a disability includes:

- (a) The parents of the child;
- (b) Not less than one (1) regular education teacher of such child (if the child is, or may be, participating in the regular education environment) to provide information about the general education curriculum for same aged peers. If the child is served by more than one regular education teacher, the Model Representative selects a regular education teacher or teachers qualified to teach a child of his/her age. The regular education teacher(s) selected shall be in attendance at the ARC meeting during development, review, and revision of the IEP, as appropriate.

(c) Not less than one (1) special education teacher of the child or a special education teacher who is knowledgeable about the child's suspected disability, or, where appropriate, not less than one (1) special education provider of such child;

(d) A Representative of Model who is qualified to provide, or supervise, the provision of, specially designed instruction to meet the unique needs of children with disabilities, and is knowledgeable about the general education curriculum and the availability of the resources of Model. The Superintendent, in consultation with the DoSE, will recommend who will serve as the Model Representative for any ARC meeting;

(e) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in (b) through (d) of this subsection;

(f) Individuals who have knowledge or special expertise regarding the child, at the discretion of the parent or Model;

(g) Related services personnel, as appropriate; and

(h) The child, whenever appropriate.

(2) A member of the ARC team listed above may be dismissed from attendance, in whole or in part, if the parents and Model agree in writing prior to the ARC meeting that the attendance of that member is not necessary because the member's area of curriculum or related services is not being modified or discussed in the ARC meeting.

(3) A member of the ARC team listed above may be dismissed from attendance, in whole or in part, if the parents and Model agree in writing prior to the ARC meeting to waive the attendance of that member even though the member's area of curriculum or related services will be discussed or modified if:

- (a) The parent and Model consent in writing to the excusal; and
  - (b) The member submits, in writing, to the parent and the ARC team, input into the development of the IEP prior to the meeting.
- (4) If the purpose of the ARC is to discuss transition services for a child with a disability as described in Section 4(3) and (4) of 707 KAR 1:320, the child shall be invited to the ARC. If the child does not attend the ARC meeting, Model shall take other steps to ensure the child's preferences and interests are considered. A public agency that is likely to be responsible for providing or paying for transition services shall also be invited, to the extent appropriate and with the consent of the parent or the child, if the child is an emancipated adult. If the representative of the other public agency does not attend, Model shall take other steps to obtain participation of the other agency in the planning of any transition services.
- (5) If the purpose of the ARC is to determine eligibility for a child suspected of having a specific learning disability, the ARC shall also include the personnel listed in 707 KAR 1:310, Section 2(1), in addition to the personnel listed in subsection (1) of this section.
- (6) If the purpose of the ARC meeting is to discuss transition from the early intervention program into the preschool program, Model shall invite a representative of the early intervention program to the initial transition ARC if the parent requests it. At the ARC meeting, the child's previous Individualized Family Service Plan that was used by the early intervention program shall be considered when developing the new IEP for the child.

## **Section 4 – Parent Participation**

(1) Model shall ensure that one or both of the parents of a child with a disability are present at each ARC meeting or are afforded the opportunity to participate. The meeting shall be scheduled at a mutually agreed on time and place.

(2) The appropriate Model Representative shall send an ARC meeting invitation to the parents which includes:

(a) The purpose;

(b) Time;

(c) Location of the meeting;

(d) Who will be in attendance by role/title;

(e) Notice that the parents may invite people with knowledge or special expertise of the child to the meeting; and

(f) Notice that Model will invite representatives from the early intervention program to the initial meeting, if the parent requests it.

(3) Except for meetings concerning a disciplinary change in placement or a safety issue, Model shall provide written notice to the parents of a child with a disability at least seven (7) days before an ARC meeting. The appropriate Model representative shall provide written notice to the parents of a child with a disability at least twenty-four (24) hours before an ARC meeting concerning a safety issue or a change in placement due to a violation of a code of student conduct.



(4) If the child is in the eighth grade year, or has reached the age of fourteen (14) years, the invitation shall state that a purpose of the meeting will be the development of a statement for the need for transition services for the child and state that the child is invited. This subsection shall apply to a child younger than fourteen (14) years of age if determined to be appropriate by the ARC.

(5) For a child with a disability, beginning no later than the IEP that will be in effect when the child turns sixteen (16), the invitation shall state that a purpose of the meeting is the consideration of the postsecondary goals and needed transition services for the child, and shall include the identity of any other agency that is invited to send a representative. This subsection shall apply to a child younger than sixteen (16) years of age if determined to be appropriate by the ARC.

(6) The appropriate Model Representative shall ensure parent participation in the ARC meeting if the parent is unable to attend by using other methods, which may include, individual or conference, telephone calls or video conferencing.

(7) An ARC meeting may be conducted without a parent in attendance if Model is unable to convince the parent that he should attend. Model shall have a record (in the special education records of the child) of its attempts to arrange a mutually agreed on time and place, which may include:

(a) Detailed records of telephone calls made or attempted and the results of those calls;

(b) Copies of correspondence sent to the parents and any responses received; and

(c) Detailed records of visits to the parent's home or place of employment and the results of those visits.

(8) When using an interpreter or other action, as appropriate, the appropriate Model Representative shall take whatever action is necessary to ensure the parents understand the proceedings at the ARC meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

(9) A Model Representative shall give the parent a copy of the child's IEP at no cost to the parent at the conclusion of the ARC meeting or mail a copy with the notice of proposed or refused action 5 school days after the meeting if the parents fail to attend.

## **Section 5 – Contents of IEP**

(1) An ARC shall consider in the development of an IEP:

- (a) The strengths of the child and the concerns of the parents for enhancing the education of their child;
- (b) The results of the initial or most recent evaluation of the child;
- (c) As appropriate, the results of the child's performance on any general state or school- wide assessment programs; and
- (d) The academic, developmental, and functional needs of the child.

(2) An ARC shall:

- (a) In the case of a child whose behavior impedes his or her learning or that of others, consider, the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- (b) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

(c) In the case of the child who is blind or visually impaired, provide for instruction in Braille and the use of Braille, unless the ARC determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;

(d) Consider the communication needs of the child;

(e) In the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

(f) Consider whether the child requires assistive technology devices or services.

(3) All the factors listed in this Section 5 shall be considered, as appropriate, in the review, and if necessary, revision of a child's IEP.

(4) Once the ARC has considered all the factors listed in this Section 5 the ARC shall include a statement on the IEP indicating the need for a particular device or service (including an intervention, accommodation, or other program modification), if any are needed, in order for the child to receive a free appropriate public education (FAPE).

(5) A regular education teacher of the child, as a member of the ARC, shall, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of appropriate:

(a) Positive behavioral interventions, strategies, and supports for the child;

(b) Supplementary aids and services; and

(c) Program modifications or supports for school personnel that will be provided for the child.

(6) An ARC shall not be required to include information under one component of a child's IEP that is already contained under another component of the child's IEP.

(7) The IEP for each child shall include:

(a) A statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general curriculum as provided in the Kentucky Program of Studies, 704 KAR 3:303, or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities; and

(b) A statement of measurable annual goals, including academic and functional goals, designed to:

(i.) Meet the child's needs that result from the disability to enable the child to be involved in and progress in the general education curriculum as provided in the Kentucky Program of Studies, 704 KAR 3:303, or for preschool children, as appropriate, to participate in appropriate activities, and

(ii.) Meet the child's other educational needs that result from the disability.

(8) Model shall use benchmarks or short-term objectives on IEPs for students participating in the alternate assessment.

(9) An IEP shall include a statement of the specially designed instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child. There shall also be a statement of the program modifications and supports for school personnel that will be provided for the child to:

- (a) Advance appropriately toward attaining the annual goals;
- (b) Be involved and make progress in the general education curriculum;
- (c) Participate in extracurricular and other nonacademic activities; and
- (d) Be educated and participate with other children with and without disabilities.

(10) An IEP shall contain an explanation of the extent, if any, to which the child will not participate with non-disabled children in regular classes and in extracurricular and nonacademic activities.

(11) An IEP shall contain a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and schoolwide assessments. These accommodations shall be based on the requirements contained in 703 KAR 5:070, Inclusion of special populations in the state-required assessment and accountability programs.

(12) If the ARC determines the child meets the criteria for participation in the alternate portfolio, as provided in 703 KAR 5:070, it shall provide a statement of its decision and the reasons for the decision.

(13) An IEP shall include the projected date of the beginning of the services and modifications listed on the IEP and the anticipated frequency, location (whether regular or special education), and duration of those services and modifications.

(14) An IEP shall include a statement of:

- (a) How the child's progress toward meeting the annual goals will be measured; and
- (b) When periodic reports on the progress the child is making toward meeting the annual goals, (which may include the use of quarterly or other periodic reports concurrent with the issuance of report cards) will be provided.

(15) The IEP shall also include the requirements for transition services for eligible students as detailed in Section 7 of 707 KAR 1:320.

## **Section 6 – Transition Services**

(1) In the child's eighth grade year or when the child has reached the age of fourteen (14) years, and in alignment with the child's Individual Learning Plan (as required by 704 KAR 3:305), or earlier if determined appropriate by the ARC, the IEP for a child with a disability shall include a statement of the transition service needs of the child under the applicable components of the child's IEP that focus on the child's course of study. This statement shall be updated annually.

(2) By the child's 16th birthday, the IEP shall include:

- (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments, related to training, education, employment, and, where appropriate, independent living skills; and
- (b) The transition services (including the course of study) needed to assist the child in reaching these goals. This statement shall be updated annually.

(3) Transition services for children with disabilities may be special education, if provided as specially designed instruction or related services, and if required to assist a child with a disability to benefit from special education.

(4) At least one (1) year prior to the child reaching the age of majority, the IEP shall include a statement that the child has been informed of his rights under 707 KAR Chapter 1 and that the rights will transfer to the child upon reaching the age of majority.

(5) If an agency, other than Model, (or state agency responsible for developing the child's IEP) fails to provide the transition services described in the IEP, Model (or the state agency responsible for developing the child's IEP) shall reconvene the ARC to identify alternative strategies to meet the child's transition objectives set out in the IEP.

(6) A participating agency shall not be relieved of the responsibility under IDEA to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of the agency.

## **Section 7 – Private School Placements by Model**

(1) Prior to placing a child with a disability in, or referring a child to, a private school or facility, Model shall initiate and conduct an ARC meeting to develop an IEP for the child.

(2) The appropriate Model Representative shall ensure a representative of the private school or facility attends the meeting. If the representative cannot attend, the appropriate Model Representative shall use other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

(3) After a child with a disability is placed in a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility, at the discretion of the Model.

(4) If a private school or facility initiates the meetings, Model shall ensure that the parents and Model staff are involved in any decision about the child's IEP and agree to any proposed changes in the IEP before those changes are implemented. If a child with a disability is placed by Model in a private school or facility, Model shall remain responsible for compliance with 707 KAR Chapter 1.

(5) If Model places a child with a disability in, or refers a child with a disability to, a private school, it shall ensure that the child:

(a) Is provided specially designed instruction and related services in conformance with an IEP that meets the standards of 707 KAR 1:340, and at no cost to the parents;

(b) Is provided an education that meets the standards of Model, including general education curriculum standards; and

(c) Has all the rights of any child with a disability served by the Model.

## **Section 8 – IEP Accountability**

(1) Model shall provide specially designed instruction and related services to each child with a disability in accordance with his IEP and shall make a good faith effort to assist the child in achieving the goals, objectives, or benchmarks listed in the IEP.

(2) Model shall be responsible for including children with disabilities in the state-wide assessment as provided in 703 KAR 5:070.

(3) The provisions of this administrative regulation shall not limit the parents' right to ask for revision of the child's IEP or to invoke due process procedures if the parents feel good faith efforts are not being made.



## CHAPTER 6 – PROCEDURAL SAFEGUARDS AND STATE COMPLAINT PROCEDURES

### **Section 1 – Parent Participation in Meetings**

(1) A parent of a child with a disability shall be afforded an opportunity to:

(a) Inspect and review all education records with respect to identification, evaluation, and educational placement of the child and the provision of FAPE to the child; and

(b) Parent participation in meetings – (1) the parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to—

(i) The identification, evaluation, and educational placement of the child; and

(ii) The provision of FAPE to the child.

(2) Model must provide notice consistent with these procedures to ensure parents of children with disabilities have the opportunity to participate in meetings described in paragraph (b) (i) of this section.

(3) Model may conduct an ARC meeting without a parent in attendance if it is unable to convince the parent to attend. Model shall keep a record of its attempts to arrange a mutually agreed on time and place. These records may include:

(a) Detailed records of telephone calls made or attempted and the results of those calls;

(b) Copies of correspondence sent to the parents and any responses received; or

(c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

(4) Model staff shall not be limited by 707 KAR Chapter 1, from having informal, or unscheduled conversations on issues which may include:

(a) Teaching methodology;

(b) Lesson plans;

(c) Coordination of service provision, or

(d) Preparatory activities that LEA personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

## **Section 2 – Independent Educational Evaluation**

(1) A parent of a child with a disability shall have a right to obtain an independent educational evaluation of the child.

(2) If a parent requests an independent educational evaluation, Model shall provide information to the parent about where an independent educational evaluation may be obtained and Model's applicable criteria for independent educational evaluations.

(3) If a parent requests an independent educational evaluation at public expense because the parent disagrees with an evaluation obtained by Model, Model shall, without unnecessary delay:

(a) Initiate a due process hearing to show that its evaluation is appropriate; or

- (b) Ensure that an independent educational evaluation is provided at public expense unless Model demonstrates in a due process hearing that the evaluation obtained by the parent did not meet its criteria;
- (4) Model may ask for the parent's reasons why he objects to its evaluation; however, the parent shall not be required to respond and Model shall not delay its action under subsection three (3) of this section while waiting for a response from a parent; and
- (5) If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria Model uses when it initiates an evaluation. Aside from these criteria, Model shall not impose any other conditions or timelines relating to obtaining an independent educational evaluation at public expense. The DoSE shall provide these criteria to the Model Representative.
- (6) A parent is entitled to only one (1) independent educational evaluation at public expense each time Model conducts an evaluation with which the parent disagrees.
- (7) If Model initiates a due process hearing after receiving a request for an independent educational evaluation, and the final decision is that Model's evaluation is appropriate, the parent still shall have the right to an independent educational evaluation, but not at public expense.
- (8) If the parent obtains an independent educational evaluation at public or private expense and it meets the agency criteria, the results of the evaluation shall be considered by Model in any decision made with respect to the provision of a free appropriate public education (FAPE) to the child.
- (9) If a due process hearing officer, as part of a hearing, requests an independent educational evaluation, the cost of the evaluation shall be at public expense.

### **Section 3 – Notice to Parents**

(1) The appropriate Model Representative shall provide written notice, which may be by email if the parent and Model agree (parent agreement shall be documented by the appropriate Model representative, or designee) to the parents of a child with a disability.

(2) Except for meetings concerning a disciplinary change in placement or a safety issue, a Model representative shall provide written notice to the parents of a child with a disability at least seven (7) days before an ARC meeting in which Model:

(a) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or

(b) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

(3) The appropriate Model representative shall provide written notice to the parents of a child with a disability at least twenty-four (24) hours before an ARC meeting concerning a safety issue or a change in placement due to a violation of a code of student conduct.

(4) This notice shall include:

(a) A description of the action proposed or refused by Model;

(b) An explanation of why Model proposes or refuses to take the action;

(c) A description of any other options that Model considered and the reasons why those options were rejected;

(d) A description of each evaluation procedure, test, assessment, record, or report Model used as a basis for the proposed or refused action;

(e) A description of any other factors that are relevant to Model's proposal or refusal;

(f) A statement that the parents of a child with a disability have protection under the procedural safeguards in 707 KAR Chapter 1 and 34 CFR Section 300.504 and IDEA, including the time period in which to file a complaint or due process hearing, the opportunity for Model to resolve the complaint or hearing issue(s), the time period in which to file civil actions, and if this notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained; and

(g) Sources for the parents to contact to obtain assistance in understanding the provisions of this section.

(5) The Model Representative shall give notice of proposed or refused action to the parents at the end of the meeting if a parent attends, or by mailing the notice (which may consist of the meeting summary) to parents who did not attend the meeting within 5 days after the meeting. The proposed action may be implemented immediately if parents received notice in the meeting and within 5 days after the meeting if no parent attended the meeting, and if no due process hearing has been requested challenging the proposed or refused action.

(6) The notice shall be written in language understandable to the general public and provided in the native language or other mode of communication of the parent unless it is clearly not feasible to do so. If the native language of the parent is not a written language, Model shall take steps to ensure:

(a) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;

(b) That the parent understands the content of the notice: and

(c) That there is written evidence that the requirements of (a) and (b) in this subsection have been met. The native language of the parent of a child is the definition of native language used in 707 KAR1:280.

(7) The appropriate Model Representative, after consulting with the DoSE, obtains the necessary translation or interpretation, if feasible. The Model Representative keeps copies of all correspondence involved in securing the necessary interpretation or translation in his/her administrative files.

#### **Section 4. Procedural Safeguards Notice**

A copy of the Procedural Safeguards Notice including parent's rights provided by the KPSD's DoSE must be given to the parents of a child with a disability one (1) time a school year. A copy also must be given to the parents—

(a) Upon initial referral or parent request for evaluation or reevaluation;

(b) Upon receipt of the first State written complaint under §§300.151 through 300.153 in a school year;

(c) Upon receipt of the first filing of a due process hearing request under § 300.507 in a school year;

(d) In accordance with the discipline procedures in 34 CFR § 300.530(h), i.e., in accordance with the notice requirements when a decision is made to remove a student

which constitutes a change in placement because of a violation of the code of student conduct; and

(e) Upon request by a parent.

(5) The procedural safeguards notice shall include a full explanation of all the procedural safeguards available under 707 KAR Chapter 1; 34 CFR 300.504; and IDEA, and be written in the native language of the parents (unless it clearly is not feasible to do so) and written in a manner easily understandable to the general public.

(6) Alternative Means of Meeting Participation – When conducting ARC meetings and placement meetings, and carrying out administrative matters under Section 615 of the IDEA such as scheduling, exchange of witness lists, and status conferences, the parent of a child with a disability and Model may agree to use alternative means of meeting participation, such as video conferences and conference calls. (Parent agreement shall be documented by the appropriate Model representative, or designee).

## **Section 5. Parental Consent**

(1) The appropriate Model Representative shall obtain informed, written parental consent before conducting an initial evaluation or reevaluation and before the initial provision of specially designed instruction and related services. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services. Model must make reasonable efforts to obtain these consents. To show the reasonable efforts made, Model shall keep documentation, which may include:

(a) Detailed records of the telephone calls made or attempted and the results of those calls;

(b) Copies of correspondence sent to the parents and any responses received; and

(c) Detailed records of the visits made to the parent's home or place of employment and the results of those visits. The appropriate Model Representative shall document attempts to obtain parental consent, which may include attempts to obtain parental consent through any of the means described in a, b, or c above. The Model Representative maintains documentation of these attempts in the child's special education records.

(2) If the child is a foster child, or is in the custody of a public child welfare agency, and is not residing with the parent, but parental rights have not been terminated, the Model shall make reasonable efforts to obtain informed consent from the parent for any consent required under IDEA, including consent for an initial evaluation. A judge may order that someone other than the parents may give consent for initial evaluation.

(3) If the parent of a child with a disability refuses to consent to the initial evaluation or fails to respond to a request to provide consent, Model may pursue the initial evaluation by using the procedures in 707 KAR 1:340 for mediation, dispute resolution meeting, or a due process hearing. However, Model shall still be considered to be in compliance with 707 KAR 1:300, Section 4, and 707 KAR 1:310 if it declines to pursue the evaluation. Determinations as to filing for due process hearings or appeals on behalf of the school shall be made by the Board of Regents, except that the Superintendent, or designee, may request due process hearings and extensions due to substantial likelihood of harm/danger by a student to himself or others. Determinations as to filing for mediation on behalf of the school shall be made by the Superintendent, or designee.

(4) If the child is in the custody of the state and is not residing with the child's parent, Model is not required to obtain consent from the parent for initial evaluations to determine the eligibility of the child if:



- (a) Despite reasonable efforts, Model cannot discover the whereabouts of the parent(s);
  - (b) The rights of the parent(s) have been terminated by a court of competent jurisdiction; or
  - (c) The rights of the parent(s) to make educational decisions have been subrogated by a court of competent jurisdiction and an individual appointed by the court to represent the child has given consent to the initial evaluation.
- (5) In order to document the reasonable efforts taken by Model to discover the whereabouts of the parent(s), Model shall keep a record of its attempts which may include:
- (a) Detailed records of telephone calls made or attempted and the results of those calls;
  - (b) Copies of correspondence sent to the parents and any responses received; and
  - (c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- (6) If the parent of a child refuses to give consent for the provision of initial specially designed instruction and related services or fails to respond to a request for consent, Model shall not provide such services and shall not use a due process hearing or mediation procedures in order to obtain agreement or a ruling that the services may be provided to the child.
- (7) Model shall obtain consent before conducting a reevaluation of a child with a disability. If the parent refuses to consent, Model may pursue the reevaluation by using

the procedures in 707 KAR 1:340 for mediation, dispute resolution meeting, or a due process hearing.

(8) Parental consent for reevaluation shall not be required if Model can demonstrate that:

(a) It made reasonable efforts to obtain such consent and followed the procedures in subsection 5 of this section to document those efforts; and

(b) The parent failed to respond.

(9) Parental consent shall not be required before:

(a) Reviewing existing data as part of an evaluation or reevaluation; or

(b) Administering a test or other evaluation that is administered to all children unless consent is required of all parents before the administration of the test or evaluation.

(10) Model shall not be considered to be in violation of the requirements to make a free appropriate public education available to the child if the school decides not to pursue the consent through due process procedures set out in Sections 9 and 11 of 707 KAR 1:340 and Model shall not be required to convene an ARC meeting or develop an IEP if the parent of the child:

(a) Fails to respond or refuses to consent to a request for evaluation;

(b) Fails to respond or refuses to consent to a request for services; or

(c) Refuses to consent to a reevaluation

(11) The appropriate Model Representative shall document the parent refusal or failure to respond.

(12) If a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent --

(a) Model may not use the consent override procedures of the law in an attempt to force the evaluation, and

(b) Model is not required to consider the child as eligible for services under 34 CFR. §§300.132 through 300.144.

## **Section 6. Representation of Children**

(1) If the child is a foster child and does not reside with the child's parents, Model shall make reasonable efforts to obtain the informed consent of the parent for an initial evaluation. Model shall not be required to obtain this consent if:

(a) Despite reasonable efforts, Model cannot discover the whereabouts of the parents;

(b) The rights of the parents have been terminated in accordance with state law; or

(c) The rights of the parents to make educational decisions have been subrogated by a court in accordance with state law and the consent for initial evaluation has been given by someone appointed by the judge to represent the child.

(2) The biological or adoptive parent, when attempting to act as the parent and when more than one (1) party meets the definition of parent under 707 KAR 1:280, shall be presumed to be the parent for purposes of 707 KAR Chapter 1, unless the biological or adoptive parent does not have the legal authority to make educational decisions for the

child. If there is a judicial order that identifies a specific person or persons under 707 KAR 1:280(43) (a)-(d) to act as the parent of a child or to make educational decisions on behalf of a child, the order shall prevail.

(3) Model shall ensure the rights of a child are protected by determining a legally appropriate educational representative for the child. Model shall appoint a surrogate parent to make educational decisions for the child if:

- (a) No parent as defined in 707 KAR 1:280 can be identified;
- (b) Model, after reasonable efforts, cannot discover the whereabouts of the parents;
- (c) The child is a ward of the state as defined in 707 KAR 1:280; or
- (d) The child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431.

(4) Model shall keep a record of the reasonable efforts it made to discover the whereabouts of the parents, such as:

- (a) Detailed records of the telephone calls made or attempted and the results of those calls;
- (b) Copies of correspondence sent to the parents and any responses received; and
- (c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

(5) Model shall have a procedure for determining whether a child needs a surrogate parent and assigning a surrogate parent to the child. The surrogate parent of the child

shall have all the rights afforded parents under Part B of IDEA, 34 C.F.R. Part 300, and 707 KAR Chapter 1, to make decisions about educational issues for a child.

(6) Model shall have a procedure for selecting surrogates. A surrogate:

(a) Shall not be an employee of KDE, Model, or any other agency that is involved in the education or care of the child;

(b) Shall not have any personal or professional interest that conflicts with the interests of the child; and

(c) Shall have knowledge and skills that ensure adequate representation of the child.

(7) A person who is otherwise qualified to be a surrogate parent shall not be considered an employee of Model solely because he or she is paid by the Model to serve as a surrogate parent.

(8) In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to the criteria listed in subsection (6) of this section until a surrogate parent can be appointed that meets all the requirements of this section.

(9) The appropriate Model Representative reviews appropriate records and may contact appropriate state agencies to assist with the determination of the need for a surrogate parent.

(10) The Model Representative assures that each child is represented by an appropriate educational representative at all decision-making points in the process of identification, evaluation, placement and provision of a free and appropriate public education.

(11) As soon as possible after the referral is completed, the Model Representative determines if the child is emancipated, and therefore represents himself in educational decision-making or must be represented by an adult, such as a biological or adoptive parent, legal guardian, person acting as a parent, or surrogate parent.

(12) If the Model Representative determines the child is to be represented by a legal guardian, or is emancipated by court order or marriage, the Model Representative contacts the DPP, who is responsible for obtaining an official copy of the court order, appointing the guardian, or emancipating the student, or official proof of the marriage. The official copy of the court order or proof of marriage document is placed in the educational records of the child.

(13) The DoSE, or designee, develops a pool of potential surrogate parents. The DoSE maintains a file of eligible surrogate parent applications, including the names, addresses, phone numbers and training status of the individuals who have agreed to serve as surrogate parents.

(14) The DoSE, or designee, makes arrangements for training persons selected as surrogate parents to assist them with acquiring knowledge and skills to effectively represent the children.

(15) If a surrogate is assigned because the parents cannot be located, the DoSE, or designee, sends a notice of intent to assign a surrogate parent to the last known address of the child's biological or adoptive parents or legal guardians. If the whereabouts of the biological or adoptive parents or legal guardians become known, future notices of meetings must be sent to, and required signatures must be obtained from, a biological or adoptive parent or legal guardian of the child.

(16) The DoSE, or designee, notifies the surrogate in writing of termination of the need for the surrogate parent due to expiration of the assignment period; if the whereabouts of the biological or adoptive parents or legal guardians become known; upon

emancipation of the child; or if the surrogate no longer meets the qualifications and criteria to serve as a surrogate parent.

(17) The DoSE maintains written documentation relative to any disagreement regarding the choice of a surrogate in his/her administrative files.

(18) Model shall make reasonable efforts to ensure the assignment of a surrogate not more than thirty (30) days after there is a determination by Model that the child needs a surrogate.

(19) The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

(20) When a child with a disability reaches the age of majority, all rights under 707 KAR Chapter 1 shall transfer from the parents to the child, unless the child has been declared incompetent under KRS Chapter 387 in a court of law. Model shall notify the child with a disability and the parents of the transfer of the rights.

## **Section 7. State Complaint Procedures**

See Appendix for the Kentucky regulation. Refer to the KDE Special Education Procedures Manual (State Plan) for other provisions regulating the complaint process.

## **Section 8. Right to Mediation and Due Process Hearings**

Model and parent of a child with a disability shall have the right to request mediation from

KDE to resolve any disputes that may arise under 707 KAR Chapter 1

(2) Except for initial placement, a parent or Model may initiate a due process hearing on any of the matters described in the written notice relating to identification, evaluation or educational placement of a child with a disability or the provision of FAPE to the child or the refusal to initiate or change the identification, evaluation, or educational placement of the child

(a) Exception: If the parent refuses consent for provision of initial services, Model shall not provide special education and related services to the child by utilizing a due process hearing.

(3) When a hearing is initiated, the appropriate Model Representative shall inform the parent of the availability of mediation to resolve the dispute.

(4) The appropriate Model Representative shall inform the parent of any free or low-cost legal and other relevant services available in the area if the parent requests the information or if a parent or Model initiates a hearing. The DoSE shall provide the Model Representative with a list of these legal or other relevant services.

## **Section 9. Mediation Rights**

(1). Model must ensure that procedures are established and implemented to allow parties to disputes involving any matter under this part, including matters arising prior to the filing of a due process complaint, to resolve disputes through a mediation process. See Appendix for the Kentucky regulation.

## **Section 10. Dispute Resolution Meetings**

See Appendix for the Kentucky regulation.



## **Section 11. Hearing Rights**

See Appendix for the Kentucky regulation

## **Section 12. Appeal of Decision (includes Stay Put)**

See Appendix for the Kentucky regulation

## **Section 13. Discipline Procedures**

- (1) The ARC may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
- (2) School personnel may remove a student with a disability who violates a code of student conduct from the student's placement to an appropriate interim alternative education setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to children without disabilities).
- (3) School personnel may remove a student with a disability from the student's current placement for additional periods of time of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement because of disciplinary removals.
- (4) After a child with a disability has been removed from the child's current placement for ten (10) school days in the same school year, educational services as described in subsection (5) (a) and (b) below shall be provided during any subsequent days of removal.
- (5) A child with a disability who is removed from the child's current placement for more than ten (10) consecutive school days, including an IAES placement, shall:

- (a) Continue to receive a free, appropriate public education so as to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
  - (b) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not recur.
- (6) The services described in subsection (5) of this section may be provided in an interim alternative educational setting.
- (7) Model shall provide educational services to a child with a disability during periods of removal of ten (10) or less school days in the same school year if it provides services to children without disabilities who are similarly removed.
- (8) After a child with a disability has been removed from the child's current placement for ten (10) school days in the same school year, and the current removal is for not more than ten (10) consecutive school days and is not a change in placement because of disciplinary removals, school personnel, in consultation with at least one (1) of the child's teachers, shall determine the extent to which educational services explained in subsection (5) of this section are needed.
- (9) 11th Day and Subsequent Removal Periods Determination of Change of Placement – Before the child is removed for the 11th day in any school year and before any subsequent removals during the same school year, the building principal, and the DoSE, or designee, determine if the removal constitutes a change in educational placement. They must be in agreement that the removal is not an educational change in placement. If they do not so agree, the removal is treated as a change in educational placement
- (10) If a removal is a change in placement because of disciplinary removals, the child's ARC shall convene within ten (10) school days after the change of placement is made

and shall determine the appropriate educational services for the child. If the student has been placed in an interim alternative educational setting, Model shall invite staff from that alternative setting to the ARC meeting.

#### **Section 14. Manifestation Determination and Interim Alternative Educational Setting (IAES)**

(1) Within ten (10) school days of any decision to change the placement (including an IAES) of a child with a disability because of a violation of a code of student conduct, the relevant members of the child's ARC, as determined by Model and the parent, shall convene a meeting to review all relevant information in the student's file, including the child's IEP, any teacher observations, teacher-collected data, and any relevant information provided by the parents to determine:

(a) If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or

(b) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

(2) The conduct shall be determined to be a manifestation of the child's disability if the ARC determines that either of the conditions in subsection (1) (a) or (b) of this section was met.

(3) If the ARC determines the condition described in subsection (1) (b) of this section was met, the Model shall take immediate steps to remedy those deficiencies.

(4) If the ARC determines the conduct was a manifestation of the child's disability, the ARC shall:

(a)(i) Conduct/provide for a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred and had implemented a behavioral intervention plan for the child; or

(ii) Review the behavioral intervention plan, (if one has already been developed) and modify it, as necessary, to address the behavior; and

(b) Return the child to the placement from which the child was removed unless Model and the parent agree to a change of placement as part of modification of the behavioral intervention plan or because of the special circumstances (interim alternative educational setting) explained in subsection (5) of 707 KAR 1:340.

(5) School personnel may remove a child with a disability to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is a manifestation of the child's disability if the child:

(a) Carries a weapon to, or possesses a weapon at, school, on school premises, or to, or at, a school function under the jurisdiction of KDE or Model;

(b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the KDE or Model; or

(c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of KDE or Model.

(6) If the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities for removals that would exceed ten (10) consecutive school days. If the ARC determines

the behavior is not related to the disability of the child, the summary recorder documents the ARC's decision on the school form including:

- (a) The decision of the ARC;
- (b) A description of any evaluation procedure, test, record, or report the ARC used to reach its decision; and
- (c) Any other factors relevant to the ARC's decision.

(7) If the Superintendent did not serve as the Model Representative, within 5 days of the ARC's determination that the behavior is not related to the disability of the child, the Model Representative informs the Superintendent of the ARC's decision. If this determination is made, the Superintendent may recommend expulsion to Board of Regents according to the Model's regular policies and procedures for expulsion.

(8) On the date on which a decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of the code of student conduct, Model shall notify the parents of the decision and provide the parents with a copy of the procedural safeguards including parent's rights in accordance with Section 4 of 707 KAR 1:340.

(9) The ARC of the child shall determine the interim alternative educational setting and the services for any child removed under Sections 13(4), 13(10) and 14(5) of 707 KAR 1:340.

## **Section 15. Appeals from Placement Decisions and Expedited Due Process Hearings**

(1) The parent of a child with a disability who disagrees with any decision regarding placement under Section 13 or 14 of 707 KAR 1:340 or the manifestation determination, or an LEA that believes that maintaining the current placement of the

child is substantially likely to result in injury to the child or to others may request a hearing by filing using the procedures contained in Sections 8 and 11 of 707 KAR 1:340.

(2) Before imposing, or applying to a hearing officer or judge for, an interim alternative educational setting placement the ARC shall attempt to obtain parental agreement to the proposed change of placement

(3) A hearing officer shall hear and make a determination regarding an appeal requested pursuant to subsection (1) of this section.

(4) In making a determination, the hearing officer may order a change in placement of a child with a disability. The hearing officer may:

(a) Return the child to the placement from which the child was removed; or

(b) Order a change in placement of the child to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

(5) When an appeal under this section has been requested, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time provided for in subsection 15(3)(b) of 707 KAR 1:340, whichever occurs first, unless the parent and Model agree otherwise.

(6) An appeal under this section shall:

(a) Be conducted in an expedited manner;

(b) Shall occur within twenty (20) school days from the date the request is filed; and

(c) Shall result in a determination within ten (10) school days after the hearing.

(7) The Superintendent, or designee, may apply to an appropriate court for injunctive relief under KRS 158.150 or federal IDEA provisions if the parent and the other members of the ARC cannot agree upon a placement and the current placement will likely result in injury to the student or others.

## **Section 16. Protections for Children not Determined Eligible for Special Education Services**

(1) A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct may assert any of the protections provided for students already eligible for special education services if Model had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

(2) Basis of Knowledge – Model shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred:

(a) The parent of the child has expressed concern in writing (or orally if the parent cannot express it in writing) to supervisory or administrative personnel of the appropriate LEA (Model), or to a teacher of the child, that the child is in need of special education and related services;

(b) The parent of the child has requested an evaluation for special education services;  
or

(c) The teacher of the child, or other personnel of Model, has expressed concern about a pattern of behavior or performance demonstrated by the child directly to the director of special education or to other supervisory personnel of Model.

(4) Model shall not be deemed to have knowledge that a child is a child with a disability if, after receiving information that the child may have a disability, Model:

(a) Conducted an evaluation and determined the child was not a child with a disability;

(b) Determined an evaluation was not necessary and provided notice to the parents of these determinations; or

(c) The parents refused to consent to an evaluation or refused initial services.

(5) Conditions that apply if Model does not have a Basis of Knowledge –

(a) If Model does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures applied to children without disabilities who engaged in comparable behaviors.

(b) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner.

(c) Until the evaluation is completed, the child shall remain in the educational placement determined by school authorities, which may include suspension or expulsion without educational services unless educational services are required under some other provision of law.



(d) If the child is determined to be eligible for special education services, taking into consideration information from the evaluation conducted by Model and information provided by the parents, Model must provide special education and related services,

## **Section 17. Reporting to Law Enforcement Agencies**

(1) Notwithstanding any provisions of 707 KAR Chapter 1, an agency may report a crime committed by a child with a disability to appropriate authorities.

(2) If Model reports a crime committed by a child with a disability, the building principal, or designee, shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the extent the transmission is permitted by the Family Educational Rights and Privacy Act, 20 USC Section 123g

## CHAPTER 7 – PLACEMENT DECISIONS.

### **Section 1. Placement Decisions**

(1) Model shall ensure that to the maximum extent appropriate, children with disabilities, including children placed by Model in public or private institutions or other care facilities, are educated with children who are non-disabled. All services and educational placements are individually determined based on the child's unique abilities and needs. Model shall ensure that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if education in the regular education environment with the use of supplementary aids and services cannot be satisfactorily achieved due to the nature or severity of the disability.

(2) Model shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

(3) The continuum shall include the alternative placements of:

- (a) Instruction in regular classes;
- (b) Special classes;
- (c) Special schools;
- (d) Home instruction; and
- (e) Instruction in hospitals and institutions.

(4) Model shall make provision for supplementary services to be provided in conjunction with regular class placement if/as determined needed by the ARC for each individual child with a disability.

(5) In determining the educational placement of a child with a disability, Model shall ensure that the placement decision is made by the ARC in conformity with the least restrictive environment provisions.

(6) A child's placement shall be:

Determined at least annually;

Based on the child's IEP; and

As close as possible to the child's home.

(7) Unless the IEP of a child with a disability requires some other arrangement, the child shall be educated in the school that he would attend if non-disabled.

(8) In selecting the least restrictive environment, consideration shall be given to any potential harmful effects on the child or on the quality of services that he needs.

(9) A child with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

(10) In providing or arranging for the provision of nonacademic and extracurricular services and activities, Model shall ensure that a child with a disability participates with non-disabled children in those services and activities to the maximum extent appropriate to the needs of the child.

(11) The appropriate Model Representative obtains written parental consent for initial services.

(12) If the parent does not attend the ARC meeting, the appropriate Model Representative sends notice of proposed or refused action to the parent with a request for written consent for initial services, if appropriate.

(13) An ARC considers/determines all changes of placement/services based on the above procedures and on placement in the least restrictive environment. Changes in placement may include, among others, the following:

- (a) Initiation of, or changes in, specially designed instruction and related services;
- (b) Changes in specially designed instructional setting (e.g., regular class to resource class; resource to special class, shortened school day);
- (c) Return to full-time regular education services due to concluding specially designed instruction and related services;
- (d) Disciplinary removals as defined in 707 KAR 1: 280;
- (e) Receipt of a regular high school diploma;
- (f) Aging out of eligibility.

(14) For a child whose eligibility terminates under subsection 13) (e) or (f) immediately above, Model shall provide the child with a summary of his/her academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting his/her postsecondary goals

(15) The ARC determines any variation of the length of the school day for a student with a disability by reviewing the IEP and other relevant data as required by KDE and makes decisions based on that review. The Model Representative must inform the DoSE if an ARC determines the condition of any child with a disability warrants less than a full day of attendance. The ARC and the DoSE follow KDE regulations and procedures and all local Board of Regents policies and procedures concerning a shortened school day.

## **Section 2. Class Size**

(1) Model shall provide special education for each child with a disability in accordance with the following maximum caseloads for special classes (as determined by KDE instructions for the December Child Count Forms) for each child with a disability as follows:

(a) Emotional-behavior disability is eight (8);

(b) Functional mental disability is ten (10);

(c) Hearing impairment is six (6);

(d) Mild mental disability is fifteen (15);

(e) Multiple disabilities is ten (10);

(f) Orthopedic impairment is sixteen (16);

(g) Other health impairment is sixteen (16);

(h) Specific learning disability for primary is ten (10) and for secondary is fifteen (15); and

(i) Visual impairment is ten (10).

(2) Model shall provide special education for each child with a disability in accordance with the following maximum caseloads for resource classes:

(a) Emotional-behavior disability is eight (8);

(b) Functional mental disability is eight (8);

(c) Hearing impairment is eight (8);

(d) Mild mental disability is ten (10);

(e) Multiple disabilities is eight (8);

(f) Orthopedic impairment is ten (10);

(g) Other health impairment is ten (10);

(h) Specific learning disability is ten (10); and

(i) Visual impairment is eight (8).

(3) Children with disabilities that meet the definition of autism; deaf-blindness; developmental delay for ages six (6), seven (7), and eight (8); and traumatic brain injury shall be served in regular classes, special classes, or resource classes as determined by the ARC.

(4) If a teacher of exceptional children provides services through the collaborative model, the maximum caseload shall not exceed twenty (20) children with disabilities for secondary, and fifteen (15) children with disabilities for primary.

(5) Pursuant to KRS 157.360, if caseload for special classes or class size for resource classes exceeds the maximum specified in this section for thirty (30) days, Model shall submit a waiver request to KDE. The waiver request will be prepared by the DoSE on the form provided by KDE. The Superintendent shall submit the request according to the instructions from KDE.

### **Section 3. Case Load for Resource Teachers**

Caseloads for resource teachers shall refer to the maximum number of student records a teacher may be assigned. Model shall make those assignments based on the following:

- (a) Emotional-behavioral disability is fifteen (15);
- (b) Functional mental disability is ten (10);
- (c) Hearing impairment is eight (8);
- (d) Mild mental disability for primary is fifteen (15) and for secondary is twenty (20);
- (e) Multiple disabilities is ten (10);
- (f) Orthopedic impairment is twenty (20);
- (g) Other health impairment is twenty (20);
- (h) Specific learning disability for primary is fifteen (15) and for secondary is twenty (20);

(i) Visual impairment is ten (10); and

(j) Speech language pathologist caseload limits as contained in KRS 334A.190.



## CHAPTER 8 – CONFIDENTIALITY

Refer to Model's General Policy and Administrative Procedure(s) for other provisions regarding confidentiality of records for all students.

### **Section 1. Access Rights**

(1) Model shall permit a parent to inspect and review any education records relating to his child that are collected, maintained, or used by Model. The (insert the appropriate custodian of records here) shall comply with a request without unnecessary delay and before any meeting regarding an IEP, including ARC meetings, mediations, due process hearings, and dispute resolution meetings, and in no case more than forty-five (45) days after the request has been made.

(2) The right to inspect and review education records under this administrative regulation shall include:

The right to a response from Model to reasonable requests for explanations and interpretations of the records;

(a) The building principal, or designee, in conjunction with the guidance counselor, shall take steps to obtain translation, or other means, to provide explanations and interpretations to parents in an effective mode of communication in a timely manner.

(b) The right to request that Model provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and

(c) The right to have a representative of the parent inspect and review the records.

(3) Model may presume that a biological or adoptive parent has authority to inspect and review records relating to his child unless Model has been advised under a court order that the parent does not have the authority.

## **Section 2. Record of Access**

Each building principal, or designee, shall keep a record of parties obtaining access to education records collected, maintained, or used under 707 KAR Chapter 1 (except access by parents and authorized employees of Model), including:

- (1) The name of the party;
- (2) The date access was given; and
- (3) The purpose for which the party is authorized to use the records.

## **Section 3. Records on More Than One Child**

(1) If any education record includes information on more than one (1) child, the parents of those children shall have the right to inspect and review only the information relating to their child or to be informed of only that specific information.

(2) Model provides information from records containing data on more than one child in such a way as to preserve the confidentiality of the other students. If a parent requests to review and inspect educational records that have information about more than one child (e.g., attendance rosters, child tracking systems, grade books, etc.), then the person responsible for the maintenance of those records makes a copy of the records requested. Before providing the parent access to the copy, the person responsible for the record removes any personally identifiable information regarding other children. Model does not maintain personally identifiable information about any child in the educational record of another child.

#### **Section 4. Types and Location of Information**

The building principal, or designee, shall provide parents, on request, a list of the types and location of education records regarding their child with disabilities that is collected, maintained, or used by Model.

#### **Section 5. Fees**

(1) Model may charge a fee for copies of records that are made for a parent under 707 KAR Chapter 1, if the fee does not effectively prevent the parent from exercising his right to inspect and review the records. Fees are determined by the Model. See Policy and Administrative Procedure(s).

(2) Model shall not charge a fee to search for or to retrieve information under 707 KAR Chapter 1.

#### **Section 6. Amendment of Records and Opportunity for Hearing**

(1) A parent who believes that information in the education records collected, maintained, or used under 707 KAR Chapter 1 is inaccurate, misleading, or violates the privacy or other rights of the child may request Model to amend the information. Once a request is made by a parent for an amendment to be made to the child's record, Model shall respond within ten (10) school days

(2) If a request to amend the information is made by a parent or legal guardian, the hearing procedures contained in 702 KAR 1: 140 shall apply. (Also, refer to Model Policy and Administrative Procedure (s) for Model policy(s)/procedure(s) governing such requests.)

## **Section 7. Consent**

(1) Except as to disclosures to appropriate law enforcement agencies as referenced in 707 KAR 1:340, Section 17, signed and dated written parental consent shall be obtained before personally identifiable student information is:

(a) Disclosed to anyone other than officials of the participating agencies collecting or using the information under 707 KAR Chapter 1; or

(b) Used for any purpose other than meeting a requirement under 707 KAR Chapter 1.

(2) Model shall not release information from education records to participating agencies without parental consent unless authorized to do so under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g. For the Confidentiality Chapter of these procedures, participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the Act (IDEA).

(3) Parental consent, or the consent of an eligible child under FERPA , must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with 34 CFR § 300.321(b)(3).

(4) In compliance with Policy and Administrative Procedure(s) , Model obtains written consent from a parent or eligible student under FERPA, before disclosing personally identifiable information to an entity or individual not authorized to receive it under FERPA.

(5) If a parent or eligible student so requests, Model shall provide him/her with a copy of the records disclosed. If a parent so requests, Model shall provide a student who is not an eligible student with a copy of the records disclosed.

(6) If a parent refuses to provide consent for release of personally identifiable information, a party, including Model, may request a due process hearing pursuant to 707 KAR 1:340 or comply with FERPA.

## **Section 8. Safeguards**

(1) Model shall protect the confidentiality of personally identifiable student information at collection, storage, disclosure, and destruction stages.

(3) Model shall assign a staff member to assume responsibility for ensuring the confidentiality of any personally identifiable student information. The assigned staff member is responsible for developing and implementing methods to safeguard personally identifiable student information for Model.

(3) A Model employee collecting or using personally identifiable information shall receive training or instruction regarding the requirements of 707 KAR 1:360. The administration is responsible for assuring that this training is provided.

(4) Model shall maintain, for public inspection, a current listing of the names and positions of employees within Model who may have access to personally identifiable student information, i.e., Disclosure without Consent list. This list may include those with whom Model has contracted to perform a special task.

(5) Policy and Administrative Procedure(s) provide that Model shall annually notify parents of students currently in attendance, or eligible students currently in attendance, of their rights under FERPA and its implementing regulations.

## **Section 9. Destruction of Information**

(1) Model shall inform the parent when personally identifiable student information collected, maintained, or used under 707 KAR Chapter 1 is no longer needed to provide education services to a child. The information shall be destroyed at the request of a parent, subject to the following: The superintendent, or designee, destroys records only in accordance with the law and as specified in the Kentucky Records Retention Schedule. Destruction means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable

(2) However, a permanent record of a child's name, address, and phone number, his grades, attendance records, classes attended, grade level completed, and year completed may be maintained without time limitations.

## **Section 10. Children's Rights**

The rights of parents regarding education records under FERPA and 707 KAR Chapter 1 shall be transferred to the child at age eighteen (18), unless the child has been declared incompetent under KRS Chapter 387 in a court of law.

## CHAPTER 9 – CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS

### **Section 1. Children with disabilities enrolled in private schools by their parents when FAPE is at issue**

(1) Model shall make FAPE available to each child with a disability. If a parent decides to place his child with a disability in a private school after the offer of FAPE, Model shall not be required to pay for the cost of the private education. Disagreements between a parent and Model regarding the availability of a program appropriate for the student and financial responsibility shall be subject to the due process procedures in 707 KAR 1 :340.

## APPENDIX

Excerpts from 707 KAR 1:340. Procedural safeguards and state complaint procedures.

### **Section 7. State Complaint Procedures**

(1) The following procedures shall apply to the Kentucky Department of Education as to written complaints submitted pursuant to 34 C.F.R. 300.151 through 300.153:

(a) The Kentucky Department of Education shall have of sixty (60) days after a complaint is filed to carry out an independent investigation, if necessary;

(b) The complainant and the LEA shall each have an opportunity to submit additional information about any allegation in the complaint;

(c) The LEA shall have an opportunity to respond to the complaint including, at least:

1. A proposal to resolve the complaint; and

2. An opportunity for the parent who has filed the complaint and the LEA to voluntarily engage in mediation;

(d) The department shall review of all relevant information; and

(e) The department shall issue a written decision addressing each allegation in the complaint and containing the findings of fact and conclusions and the reasons for the final decision.

(2) Any organization or individual including someone from outside the state may file a signed written complaint under this administrative regulation.

(3) The complaint shall include:



(a) A statement that the LEA or other public agency providing educational services to identified students has violated a requirement of 707 Chapter 1 or IDEA administrative regulations;

(b) The facts on which the statement is based;

(c) A signature and contact information for the complainant;

(d) Name and residence of the child, or contact information, if the child is homeless under the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Section 11431;

(e) Name of the school the child is attending;

(f) A description of the nature of the problem, including facts related to the problem;

(g) A proposed resolution of the problem to the extent it is known and available to the complainant at the time of the filing; and

(h) Information indicating that the violation did not occur more than one (1) year prior to the date of the receipt of the complaint.third

(5) The complainant, parent, or the LEA shall have a right to appeal the written decision from a complaint to the Commissioner of the Kentucky Department of Education. This appeal shall be filed within fifteen (15) business days of the receipt of the decision.

(6) The Kentucky Department of Education shall allow an extension of the time limit under subsection (1)(a) of this section only if exceptional circumstances exist or if the parent and the LEA agree to extend the time line to engage in mediation or other alternative means of dispute resolution.

(7) The Kentucky Department of Education shall ensure the final decision from a complaint shall be effectively implemented. To achieve compliance, the Department of Education may apply:

(a) Technical assistance activities;

(b) Negotiations; or

(c) Corrective actions.

## **Section 8. Right to Mediation and Due Process Hearings**

(1) An LEA and parent of a child with a disability shall have the right to request mediation from the Kentucky Department of Education to resolve any disputes that may arise under 707 KAR Chapter 1.

(2) A parent or an LEA may initiate a due process hearing on any of the matters described in the written notice relating to identification, evaluation, or educational placement of a child with a disability or the provision of FAPE to the child or the refusal to initiate or change the identification, evaluation, or educational placement of the child.

(3) When a hearing is initiated, the LEA shall inform the parent of the availability of mediation to resolve the dispute.

(4) The LEA shall inform the parent of any free or low-cost legal and other relevant services available in the area if the parent requests the information or if a parent or LEA initiates a hearing.

## **Section 9. Mediation Rights**

(1) The mediation process, if chosen, shall:

(a) Be voluntary;

(b) Not be used to deny or delay a parent's right to a due process hearing under Sections 8 and 11 of this administrative regulation or 34 C.F.R. 300.507, or to deny any other rights afforded under this administrative regulation or IDEA Subpart E; and

(c) Be conducted by a qualified and impartial mediator trained in effective mediation techniques.

(2) The Kentucky Department of Education shall maintain a list of qualified mediators who shall:

(a) Not be an employee of the Kentucky Department of Education or the LEA that is involved in the education or care of the child;

(b) Be chosen at random for the mediation process; and

(c) Not have a personal or professional conflict of interest.

(3) The Kentucky Department of Education shall bear the cost of the mediation process.

(4) The sessions in the mediation process shall be:

(a) Scheduled in a timely manner not to exceed sixty (60) days; and

(b) Held at a location that is convenient to both parties to the dispute.

(5) In a mediation session in which a resolution is reached by the parties, a legally-binding written agreement shall be executed that:

(a) Sets forth the resolution and a timeline in which it shall be implemented;

(b) States that all discussions that occurred in the mediation process shall be confidential; and

(c) May not be used as evidence in any subsequent due process hearing or civil proceeding.

(6) Both the parent and a representative of the LEA who has the authority to bind the LEA shall sign the agreement. The agreement shall be enforceable in any state court of competent jurisdiction or in a district court of the United States.

(7) Mediation may address issues surrounding the education of the child, including ongoing alleged violations of IDEA, compensatory education, or any other issue related to the child's enrollment in the school.

## **Section 10. Dispute Resolution**

(1) Within fifteen (15) days of receiving notice of parental request for a due process hearing, the LEA shall convene a meeting with the parent and the relevant member or members of the ARC who have specific knowledge of the facts identified in the due process hearing request. The parent and the LEA shall determine the relevant ARC members to attend the resolution session. A representative of the LEA who has decision-making authority on behalf of the LEA shall also attend this meeting. An attorney for the LEA shall not attend the meeting unless an attorney accompanies the parent.

(2) The purpose of this meeting is:

- (a) To allow the parents to discuss their due process hearing request;
  - (b) To discuss the facts that formed the basis of the request; and
  - (c) To give the LEA an opportunity to resolve the complaint.
- (3) This meeting shall not take place if the parents and the LEA agree in writing to waive the meeting or agree to use the mediation process.
- (4) If the parties reach a resolution to the dispute, the parties shall execute a legally-binding agreement that is;
- (a) Signed by both the parent and a representative of the LEA who has the authority to bind the LEA; and
  - (b) Is enforceable in any state court of competent jurisdiction or a district court of the United States.
- (5) The dispute resolution agreement may be voided by either party within three (3) business days of the agreement's execution.
- (6) If the LEA has not resolved the complaint to the satisfaction of the parents within thirty (30) days of the receipt of the due process hearing request, the due process hearing may occur.
- (7) The timeline for issuing a final decision pursuant to 34 C.F.R. 300.515 shall begin at the expiration of the thirty (30) day timeline referred to in subsection (6) of this section, except for adjustments allowed in subsections (11) and (12) of this section.

(8) The failure of the parent who filed the due process hearing request to participate in the resolution meeting shall delay the timelines for the resolution process and the due process hearing until the meeting is held unless the parties have jointly agreed to waive the resolution process or use mediation.

(9) If the LEA is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made and documented, the LEA may request, at the conclusion of the thirty (30) day period, that a hearing officer dismiss the parent's due process hearing request.

(10) The LEA shall keep a record of the reasonable efforts made to obtain the participation of the parents in the resolution meeting such as:

- (a) Detailed records of telephone calls made or attempted and the results of those calls;

- (b) Copies of correspondence sent to the parents and any responses received; and

- (c) Detailed records of any visits made to the parent's home or place of employment and the results of those visits.

(11) If the LEA fails to hold the resolution meeting within fifteen (15) days of receiving the notice of a parent's due process hearing request or fails to participate in the resolution meeting, the parent may seek the intervention of a hearing officer to begin the forty-five (45) day due process hearing timeline in 34 C.F.R. 300.515.

(12) The forty-five (45) day timeline for the due process hearing in 34 C.F.R. 300.515 starts the day after one (1) of the following events:

- (a) Both parties agree in writing to waive the resolution meeting;

(b) After either the mediation or resolution meeting starts but before the end of the thirty (30) day period, the parties agree in writing that no agreement is possible; or

(c) If both parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, but later the parent or the LEA withdraws from the mediation process.

## **Section 11. Hearing Rights**

(1) The parent of a child with a disability or the attorney representing the child, or the LEA that files a request for a hearing shall provide notice to the Kentucky Department of Education, to request a hearing. The notice shall contain:

(a) The name of the child;

(b) The address of the residence of the child;

(c) The name of the school the child is attending;

(d) A description of the nature of the problem; and

(e) Facts relating to the problem and a proposed resolution to the extent known and available to the parents at the time.

(2) The Kentucky Department of Education shall provide a model form entitled "Request for a Due Process Hearing", that meets these requirements to assist parents in filing a request a due process hearing.

(3) A party shall not have a due process hearing until the party, or the attorney representing the party, files a notice that contains the information listed in subsection

(1) of this section. This notice shall be provided to the other party and to the Kentucky Department of Education.

(4) The procedures included in KRS Chapter 13B and IDEA Subpart E shall apply to a due process hearing.

## **Section 12. Appeal of Decision**

(1) A party to a due process hearing that is aggrieved by the hearing decision may appeal the decision to members of the Exceptional Children Appeals Board as assigned by the Kentucky Department of Education. The appeal shall be perfected by sending, by certified mail, to the Kentucky Department of Education, a request for appeal, within thirty (30) calendar days of the date of the hearing officer's decision.

(2) A decision made by the Exceptional Children Appeals Board shall be final unless a party appeals the decision to state circuit court or federal district court.

(3) Except as provided in Sections 14 and 15 of this administrative regulation, during the pendency of any administrative or judicial proceeding, including the dispute resolution meeting the child involved in the hearing or appeal shall remain in the child's current educational placement, unless the LEA and the parent agree to another placement. However, the child shall not be required to remain in the child's current educational placement if the complaint involves an application for initial services for a child who is transitioning from the early intervention program into preschool and the child is no longer eligible for the early intervention program due to age. In that case the LEA shall not be required to provide the early intervention services the child had been receiving but would be required to provide any special education and related services that the child is eligible for and that are not in dispute between the parent and the LEA.



(4) If the hearing involves an application for initial admission to public school, and if there is consent of the parents, the child shall be placed in the public school until the proceedings are final.

**- VOLUME 12-****Legal Status of the School****GOVERNANCE**

Model Laboratory School is defined by KRS 164.380 as a lab school and is established as a Child Learning and Study Center by KRS 65.210, 65.230, and 157.360. As such, it does not meet the definition of school as outlined in KRS 160.345 which would require development of a school-based decision-making council.

The governance structure for the School is:

- The Board of Regents of ECU establishes policies;
- The Superintendent of the School reports to the President/designee of ECU;
- An Advisory Committee, whose function for the School will be to review and provide recommendations to the Superintendent regarding:
  - Strategic goals;
  - Parent and community engagement; and
  - Academic programs.

**ADVISORY COMMITTEE**

The Advisory Committee will be a ten (10) person body, comprised of the following appointed by the Superintendent to serve two (2)-year terms. An individual must hold the current role in order to serve in that position. An individual may serve up to two (2) consecutive terms. The Superintendent will accept nominations for the following composition of the committee:

- Two (2) teachers, one elementary and one from secondary;
- One (1) Board of Regents member;
- Two (2) parents of Model Lab School students;
- One (1) non-exempt staff member;
- One (1) student;
- Two (2) community members at large;
- One (1) ECU administrator.

**PURPOSE**

The School's purpose is to educate students from Kindergarten through twelfth grade (K-12) while providing field experiences for ECU students and demonstrating evidence-based strategies to become a model of educational excellence for the Commonwealth.

The Superintendent will consider new programs based on the stated purposes of the School:

- To acquaint college students with the methods of teaching and serve as a practice school;

**Legal Status of the School****PURPOSE (CONTINUED)**

- To further the School's mission to research, experiment and advance educational innovation;
- To provide a world-class education for its students

**ENROLLMENT: AGREE TO PARTICIPATE**

Enrollment at Model Laboratory School requires participation in educational testing and research programs. The purpose and mission of the school is to test and pilot educational programs, practices, pedagogies, and innovations. Students will be part of action research conducted by the School's and University's faculty, staff, and students as well as other state agencies, departments, and institutions. Such research may include but is not limited to, surveys, interview, focus groups, program evaluations, educational assessments, classroom observation, participation data, educational practices, and/or instructional programs. While data may be collected in various media, only aggregated data will be shared publicly.

**EXTERNAL RESEARCH**

Requests for research studies and piloting of programs within Model Lab School by external researchers or organizations must be approved by the Superintendent. All approved requests must comply with the University's IRB processes.

**NOTICE OF NONDISCRIMINATION**

Eastern Kentucky University, and by extension, Model Laboratory School, is an Equal Opportunity (EEO)/Affirmative Action (AA) institution that values diversity in its faculty, staff, and student body and does not discriminate on the basis of age (40 and over), race, color, religion, sex, sexual orientation, gender expression, pregnancy, ethnicity, national origin, disability, veteran status, and/or genetic information in the admission to, or participation in, any educational program or activity (e.g. athletics, academics, and housing) which it conducts, or in any employment policy or practice, in conformity with law.

Notice of the name, work address and telephone number of the Title IX Coordinator and the Section 504 Coordinator for the University shall be provided to employees, applicants for employment, students, parents/guardians, and other beneficiaries such as participants in activities offered to the public.

**REFERENCES:**

KRS 65.210; KRS 65.230; KRS 157.360; KRS 160.345; KRS 164.380  
Americans with Disabilities Act  
Section 504 of the Rehabilitation Act of 1973  
Title VI of the Civil Rights Act of 1964  
42 U.S.C. 200e, Civil Rights Act of 1964, Title VII  
20 U.S.C. 1681, Education Amendments of 1972, Title IX  
Genetic Information Nondiscrimination Act of 2008

**Legal Status of the School**

**RELATED POLICIES:**

03.162; 03.262; 05.3  
09.13; 09.14; 09.3211; 09.42811; 10.5

**- VOLUME 12-****- FACULTY -****Holidays**

Twelve-month employees shall refer to the Eastern Kentucky University Employee Benefit Guide for complete details and stipulations on holidays.

Teachers are employed for 187 days of which four (4) will be paid holidays as designated in the official school calendar.

**FLOATING HOLIDAY**

All eligible employees are entitled to a floating holiday each year. Use of the floating holiday must be approved in advance by the supervisor. Floating holidays may not be taken the day before or after a holiday or a non-student day, or during the state assessment period.

**REFERENCES:**

KRS 158.070  
KRS 160.291  
KRS 161.220  
KRS 161.540  
KRS 2.110  
KRS 2.190

**- VOLUME 12-****- STAFF -****Holidays and Vacations**

Refer to the Eastern Kentucky University Employee Benefit Guide for complete details and stipulations on holidays.

**FLOATING HOLIDAY**

All eligible employees are entitled to a floating holiday each year. Use of the floating holiday must be approved in advance by the supervisor. Floating holidays may not be taken the day before or after a holiday or a non-student day, or during the state assessment period.

**EXCEPTION**

The Superintendent may require, for security or other reasons, certain staff personnel to work on holidays. In this case, the employee shall be granted the holiday on another day.

**VACATION**

All vacation days must be approved in advance and may only be taken on any non-school day between July 1 and June 30.

**REFERENCES:**

<sup>1</sup>KRS 158.070  
KRS 160.291  
KRS 161.154  
KRS 2.110  
KRS 2.190

**- VOLUME 12-****Graduation Requirements**

In support of student development goals set out in KRS 158.6451 and the Kentucky Academic Standards, students must complete a minimum of twenty-two (22) credits, including demonstrated performance-based competency in technology, and all other state and local requirements in order to graduate from Model Laboratory School.

Graduation requirements encompass the requirements of Model Laboratory School and the Kentucky's Pre-College Curriculum. Students receiving a diploma from Model Laboratory School have fulfilled graduation requirements of the school and of the Kentucky's Pre-College Curriculum.

Beginning with the Class of 2023

1. Earn twenty-three (23) specified credits (see below) with at least four (4) credits in an academic area or college/career pathway.
2. Actively participate in service-learning activities that benefit the global or school community. Students must have documented at least forty (40) service hours by the time of graduation. No one activity is to fulfill the forty-hour requirement. This requirement will be pro-rated for students who enroll during the school year.

Students are encouraged to complete ten (10) service hours per academic year. Service hours completed as part of a course may apply toward the requirement. Students must complete the Activities and Service Hours Verification Form for each service they participate in and then submit the completed form to the Counseling Office.

3. Actively participate in at least one (1) school-sponsored activity (club/sport) during each year of his/her high school career. Students must submit the Activities and Service Hours Verification Form to the Counseling Office each year.
4. Successfully complete the senior research project, paper, presentation, and defense.
5. Earn a passing score on Kentucky's civics exam.
6. Submit a complete digital communications and career portfolio.
7. Score Apprentice or higher on Kentucky's Grade 10 assessments in reading and mathematics.
8. Complete an Individual Learning Plan (ILP).

Note: Students who earn a diploma from the school have met all requirements for Kentucky's Pre-College Curriculum established by the Council on Postsecondary Education.

Inquiry, Communication, and Data Analytics

5 credits

Informatics, Media Literacy, and Data Analysis (2 credits)

Analysis, argumentation, and Communication (2 credits)

Research Methods and Sustained Inquiry (1 credit)

**Graduation Requirements**

Quantitative and Computational Reasoning	4 credits
Mathematics (3 credit)	
Algebra I, Geometry, Algebra II or Pre-Calculus	
Coding and Logic (1 credit)	
Scientific Inquiry	3 credits
Life Science (1 credit)	
Natural/Physical Science (1 credit)	
Engineering & Applied Laboratory Science (1 credit)	
Humanities	5 credits
History and Appreciation of Visual and Performing Arts (1 credit)	
History (2 credits)	
Literature (2 credits)	
Global Communication and Understanding	3 credits
Second Language Proficiency (2 credits)	
Two (2) YEARS of the SAME World Language	
Cultural Comparison (1 credit)	
Civic Engagement and Entrepreneurial Thinking	1 credit
Civics and Government (0.5 credit)	
Entrepreneurship, Economics, and Financial Literacy (0.5 credit)	
Creating, Performing, and Designing	1 credit
Fitness and Wellness	1 credit
Health and Physical Education (1 credit)	

**ADVANCED PLACEMENT**

Advanced Placement (AP) enables willing and academically prepared students to pursue college-level studies while still in high school. College-level courses will be offered, and exams will be administered once a year. Students and their parents are responsible for the cost of the exam and the fee will be billed separately from tuition and fees in the fall semester.

Students that do not take the exam will not receive the AP designation on their transcript. Students who earn qualifying scores on AP exams will have the opportunity to earn scholarships for use at Kentucky colleges or universities.



## **Graduation Requirements**

### **AWARDING CREDIT**

Credits will be awarded at the end of each semester for grades of A, B, C, and D. All courses taught at Model are worth 0.5 credits per semester. Dual credit courses that are 3-4 credit hours will earn 0.5 credit toward graduation requirements and courses that are 1-2 credit hours will earn 0.25 credit toward graduation requirements.

### **MIDDLE SCHOOL COURSES FOR HIGH SCHOOL CREDIT**

Middle school students may take designated courses and the high school shall accept for credit toward graduation and completion of high school course requirements, however the following requirements shall apply:

- Middle school students taking such courses must earn at least a “C” average for each semester and have passed the semester exams in the class for the course to count toward graduation.
- Credits earned in middle school will be posted to the high school transcript but shall not be used in the calculation of the high school grade point average (GPA).

### **DIPLOMA**

Students receiving a diploma from Model Laboratory High School shall fulfill graduation requirements that:

- Prepare graduates to become world class leaders by addressing the World Class Competencies;
- Meet or exceed graduation expectations established by the Kentucky Board of Education; and
- Meet or exceed Kentucky’s Pre-College Curriculum established by the Council of Postsecondary Education.

### **ADVANCED PLACEMENT CAPSTONE DIPLOMA**

Students who meet the following requirements can earn the Advanced Placement (AP) Capstone Diploma or certificate awarded by The College Board. Students who have met all the requirements and have submitted the final AP research paper and completed the presentation and defense will be recognized as AP Capstone Diploma candidates at graduation.

- **AP Capstone Diploma**  
Earn AP exam scores of “3” or higher on each of four (4) AP assessments AND earn a score of “3” or higher on the AP seminar assessment AND earn a score of “3” or higher on the AP research assessment.
- **AP Capstone Certificate**  
Earn a score of “3” or higher on the AP seminar assessment AND earn a score of “3” or higher on the AP research assessment.

**Graduation Requirements****OTHER PROVISIONS**

The School may award a diploma to a student posthumously indicating graduation with the class with which the student was expected to graduate.

The Superintendent, Principal, or teacher may award special recognition to students.

Consistent with the Board's graduation practices for all students, an alternative high school diploma shall be awarded to students with disabilities in compliance with applicable legal requirements. In addition, former students may submit to the Superintendent a request that the School provide them with an alternative high school diploma to replace the certificate of attainment they received at time of graduation from the School.<sup>1</sup>

A student who is at least seventeen (17) years of age and who is a state agency child, as defined in KRS 158.135, shall be eligible to seek attainment of a High School Equivalency Diploma.

**EARLY GRADUATION CERTIFICATE**

Students who meet all applicable legal requirements shall be eligible for early graduation in relation to receipt of a graduation diploma and an Early Graduation Certificate. Students wishing to follow an early graduation pathway shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known, but within the first thirty (30) school days of the academic year in which they wish to graduate. A Letter of Intent to Apply shall be entered into the student information system by October 1 of the year the student declares intent to graduate early.<sup>2</sup>

Students working toward receipt of an Early Graduation Certificate shall be supported by development and monitoring of an ILP to support their efforts.

To graduate early and earn an Early Graduation Certificate, a student shall:

1. Score proficient or higher on the state-required assessments; and
2. Meet the college readiness exam benchmarks established 13 KAR 2:020 for placement in credit-bearing courses without the need for remediation.

A student who has indicated an intent to graduate early may participate in the student's state administration of the college readiness exam prior to the junior year, if needed. Students who meet all applicable legal requirements shall be awarded a diploma and an Early Graduation Certificate.

**CERTIFICATE OF ATTENDANCE**

Seniors who are foreign exchange students are eligible for a certificate of attendance during commencement.

**Graduation Requirements**

**REFERENCES:**

<sup>1</sup>KRS 156.160; 20 U.S.C. sec. 1414

<sup>2</sup>KRS 158.142; 704 KAR 3:305

KRS 156.027; KRS 158.135

KRS 158.141; KRS 158.1411; KRS 158.143; KRS 158.183; KRS 158.281

KRS 158.302; KRS 158.645; KRS 158.6451

KRS 158.860

13 KAR 2:020; 702 KAR 7:125; 703 KAR 4:060

704 KAR 3:303; 704 KAR 3:306; 704 KAR Chapter 8

OAG 78-348; OAG 82-386

Kentucky Academic Standards

**RELATED POLICIES:**

08.1131; 08.14; 08.22; 08.222

09.126 (re requirements/exceptions for students from military families)

**- VOLUME 12-****Essential Workplace Programs****INDICATORS**

Beginning with the 2019-2020 school year, the School shall implement essential workplace ethics programs that promote characteristics that are critical to success in the workplace. Each student in elementary and high school shall receive essential workplace ethics instruction that includes but is not limited to the following characteristics:

- a) Adaptability, including an openness to learning and problem solving, an ability to embrace new ways of doing things, and a capability for critical thinking;
- b) Diligence, including seeing a task through to completion;
- c) Initiative, including taking appropriate action when needed without waiting for direct instruction;
- d) Knowledge, including exhibiting an understanding of work-related information, the ability to apply that understanding to a job, and effectively explain the concepts to colleagues in reading, writing, mathematics, science, and technology as required by the job;
- e) Reliability, including showing up on time, wearing appropriate attire, self-control, motivation, and ethical behavior;
- f) Remaining drug free; and
- g) Working well with others, including effective communication skills, respect for different points of view and diversity of coworkers, the ability to cooperate and collaborate, enthusiasm, and the ability to provide appropriate leadership to or support for colleagues.

The School shall use these characteristics when creating or choosing an existing program. By January 1, 2019 and every two (2) years thereafter, the Board shall collaborate with the local workforce investment board, in conjunction with local economic development organizations and other economic, workforce, or industry organizations the workforce investment board deems necessary, to establish essential workplace ethics indicators for middle and high school students that are aligned with the characteristics listed above.

**ATTAINMENT**

The Board has designated a certification seal for students that have been deemed as having minimally demonstrated attainment of the Board's essential workplace ethics indicators. The Professional Skills Certification shall be awarded to seniors who exhibit the indicator characteristics which are critical to success in higher education and the workforce. Students who demonstrate these skills can apply for a diploma seal that signals a strong candidate for educational programs and employment. In addition, some universities and employers may provide additional recognition for seal holders. The following table lists the requirements for earning a Professional Skills Certification Seal.

Applications will be available by September 15 of graduation year. Applications must be completed by January 15 of graduation year.

**Essential Workplace Programs**

<b>Requirement</b>	<b>Model Diploma</b>	<b>Professional Skills Certification Seal</b>
Credits Earned (Professional Skill: Knowledge)	Earn the specified number of credits for graduation	<b>and</b> a minimum 3.0 GPA
Service-Learning Activities (Professional Skill: Leadership)	40 Hours	<b>and</b> an essay for Professional Skills Certification Application
School-Sponsored Activities (Professional Skill: Collaboration)	1 per year	
Senior Research Project (Professional Skill: Knowledge & Effective Communication)	Successful Completion	
Kentucky Civics Exam (Professional Skill: Knowledge)	Passing Score	
Individual Learning Plan (Professional Skill: Initiative)	Completed	
Attendance (Professional Skill: Reliability)	N/A	95% for Senior Year
Recommendation Forms	N/A	3 Qualifying Scores based on Recommendation Rubric (minimum of 2 Model teachers <b>and</b> 1 sponsor/coach/employer)
Application for Professional Skills Certification	N/A	Completed and Approved

Teacher recommendation forms will be used to assess the following professional skills: adaptability, diligence, initiative, reliability, leadership ethics, communication/collaboration.

**REPORTING REQUIREMENT**

By September 1, 2019, and every two (2) years thereafter, the Superintendent shall provide a report to the Commissioner of Education, in a format specified by the Commissioner, describing the School's essential work ethics programs and their implementation at each school.

**REFERENCE:**

KRS 158.1413

**- VOLUME 12-****Grading**

Under no circumstances shall students be used to grade the work of other students. Student scores shall not be posted in public locations.

Mid-term progress reports will be issued midway through the 1st, 2nd, 3rd and 4th nine-week reporting periods. Report cards will be issued four (4) times per school year at the end of each quarter grading period.

Teachers shall post and distribute mid-term and final grades on a schedule and timeline developed by the Superintendent/designee.

**ELEMENTARY GRADING**

Each elementary teacher shall provide parents with a comprehensive report based on the School's goals and competencies.

**SECONDARY GRADING**

Beginning with the 2019-2020 school year, grades shall be posted in Infinite Campus. The following grading scale shall be used for grades six through twelve (6-12):

90-100	A	
87-89	B+	
80-86	B	
77-79	C+	
70-76	C	
67-69	D+	
60-66	D	
50-59	F1	(Eligible for credit recovery)
0-49	F2	(Not eligible for credit recovery)

Incomplete (I) grades transfer to a grade of "F" either two (2) weeks after the grading period ends or at the end of the contracted period.

Dual credit courses will be graded in accordance with the University grading scale.

Grades prior to 2019-20 at Model or grade transferred into Model will be in accordance with the grade scale in effect at the time and from the institution credit was earned.

**SEMESTER EXAMS/ASSESSMENTS**

Semester exams/assessments shall be given in all courses, shall be cumulative and evaluate the content and skills covered during the semester. Courses that fulfill graduation requirements will use common assessments and grading procedures in order to ensure consistency. Students who take AP course exams will be exempt from semester exams.

**Grading****SEMESTER GRADES**

Semester grades are calculated as follows: each quarter is weighted 40% and the semester exams/assessments are weighted and count as 20% of each semester grade.

**SECONDARY CLASSIFICATION**

Students are classified in high school according to the number of credits accrued at the beginning of each school year. The following is the minimum number of credits required at each level:

10th grad	6 credits
11th grade	12 credit
12th grade	17 credits

**GRADE POINT AVERAGE**

Grade point averages (GPA) are calculated at the end of the second, fourth, sixth, and eighth semesters. This calculation shall be based on performance in all courses taken during the high school years. All dual credit grades will be used when computing the GPA. The GPA is computed by dividing the total credits attempted by the sum of all quality points earned and is calculated to the hundredth place with rounding applied.

Quality points shall be assigned as follows:

4.00	A
3.50	B+
3.00	B
2.50	C+
2.00	C
1.50	D+
1.00	D
0.00	F

**CREDIT RECOVERY**

Provided a student has achieved a minimum grade of F1 in a course, he/she may enroll in credit recovery options through correspondence, virtual online, or face-to-face courses. All correspondence or online coursework must be completed outside the regular school day and off the school campus.

The approval of the Principal/designee shall be obtained before the course is taken and an official record of the final grade must be received by the school before a diploma may be issued to the student. The cost of the approved course shall be paid by the students or the parent/guardian.

**Grading****GRADE REPLACEMENT/REPEATING COURSE**

Only courses indicated that they may be repeated may be repeated for credit. Only courses offered by accredited agencies and institutions will be accepted. A student may elect to repeat a course not eligible to be repeated to improve their grade or to earn credit. However, only one credit may be awarded toward graduation for the repeated course. The student will be awarded the higher of the two grades, and upon successful completion of the course, they will be awarded credit. No student may be awarded more than the maximum number of credits for a course.

**GRADE/CREDIT TRANSFER**

A student who transfers classes and credits from an accredited institution to the school shall have those classes and credits transferred using the grading scale from that institution. Grades will be credited using a 4.00 scale. For transferred AP classes to be credited with the AP district, the student must have taken the AP course and the national exam.

**DROP CLASSES**

No student who has enrolled in a course, including dual credit, shall be permitted to drop the course without first acquiring the consent of the student's parent/guardian, teacher and the Principal/designee. If a drop/withdraw is approved, the student must be placed in another class for audit.

**REFERENCES:**

KRS 158.140; KRS 158.645; KRS 158.6451; KRS 158.860  
KRS 160.345  
KRS 161.200

**RELATED POLICIES:**

08.113  
08.22  
08.222  
08.5



**- VOLUME 12-****Student Records**

Data and information about students shall be gathered to provide a sound basis for educational decisions and to enable preparation of necessary reports.

**PROCEDURE TO BE ESTABLISHED**

The Superintendent shall establish procedures to promote effective notification of parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA) and to ensure compliance with applicable state and federal student record requirements.

**DISCLOSURE OF RECORDS**

Student records shall be made available for inspection and review to the parent(s) of a student or to an eligible student on request. Legal separation or divorce alone does not terminate a parent's record access rights. Eligible students are those 18 years of age or older or those duly enrolled in a post-secondary school program. In general, FERPA rights pass to the eligible student upon either of those events. Parents may be provided access to the educational records of an eligible student 18 years old or older if the student is dependent under federal tax laws.<sup>1</sup>

Upon written request, parents or eligible students may be provided copies of their educational records, including those maintained in electronic format, when necessary to reasonably permit inspection. Such copies shall be provided in a manner that protects the confidentiality of other students. A reasonable fee may be charged for copies.

School personnel must use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom the School discloses personally identifiable information from education records.

In addition, considering the totality of the circumstances, the School may disclose information from education records to appropriate parties, including parents of eligible students, whose knowledge of the information is necessary to protect the health or safety of a student or another individual, if there is an actual, impending, or imminent articulable and significant threat to the health or safety of a student or other individual. In such instances, the basis for a decision that a health or safety emergency existed shall be recorded in the student's education records.

Authorized School personnel also may disclose personally identifiable information to the following without written parental consent:

- Officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll or is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer;
- Authorized representatives of a Kentucky state child welfare agency if such agency presents to the School an official court order placing the student whose records are requested under the care and protection of said agency. The state welfare agency representative receiving such records must be authorized to access the child's case plan.
- School officials (such as teachers, instructional aides, administrators, including health or medical staff and law enforcement unit personnel) and other service providers (such as contractors, consultants, and volunteers used by the School to perform institutional services and functions) having a legitimate educational interest in the information.

School officials/staff may only access student record information in which they have a legitimate educational interest.

**Student Records****DISCLOSURE OF RECORDS (CONTINUED)**

Contractors, consultants, volunteers, and other parties to whom the School has outsourced services or functions may access student records provided they are:

- Under the School's direct control with respect to the use and maintenance of education records; and
- Prohibited from disclosing the information to any other party without the prior written consent of the parent/eligible student, or as otherwise authorized by law.

**DISCLOSURE TO REPRESENTATIVES FOR FEDERAL OR STATE PROGRAM PURPOSES**

Personally identifiable student information may be released to those other than employees who are designated by the Superintendent in connection with audit, evaluation, enforcement, or compliance activities regarding Federal or State programs. Such designation must be executed in writing with the authorized representative and specify information as required by 34 C.F.R. Part 99.35.

**DUTY TO REPORT**

If it is determined that the School cannot comply with any part of FERPA or its implementing regulations due to a conflict with state or local law, the School must notify the Family Policy Compliance Office (FPCO) within forty-five (45) days of the determination and provide the text and citation of the conflicting law.

**DIRECTORY INFORMATION**

The Superintendent/designee is authorized to release Board-approved student directory information. Approved "directory information" shall be: name, address, phone number, date and place of birth, student's school email address, major field of study, participation in officially recognized activities and sports, photograph/picture along with name, grade level, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and most recent educational institution attended. Any eligible student or parent/guardian who does not wish to have directory information released shall notify the Superintendent/designee in writing within thirty (30) calendar days after receiving notification of FERPA rights.

Information about the living situation of a student designated as homeless is not to be treated as directory information and is not to be disclosed unless prior written consent is given or unless the information meets one of FERPA's exceptions to required consent. The living situation is not considered directory information.

The School allows for disclosure of directory information only to specific parties for specific purposes. Such limitations are specified in the student directory information notification.

Unless the parent/guardian or student who has reached age 18 requests in writing that the School not release such information, the student's name, address, and telephone number (if listed) shall be released to Armed Forces recruiters and institutions of higher education upon their request.

## **Student Records**

### **SURVEYS OF PROTECTED INFORMATION**

The School shall provide direct notice to parents/guardian to obtain prior written consent for their minor child(ren) to participate in any protected information survey, analysis, or evaluation, if the survey is funded in whole or in part by a program of the U.S. Department of Education.

Parents/eligible students also shall be notified of and given opportunity to opt their child(ren) out of participation in the following activities:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Parents/eligible students may inspect, upon written request and prior to administration or use, materials or instruments used for the collection, disclosure, or use of protected information.

PPRA requirements do not apply to evaluations administered to students in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA).

### **STUDENTS WITH DISABILITIES**

The School's special education policy and procedures manual shall include information concerning records of students with disabilities.

### **RECORDS RELEASE TO JUVENILE JUSTICE SYSTEM**

Once a complaint is filed with a court-designated worker alleging that a child has committed a status offense or public offense, schools shall provide all records specifically requested in writing, and pertaining to that child to any agency that is listed as part of Kentucky's juvenile justice system in KRS 17.125 if the purpose of the release is to provide the juvenile justice system with the ability to effectively serve, prior to adjudication, the needs of the student whose records are sought. The authorities to which the data are released shall certify that any educational records obtained pursuant to this section shall only be released to persons authorized by statute and shall not be released to any other person without the written consent of the parent of the child. The request, certification, and a record of the release shall be maintained in the student's file.

### **JUVENILE COURT RECORDS**

Records or information received on youthful or violent offenders shall not be disclosed except as permitted by law. When such information is received, the Superintendent shall notify the Principal of the school in which the child is enrolled. The Principal shall then release the information as permitted by law. Only the Superintendent and school administrative, transportation, and counseling personnel or teachers or other school employees with whom the student may come in contact, shall be privy to this information, which shall be kept in a locked file when not in use and opened only with permission of the administrator. Notification in writing of the nature of offenses committed by the student and any probation requirements shall not become a part of the child's student record.<sup>2</sup>

**Student Records****RECORDS OF MISSING CHILDREN**

Upon notification by the Commissioner of Education of a child's disappearance, the School in which the child is currently or was previously enrolled shall flag the record of such child in a manner that whenever a copy of or information regarding the child's record is requested, the School shall be alerted to the fact that the record is that of a missing child. Instead of forwarding the records of a child who has been reported missing to the agency, institution, or individual making the request, the School shall notify the Justice Cabinet.

**COURT ORDER/SUBPOENA**

Prior to complying with a lawfully issued court order or subpoena requiring disclosure of personally identifiable student information, school authorities shall make a documented effort to notify the parent or eligible student. In compliance with FERPA, notice to the parent is not required when a court order directs that disclosure be made without notification of the student or parent, or when the order is issued in the context of a dependency, neglect, or abuse proceeding in which the parent is a party. If the School receives such orders, the matter(s) may be referred to local counsel for advice.

**REFERENCES:**

<sup>1</sup>Section 152 of the Internal Revenue Code of 1986

<sup>2</sup>KRS 158.153; KRS 610.320; KRS 610.340; KRS 610.345

KRS 7.110; KRS 15A.067; KRS 17.125; KRS 158.032; KRS 159.160; KRS 159.250

KRS 160.990; KRS 161.200; KRS 161.210; KRS 365.732; KRS 365.734; KRS 600.070

702 KAR 1:140; 702 KAR 3:220

20 U.S.C. 1232g et seq., 34 C.F.R. 99.1 - 99.67

20 U.S.C. 1232h (Protection of Pupil Rights Amendment); 34 C.F.R. 98

OAG 80-33; OAG 85-130; OAG 85-140; OAG 86-2; OAG 93-35

Kentucky Family Educational Rights and Privacy Act (KRS 160.700; KRS 160.705

KRS 160.710; KRS 160.715; KRS 160.720; KRS 160.725; KRS 160.730)

Individuals with Disabilities Education Improvement Act of 2004

Kentucky Education Technology System (KETS)

P. L. 114-95, (Every Student Succeeds Act of 2015)

42 U.S.C. 11431 et seq. (McKinney-Vento Act)

**RELATED POLICIES:**

09.111; 09.12311; 09.43

Eastern Kentucky University  
Board of Regents  
  
Executive and Academic Affairs Committee  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

- I.    **Call to Order** (Committee Chair Lewis Diaz)
  
- II.   **Action Items**
  - A.   **Consent Agenda**
    - i.    Approval of the December 12, 2019 Executive and Academic Affairs Committee Meeting Minutes (Lewis Diaz) ..... 278
    - ii.   Personnel Actions (President McFaddin)..... 280
    - iii.   Approval of Nominees for Staff Emeritus (Ashley Thacker) ..... 287
    - iv.    Recommended Sabbatical Program Participants for 2020-2021 (Sherry Robinson) ... 289
    - v.    Report from the Council on Academic Affairs (Sherry Robinson) ..... 292
  
- III.   **Adjourn**

**Eastern Kentucky University  
Board of Regents  
Executive and Academic Affairs Committee  
Meeting Minutes**

**December 12, 2019**

**Black Box Theater  
Center for the Arts  
Eastern Kentucky University**

**Call to Order**

Committee Chair Lewis Diaz called the meeting of the Executive and Academic Affairs Committee to order at 1:02 p.m. at the Black Box Theater, Center for the Arts, Eastern Kentucky University. Committee Chair Diaz established a quorum was present.

**Committee Members Present**

Lewis Diaz  
Juan Castro  
Jason Marion  
Vasu Vasudevan  
Lynn Taylor Tye  
Alan Long

**Committee Members Absent**

None

**Information Items**

**A. Academic Affairs Update**

Dr. Jerry Pogatshnik, Interim Executive Vice President for Academics and Provost, presented an Academic Affairs update to the Board regarding a new pre-law minor, online Masters in Social Work program, and aviation, a copy of which is incorporated herein and will be included with the official copy of the minutes.

**Action Item**

**A. Consent Agenda**

- i. **Approval of the August 29, 2019 Executive and Academic Affairs Committee Minutes**

A motion was made by Regent Castro to approve the minutes of the August 29, 2019 meeting of the Executive and Academic Affairs Committee of the Board of Regents. The motion was seconded by Regent Long. The motion passed by voice vote.

**ii. Personnel Actions**

President Benson gave a brief update on the new hires within the University and encouraged Board approval. A motion was made by Regent Long to approve the 2019 Personnel Actions. The motion was seconded by Regent Castro. The motion passed by voice vote.

**iii. Approval of Degree Candidates for Fall 2019**

Dr. Sherry Robinson requested approval of the 1,290 degree candidates for Fall 2019 commencement pending verification. A motion was made by Regent Long to approve the Fall 2019 Degree Candidates. The motion was seconded by Regent Castro. The motion passed by voice vote.

**iv. Council on Academic Affairs**

Dr. Sherry Robinson requested approval of a minor in pre-law and the revision of several programs in the College of Education. A motion was made by Regent Vasudevan to approve the Council on Academic Affairs. The motion was seconded by Regent Long. The motion passed by voice vote.

**v. Approval of Honorary Degree P.G. Peeples**

A motion was made by Regent Long to approve awarding an honorary degree to P. G. Peeples for Doctor of Humane Letters for Distinguished Service to Humanity. The motion was seconded by Regent Castro. The motion passed by voice vote.

**New Business**

There was no new business.

**Adjourn**

There being no further business, Committee Chair Diaz requested a motion to adjourn. A motion was made by Regent Long to adjourn the meeting. The motion was seconded by Regent Castro. The motion passed by voice vote, and the meeting of the Executive and Academic Affairs Committee was thereby adjourned at 1:12 p.m.

**Eastern Kentucky University**  
**Personnel Statistics (Full-Time)**  
**January 31, 2020 & 2019**

Job Category	Institutional			Sponsored Contract/Grant		
	Total Employees		Employee +/-	Total Employees		Employee +/-
	2020	2019		2020	2019	
Full-Time Faculty	582	609	(27)	2	11	(9)
Administrators/Deans	48	50	(2)	1	3	(2)
Full-Time Exempt	472	454	18	122	133	(11)
Full-Time Non-Exempt	425	455	(30)	41	109	(68)
Total:	1,527	1,568	(41)	166	256	(90)
Job Category	Total Salary		Budget +/-	Total Salary		Budget +/-
	2020	2019		2020	2019	
	2020	2019		2020	2019	
Full-Time Faculty	\$ 38,070,069	\$ 39,969,574	\$ (1,899,505)	\$ 125,000	\$ 1,035,107	\$ (910,107)
Administrators/Deans	\$ 6,170,334	\$ 6,250,477	\$ (80,143)	\$ 57,716	\$ 419,119	\$ (361,403)
Full-Time Exempt	\$ 25,672,453	\$ 24,855,938	\$ 816,515	\$ 6,037,390	\$ 6,722,378	\$ (684,989)
Full-Time Non-Exempt	\$ 14,365,923	\$ 15,257,456	\$ (891,533)	\$ 1,610,410	\$ 3,941,142	\$ (2,330,732)
Total:	\$ 84,278,779	\$ 86,333,445	\$ (2,054,666)	\$ 7,830,515	\$ 12,117,746	\$ (4,287,231)



**Eastern Kentucky University  
Personnel Statistics (Part-Time)  
January 31, 2020 & 2019**

Job Category	Institutional			Sponsored Contract/Grant		
	Total Employees		Employee +/-	Total Employees		Employee +/-
	2020	2019		2020	2019	
Part-Time Faculty	262	280	(18)	-	-	-
Graduate Assistants	212	226	(14)	3	2	1
Part-Time Exempt	119	67	52	60	36	24
Part-Time Non-Exempt	174	102	72	80	70	10
Total:	767	675	92	143	108	35
Job Category	Total Salary		Budget +/-	Total Salary		Budget +/-
	2020	2019		2020	2019	
Part-Time Faculty	\$ 1,441,966	\$ 1,869,845	\$ (427,879)	\$ -	\$ -	\$ -
Graduate Assistants	\$ 1,058,400	\$ 1,125,600	\$ (67,200)	\$ 16,800	\$ 11,200	\$ 5,600
Part-Time Exempt	\$ 737,697	\$ 401,820	\$ 335,877	\$ 219,494	\$ 428,302	\$ (208,809)
Part-Time Non-Exempt	\$ 912,658	\$ 669,259	\$ 243,399	\$ 300,037	\$ 546,329	\$ (246,292)
Total:	\$ 4,150,721	\$ 4,066,524	\$ 84,197	\$ 536,331	\$ 985,831	\$ (449,500)

## New Hires November 2019 - January 2020

<u>Last Name</u>	<u>First Name</u>	<u>Hire Date</u>	<u>Position Title</u>	<u>Department</u>	<u>Category</u>	<u>Annual Salary</u>
Clarke	Laura	1/7/2020	Assoc Professor	Curriculum & Instruction	Fulltime Faculty	\$57,325.00
Glass	James	1/1/2020	Instructor	Aviation	Fulltime Faculty	\$68,000.00
Rosenberger	Martin	1/1/2020	Model Lab School Teacher	Model Laboratory School	Fulltime Faculty	\$20,000.00
Schulman	Emma	1/6/2020	Model Lab School Teacher	Model Laboratory School	Fulltime Faculty	\$20,000.00
West	Cody	1/1/2020	Clinical Faculty	Madisonville Trover	Fulltime Faculty	\$55,000.00
Adams	Caleb	11/4/2019	Human Resources Generalist I	Human Resources	Fulltime Hourly Staff	\$29,250.00
Becknell	Vincent	11/25/2019	Journeyman Electrician	Maintenance, Electrical Shop	Fulltime Hourly Staff	\$41,600.00
Brown	Robert	11/18/2019	Asst Mgr, Lilley Cornett Woods	Natural Areas	Fulltime Hourly Staff	\$32,331.00
Carrier	Jason	1/6/2020	Grounds Zone Specialist	Grounds/Horticulture	Fulltime Hourly Staff	\$26,000.00
Gaddis	Jamie	11/21/2019	Administrative Coordinator	Aviation	Fulltime Hourly Staff	\$34,827.00
Hurt	Philip	1/6/2020	Journeyman Plumber	Maintenance, Plumbing Shop	Fulltime Hourly Staff	\$41,600.00
Lindon	Neil	1/6/2020	Student Accounting Associate	Student Accounting Services	Fulltime Hourly Staff	\$30,946.50
McCoy	Glenda	1/7/2020	Admin Assistant I	History, Philosophy & Relig Studies	Fulltime Hourly Staff	\$34,125.00
Obergfell	Tristan	11/22/2019	Energy Mngt Sys Operator	Campus Util Sys & Bldg Climate Svcs	Fulltime Hourly Staff	\$21,840.00
Reaves	Ashley	11/1/2019	Graphic Designer	Communications & Brand Management	Fulltime Hourly Staff	\$30,010.50
Smith	Robert	12/17/2019	Police Officer	Police Department	Fulltime Hourly Staff	\$42,494.40
Stair	Seth	1/27/2020	Online Learning Specialist	UTC Targeted Case Management	Fulltime Hourly Staff	\$41,964.00
Steele	Lucy	11/4/2019	Human Resources Generalist I	Human Resources	Fulltime Hourly Staff	\$29,250.00
Sullivan	Meghan	11/12/2019	Sr Office Associate	Parking Services	Fulltime Hourly Staff	\$24,960.00
Benson*	Michael	1/6/2020	Consultant/Spec Adv to Board	President	Fulltime Professionals	\$400,000.00
Bowen	Holly	1/13/2020	Assoc Dir for Residential Life	University Housing	Fulltime Professionals	\$54,500.00
Bridenbaugh	Lydia	1/6/2020	Admission Counselor	Admissions	Fulltime Professionals	\$35,568.00
Brown	William	1/24/2020	Assistant Coach, Football	Football	Fulltime Professionals	\$65,000.00
Burchett	Hope	11/1/2019	Infant/Toddler Teacher	Ctr for Early Childhood Excellence	Fulltime Professionals	\$33,013.50
Clusky	Sherri	1/13/2020	Assoc Director, KECSAC	KECSAC FY20	Fulltime Professionals	\$75,392.00
Cox	Caleb	1/21/2020	Asst Coach	Football	Fulltime Professionals	\$45,000.00
Day	Derek	1/27/2020	Assistant Football Coach	Football	Fulltime Professionals	\$48,000.00
Farris	Quinton	12/4/2019	Sr. Admissions Counselor	Admissions	Fulltime Professionals	\$37,859.00
Hannon	Elizabeth	1/6/2020	Assoc Dir for Residential Life	University Housing	Fulltime Professionals	\$51,500.00
Hawkins	Jeremy	1/24/2020	Asst Football Coach	Football	Fulltime Professionals	\$48,000.00
Hawks	Cynthia	1/6/2020	Instructional Designer	Office of e-Campus Learning	Fulltime Professionals	\$55,146.25
Johnson	Jacob	1/6/2020	Asst Coach Football	Football	Fulltime Professionals	\$100,000.00
Keene	Larry	1/6/2020	Facility Management Specialist	Facilities Management	Fulltime Professionals	\$52,000.00
Krahenbuhl	Jeanna	11/1/2019	Trng Specialist Famly Sprrt	UTC Food Stamps Training	Fulltime Professionals	\$37,859.00
Livingston	Philip	11/1/2019	Assoc Director, Development	Development	Fulltime Professionals	\$55,000.00
Losey	Erik	1/6/2020	Asst Coach	Football	Fulltime Professionals	\$61,000.00
Makinen	Cara	12/2/2019	Advising Specialist	Dean-Business & Technology	Fulltime Professionals	\$35,568.00
Morrison	Harley	1/6/2020	Academic Advisor, Athletics	NCAA Academic Enhancement Program	Fulltime Professionals	\$35,568.00
Mountain	Lauren	1/8/2020	Assoc Dir, Res Life Rec & Trng	University Housing	Fulltime Professionals	\$52,900.00
Noble	Eddie	11/18/2019	Trng Specialist	UTC Targeted Case Management	Fulltime Professionals	\$43,895.00
Pennington	Heather	1/6/2020	Admission Counselor	Admissions	Fulltime Professionals	\$35,568.00
Perkins	Megan	1/1/2020	Infant/Toddler Teacher	Ctr for Early Childhood Excellence	Fulltime Professionals	\$28,890.00
Richman	Andrew	1/21/2020	Assistant Coach, Football	Football	Fulltime Professionals	\$70,000.00
Sconiers	Keith	1/6/2020	Academic Advisor, Athletics	NCAA Academic Enhancement Program	Fulltime Professionals	\$35,568.00
Simpson	Franziska	1/1/2020	Infant/Toddler Teacher	Ctr for Early Childhood Excellence	Fulltime Professionals	\$28,890.00
Wells	James	1/6/2020	Head Football Coach	Football	Fulltime Professionals	\$225,000.00

## New Hires November 2019 - January 2020

<u>Last Name</u>	<u>First Name</u>	<u>Hire Date</u>	<u>Position Title</u>	<u>Department</u>	<u>Category</u>	<u>Annual Salary</u>
Wilson	Jeremy	11/16/2019	Lead Project Manager	Engineering & Construction	Fulltime Professionals	\$47,000.00
Barnett	Holly	1/13/2020	Online PT Faculty	OL-Bachelor Social Work	PT Faculty	\$3,050.00
Blake	Christina	1/13/2020	Online PT Faculty	OL-Public Health Nurs Admin & Ed-MS	PT Faculty	\$4,000.00
Boyles	Paul	1/13/2020	PT Faculty-On Campus	Instruction - Justice and Safety	PT Faculty	\$2,600.00
Britton	Carol	1/13/2020	PT Faculty-On Campus	Instruction - Business & Technology	PT Faculty	\$5,200.00
Butler	Sarah	1/13/2020	PT Faculty-On Campus	Instruction - Business & Technology	PT Faculty	\$5,000.00
Campbell	Joy	1/13/2020	Online PT Faculty	OL-Public Health Nurs Admin & Ed-MS	PT Faculty	\$4,000.00
Chapman	Sarah	1/13/2020	Online PT Faculty	OL-Bachelor Social Work	PT Faculty	\$3,050.00
Deputy	Jamie	1/13/2020	Online PT Faculty	OL-Public Health Nurs Admin & Ed-MS	PT Faculty	\$4,000.00
Derdock	William	1/13/2020	Online PT Faculty	OL-SSEM-MS	PT Faculty	\$3,050.00
Gutierrez	Mario	1/13/2020	Online PT Faculty	OL-Public Health Nurs Admin & Ed-MS	PT Faculty	\$4,000.00
Hartman	Michael	1/13/2020	PT Faculty-On Campus	Instruction - College of Science	PT Faculty	\$6,400.00
Holliday	Chelsea	1/13/2020	PT Faculty-On Campus	Instruction - Justice and Safety	PT Faculty	\$2,600.00
Leggett	Diane	1/13/2020	PT Faculty-On Campus	Instruction - Health Sciences	PT Faculty	\$6,500.00
Neel	Crystal	1/13/2020	Online PT Faculty	OL-Public Health Nurs Admin & Ed-MS	PT Faculty	\$4,000.00
O'Hara	Brittany	1/13/2020	PT Faculty-On Campus	Instruction - Health Sciences	PT Faculty	\$5,600.00
Palka	Eugene	1/13/2020	PT Faculty-On Campus	Instruction - College of Science	PT Faculty	\$3,200.00
Smith	Lauren	1/16/2020	PT Faculty-On Campus	Instruction - Health Sciences	PT Faculty	\$1,734.00
Weatherholt	Kathleen	1/9/2020	PT Faculty-On Campus	Instruction - College of Science	PT Faculty	\$2,100.00
Wells	Charlotte	1/13/2020	Online PT Faculty	OL-Public Health Nurs Admin & Ed-MS	PT Faculty	\$4,000.00
Ayers	Hayden	11/6/2019	Substitute Paraeducator	Model Laboratory School	PT Hourly Staff	\$268.32
Christiansen	Aaron	12/2/2019	Aquatic Ecology Res Tech	Size - Trophic Cascades	PT Hourly Staff	\$390.00
Davis	Summer	12/9/2019	Athletics Office Asst, TEMP	NCAA One-Time Fund	PT Hourly Staff	\$260.00
Dickson	Eva	1/13/2020	Parent Resource Trainer	UTC Title IV-E Foster Parent Trng	PT Hourly Staff	\$390.00
Felkenes	Diane	1/30/2020	Office Associate	Parking Services	PT Hourly Staff	\$312.00
Gantt	Angelica	12/1/2019	Temp, Study Abroad Advisor	Education Abroad	PT Hourly Staff	\$364.00
Gipson	Kelly	1/21/2020	Student Intern	Banking & Fin Svcs Prgm Events	PT Hourly Staff	\$195.00
Green	Paul	12/3/2019	Model Substitute Bus Drivers	Model Laboratory School	PT Hourly Staff	\$286.00
Hinton	Chelsea	1/13/2020	Field Assistant	Impact of Global Change on Pollin	PT Hourly Staff	\$390.00
King	Dawn	12/9/2019	Model Substitute Bus Drivers	Model Lab School Transportation	PT Hourly Staff	\$286.00
Lamb	Alex	12/2/2019	Reg Campus Facilitator Somerse	Regional Programming	PT Hourly Staff	\$277.94
Martin	Brionna	1/13/2020	Parent Resource Trainer	UTC Title IV-E Foster Parent Trng	PT Hourly Staff	\$390.00
Reynolds	Kathy	12/9/2019	Senior Accounting Clerk, TEMP	Student Accounting Services	PT Hourly Staff	\$312.00
Washington	Dawn	1/13/2020	Training Assistant, TRIS	UTC Division of Child Care/TRIS	PT Hourly Staff	\$396.24
Cain	Joseph	1/6/2020	Adult Ed Instructor	Adult Ed FY20 - Madison Cty	PT Professionals	\$4,300.00
Chapman	Eric	1/13/2020	Member, KY READY Corps	KY READY Corps FY20	PT Professionals	\$3,000.00
Clarke	Christopher	12/6/2019	Model Substitutes	Model Laboratory School	PT Professionals	\$0.00
England	Nikki	1/13/2020	Member, KY READY Corps	KY READY Corps FY20	PT Professionals	\$3,000.00
Lopez Rosa	Luis	11/4/2019	Flight Instructor - Pilot I	Class Fees - Aviation	PT Professionals	\$0.00
Martinez	Robyn	1/13/2020	Member, KY READY Corps	KY READY Corps FY20	PT Professionals	\$3,000.00
Ose	Mitchell	12/11/2019	Flight Instructor	Class Fees - Aviation	PT Professionals	\$0.00
Ringkor	Ashley	1/13/2020	Member, KY READY Corps	KY READY Corps FY20	PT Professionals	\$3,000.00
Schinzal	Kellie	1/13/2020	Member, KY READY Corps	KY READY Corps FY20	PT Professionals	\$3,000.00
Shadowen	Tabor	12/21/2019	Model Part Time Coach	Model Laboratory School	PT Professionals	\$1,010.00
Stanifer	Carson	1/6/2020	Model Lab School Stage Manager	Model Laboratory School	PT Professionals	\$1,010.00
Thatcher	Acel	12/11/2019	Flight Instructor, Pilot I	Class Fees - Aviation	PT Professionals	\$0.00

## New Hires November 2019 - January 2020

<u>Last Name</u>	<u>First Name</u>	<u>Hire Date</u>	<u>Position Title</u>	<u>Department</u>	<u>Category</u>	<u>Annual Salary</u>
Wesley	Perry	11/22/2019	Drama Production Sound Design	Model Laboratory School	PT Professionals	\$1,010.00
White	Brielle	1/6/2020	PT Model Lab School Teacher	Model Laboratory School	PT Professionals	\$7,500.00

\* Through July 31, 2020

## Separations - November 2019 - January 2020

<u>Last Name</u>	<u>First Name</u>	<u>Separation</u>	<u>Position Title</u>	<u>Department</u>	<u>Category</u>	<u>Annual Salary</u>
* Benson	Michael	1/5/2020	President	President	Administrators/Deans	\$400,000.00
Pressley	Sheila	1/31/2020	Dean/ Prof, Health Sciences	Dean-Health Sciences	Administrators/Deans	\$148,661.00
Hayes	Jon	12/31/2019	Chair, ASLIE	Dept Amer SL & Interpreter Educat	Chairs	\$119,346.00
Pierce	Doris	12/31/2019	Endowed Chair	Occupational Therapy	Chairs	\$108,015.00
Holcomb	Derek	12/31/2019	Assoc Professor	Health Promotion & Administration	Fulltime Faculty	\$63,196.00
Jackson	Thad	1/15/2020	Visiting Instructor	Accounting/Finance/Information Sys	Fulltime Faculty	\$75,000.00
Nixon	Lonnie	1/22/2020	Model Lab School Teacher	Model Laboratory School	Fulltime Faculty	\$55,889.36
Sachs	Molly	1/15/2020	Visiting Asst Professor	Dept Amer SL & Interpreter Educat	Fulltime Faculty	\$48,000.00
Sexton	Christina	11/18/2019	Model Lab School Counselor	Model Laboratory School	Fulltime Faculty	\$68,483.71
Wilson	James	12/31/2019	Asst Prof	Applied Engineering and Technology	Fulltime Faculty	\$63,038.00
Zhang	Chengyi	1/15/2020	Assoc Professor	Applied Engineering and Technology	Fulltime Faculty	\$73,580.00
Adams	Bradley	11/8/2019	Web Development/Database Spclt	F&A-Research & Service Center	Fulltime Hourly Staff	\$38,668.50
Addison	Justin	1/17/2020	Tracking Specialist	Educator Recruitment & Retention	Fulltime Hourly Staff	\$37,030.50
Adkins	Karrie	1/6/2020	Ed Abroad Coord	Education Abroad	Fulltime Hourly Staff	\$41,691.00
Brinegar	Ronnie	11/4/2019	HVAC Technician	Maintenance, HVAC-R	Fulltime Hourly Staff	\$38,168.00
Cotton	Marian	12/31/2019	University Claims Specialist	Environmental Health Safety	Fulltime Hourly Staff	\$39,790.40
Cox	Debbie	12/31/2019	Legal Secretary	UTC Title IV-E Admin Support	Fulltime Hourly Staff	\$26,208.00
Deatherage	James	12/31/2019	Craft Foreman, Paint Shop	Maintenance, Paint Shop	Fulltime Hourly Staff	\$46,030.40
Goode	Rhonda	11/30/2019	Academic Affairs Splclt, IE&R	Institutional Effectiveness & Rsch	Fulltime Hourly Staff	\$41,017.60
Hisel	Justin	1/16/2020	Water Treatment Technician	Maintenance, HVAC-R	Fulltime Hourly Staff	\$29,494.40
Howard	Barbara	12/31/2019	Database Associate	Development Ops & Campaign Mgmt	Fulltime Hourly Staff	\$31,570.50
Hudson	Rebekah	11/13/2019	Acctng Clerk	Student Accounting Services	Fulltime Hourly Staff	\$23,614.50
Hurt	Philip	1/11/2020	Journeyman Plumber	Maintenance, Plumbing Shop	Fulltime Hourly Staff	\$41,600.00
Kubala	Demita	12/31/2019	Academic Admin Specialist	Graduate Studies	Fulltime Hourly Staff	\$44,440.50
Ligon	Cheryl	12/31/2019	DUI Training Assistant	Kentucky's DUI Program (TAAB)	Fulltime Hourly Staff	\$29,718.00
Martin	Cathy	12/31/2019	Budget Specialist	UTC Targeted Case Management	Fulltime Hourly Staff	\$36,660.00
McCoy	Anita	12/31/2019	Admin Assistant II	Fire Protect&Para-Medicine Sciences	Fulltime Hourly Staff	\$37,362.00
McGaffey	Michael	1/31/2020	Fulfillment Specialist	EKU Mail Services	Fulltime Hourly Staff	\$23,107.50
Patrick	Ryan	11/5/2019	Maintenance Mechanic	Housing Maintenance	Fulltime Hourly Staff	\$20,841.60
Renfro	Charles	1/9/2020	Fulfillment Specialist	EKU Mail Services	Fulltime Hourly Staff	\$28,060.50
Rice	Susan	1/6/2020	Admin Assistant I	Educ Lead, Coun Educ & Comm Disord	Fulltime Hourly Staff	\$26,968.50
Rowe	Hunter	11/15/2019	Sports Turf Technician	Grounds/Horticulture	Fulltime Hourly Staff	\$23,816.00
Simpson	Debra	12/31/2019	Sr Office Associate	Facilities Administration	Fulltime Hourly Staff	\$30,971.20
Terry	Wilma	12/31/2019	DUI Program Coordinator	Kentucky's DUI Program (TAAB)	Fulltime Hourly Staff	\$47,229.00
Tyer	Diane	12/31/2019	Admin Assistant I	History, Philosophy & Relig Studies	Fulltime Hourly Staff	\$29,503.50
Wolford	Mary	1/17/2020	Program Specialist	UTC Title IV-E Foster Parent Trng	Fulltime Hourly Staff	\$37,030.50
Austin	Adam	1/31/2020	Asst Coach Football	Football	Fulltime Professionals	\$75,000.00
Burchett	Hope	11/15/2019	Infant/Toddler Teacher	Ctr for Early Childhood Excellence	Fulltime Professionals	\$33,013.50
Cain	Amanda	1/26/2020	University Photographer	Communications & Brand Management	Fulltime Professionals	\$47,500.00
Coleman	Marina	12/31/2019	Academic Advisor, Athletics	Bratzke SAA Center	Fulltime Professionals	\$40,441.00
Dopico	Maria	1/24/2020	Admission Counselor	Admissions	Fulltime Professionals	\$35,568.00
Elder	Mark	12/31/2019	Head Football Coach	Football	Fulltime Professionals	\$281,000.00
Ellington Ellis	Donte	1/31/2020	Assistant Coach, Football	Football	Fulltime Professionals	\$50,000.00
Gomez de Coss	Liliana	1/17/2020	Dir, Multicultural Affairs	University Housing	Fulltime Professionals	\$52,348.00
Johnson	Stacy	1/6/2020	Head Softball Coach	Softball	Fulltime Professionals	\$36,500.00
Kegley	Joshua	1/10/2020	Content Manager	Communications & Brand Management	Fulltime Professionals	\$52,000.00

## Separations - November 2019 - January 2020

<u>Last Name</u>	<u>First Name</u>	<u>Separation</u>	<u>Position Title</u>	<u>Department</u>	<u>Category</u>	<u>Annual Salary</u>
Lakes	Brittany	11/8/2019	Admission Counselor	Admissions	Fulltime Professionals	\$33,593.00
Marlow	Nora	12/31/2019	Deputy Chief Tech Officer	Information Technology-Academic	Fulltime Professionals	\$135,350.00
Martin	Megan	12/4/2019	Coord, Campus Visit Programs	Admissions	Fulltime Professionals	\$37,000.00
Mattix	Kurt	1/31/2020	Asst Football Coach	Football	Fulltime Professionals	\$75,000.00
Middleton	Kenna	12/31/2019	Dean of Students	Student Affairs	Fulltime Professionals	\$105,255.00
Moore	Stephanie	1/7/2020	Asst Dir, Res Life, Cond & Crs	University Housing	Fulltime Professionals	\$53,057.00
Namugayi	Deborah	12/3/2019	Sustainability Manager	Office of Sustainability	Fulltime Professionals	\$53,000.00
Parmer	Brent	12/18/2019	Exec Director of Campus Life	Student Rec Center/Wellness Bldg	Fulltime Professionals	\$90,000.00
Parrilli	Patrick	1/31/2020	Asst Coach	Football	Fulltime Professionals	\$30,000.00
Radford	Tricia	1/7/2020	Assoc Dir, Recruitment & Comm	Admissions	Fulltime Professionals	\$64,969.00
Reardon	Joshua	1/31/2020	Asst Coach	Football	Fulltime Professionals	\$60,000.00
Rose	Krystal	1/31/2020	Mail Services Supervisor	EKU Mail Services	Fulltime Professionals	\$35,568.00
Thompson	Quenna	11/2/2019	HR Business Partner	Human Resources	Fulltime Professionals	\$58,023.00
Tuveson	Mary	1/17/2020	Dir of Development	Development	Fulltime Professionals	\$65,072.00
VanZandt	Ariel	11/15/2019	McGregor Residence Hall Coord	University Housing	Fulltime Professionals	\$33,000.00
Williams	Jesse	1/31/2020	Assistant Coach, Football	Football	Fulltime Professionals	\$40,000.00
Williams	Kathy	12/31/2019	Special Assistant	Provost and Academic Affairs	Fulltime Professionals	\$67,485.00
Matthews	Cynthia	12/15/2019	PT Faculty-On Campus	Instruction - CLASS	PT Faculty	\$2,600.00
Clark	Kelley	12/15/2019	Day Interpreter	ASLIE Sign Interpreting	PT Hourly Staff	\$1,040.00
Fryman	Penny	11/20/2019	Model Substitute Bus Drivers	Model Lab School Transportation	PT Hourly Staff	\$0.00
Smith	Sharon	12/13/2019	Administrative Assistant I	Admissions	PT Hourly Staff	\$14,560.00
Hill	Nekari	11/15/2019	Member, KY READY Corps	KY READY Corps FY20	PT Professionals	\$2,300.00
Riegle	Isabell	11/15/2019	Member, KY READY Corps	KY READY Corps FY20	PT Professionals	\$2,300.00
Sandy	Mark	1/31/2020	Interim, Athletic Director	Intercollegiate Athletics Admin	PT Professionals	\$40,000.00
Thacker	James	12/10/2019	Member, KY Ready Corps	KY READY Corps FY20	PT Professionals	\$1,500.00

## Nominations for staff emeritus status for retiring staff members

Background: Retiring staff meeting specific criteria that have provided distinguished service to Eastern are nominated. The nominations are submitted to Human Resources for vetting and then sent to the Staff Council for review and recommendations. Approved nominations are presented to the Board of Regents for final action with the President's support (support was given from President Benson with the December meeting).

### Recommendations for Staff Emeritus for the 2019-2020 Year

Ann Cotton, Environmental Health Safety

Connie Dirks, Career and Cooperative Education

Barbara Rupard, Biological Sciences

Jerry Wallace, Communications and Brand Management



**Eastern Kentucky University  
Policy and Regulation Library**

**8.2.11P**

Volume 8, Human Resources

Chapter 2, Employee Benefits

Section 11, Staff Emeritus

Approval Authority: Board of Regents

Responsible Executive: Chief Human Resources Officer

Responsible Office: Human Resources

Effective: 04/11/05

Last Revised: 09/28/18

Next Review Date: 10/01/20

## Staff Emeritus

### Statement

Eligible staff members may be recognized for emeritus status for their significant contributions to Eastern Kentucky University through a long and distinguished record of service, dedication, leadership and innovation.

### Entities Affected

Staff Emeritus rank is afforded to retired staff members who have provided distinguished service to Eastern Kentucky University and have met the following eligibility criteria:

- Completed a minimum of ten (10) years of employment at Eastern Kentucky University.
- Completed less than ten (10) years of employment at Eastern Kentucky University but due to a serious health condition was forced into a disability retirement, provided that at the normal retirement age would have fulfilled the 10-year requirement.
- Must be eligible to retire under the current provisions of the Teachers Retirement System (TRS) or Kentucky Retirement System (KERS). Employees retiring under the Optional Retirement Plan are also eligible for consideration.
- Must be currently in the process of applying for retirement or currently retired.

### Procedures

#### I. Nomination Submission

The nomination for emeritus rank appointment may be initiated by any active Employee as defined in this policy.

Nomination applications shall include the following:

- A completed Staff Emeritus Nomination Form should be submitted to the Office of Human Resources
- Confirmation by the Office of Human Resources that the criteria concerning the time of service and retirement status have been fulfilled. Affirmative nominations will be forwarded to a designated Staff Council representative.
- The Staff Council representative will notify the nominating employee of their responsibility to collect and submit three letters of recommendation from individuals outside the department who are professionally acquainted with the candidate. One of these letters may be from an individual outside the University that can attest to the community service and leadership provided by the staff emeritus nominee.
- Approval by the Unit or Department Head, Dean (if applicable), Chief Human Resources Officer, and the appropriate Vice President.



**I. Recommended Sabbatical Program Participants for 2020-2021**

**II. Issue**

The primary purpose of the Sabbatical Program is to permit time for a faculty member who has demonstrated an above average ability in teaching, scholarly/creative, and service activities to investigate avenues for improving academic quality in the pursuit of excellence. This time enables faculty members to pursue scholarly/creative activities that will strengthen teaching, scholarship/creativity, service and/or any combination therein at the department, college, library, or university levels.

**III. Background**

This revised program was approved by the Board of Regents in December, 2003. Sabbaticals will be approved only when they are in the best interest of the University, and have the approval of the Department Chair, the College Dean, the Provost and Vice President for Academic Affairs, and the President.

**IV. Alternatives**

To not approve the proposed faculty for the Sabbatical Program.

**V. President's Recommendation**

Based upon the approval of the respective Deans and the Provost, the President recommends that the Board of Regents approve the individuals requesting Sabbaticals for the fiscal year 2020-2021.

## Recommended 2020-2021 Sabbatical Leaves

<u>Name</u>	<u>Department</u>	<u>Timeframe</u>
<u>College of Education</u>		
Danny Roush	American Sign Language & Interpreter Education	Fall 2020, Full Pay
<u>College of Health Sciences</u>		
MaryEllen Thompson	Occupational Science & Occupational Therapy	Fall 2020 – Spring 2021, Half Leave, Full Pay
<u>College of Justice &amp; Safety</u>		
Victoria Collins	Justice Studies	Spring 2021, Full Pay
<u>College of Letters, Arts, &amp; Social Sciences</u>		
Felicia Szorad	Art & Design	Spring 2021, Full Pay
Rick Mott	English & Theatre	Fall 2020 – Spring 2021, Half Leave, Full Pay
Anne Cizmar	Government	Spring 2021, Full Pay
Ogechi E. Anyanwu	History, Philosophy, & Religious Studies	Fall 2020 - Spring 2021 Half Leave, Full Pay
Timothy Smit	History, Philosophy, & Religious Studies	Fall 2020 - Spring 2021, Full Leave, Half Pay
Jesus Abraham Velez de Cea	History, Philosophy, & Religious Studies	Spring 2021, Full Pay
Christine Carucci	Music	Fall 2020 – Spring 2021, Half Leave, Full Pay
Shane Hoose	Music	Spring 2021, Full Pay

College of Science

Amy Braccia	Biological Sciences	Spring 2021, Full Pay
John C. White	Geosciences	Fall 2020, Full Pay
Steve Szabo	Mathematics & Statistics	Spring 2021, Full Pay



## **EASTERN KENTUCKY UNIVERSITY**

*Serving Kentuckians Since 1906*

Executive Vice President for Academics & Provost  
[provost@eku.edu](mailto:provost@eku.edu)   [www.eku.edu](http://www.eku.edu)

CPO 30A, 108 Coates Building  
521 Lancaster Avenue  
Richmond, Kentucky 40475-3102  
PHONE: (859) 622-3884  
FAX: (859) 622-8136

TO: Dana Fohl

FROM: Sherry Robinson

DATE: February 7, 2020

SUBJECT: Council on Academic Affairs Agenda for Board of Regents

The following Academic Affairs items have been approved by the Council on Academic Affairs, the Faculty Senate, and the Provost. On behalf of President McFaddin, these items are presented for the Board of Regents' consideration on February 28, 2020.

## PROGRAM REINSTATEMENT

The following proposed program reinstatements are presented for approval by the Board of Regents.

### COLLEGE OF HEALTH SCIENCES

<u>Department of Baccalaureate &amp; Graduate Nursing</u>	<u>Page</u>
<p><b>1. Associate of Science in Nursing</b></p> <p><i>Reinstate the Associate Degree Nursing program in response to demand from healthcare agencies, Kentucky legislators, and regional needs. The program would be restructured and reinstated under the Department of Baccalaureate and Graduate Nursing.</i></p> <p><i>Anticipated Financial Impact: Restructuring of the program and reinstatement under a different department is anticipated to preserve nearly \$500,000 in cost savings when compared to the original program's budget.</i></p>	4

## PROGRAM REVISIONS

The following proposed program revisions are presented for approval by the Board of Regents.

Proposed revisions that include a new concentration:

### COLLEGE OF HEALTH SCIENCES

<u>Department of Applied Human Sciences</u>	<u>Page</u>
<p><b>2. Bachelor of Science in General Dietetics – NEW CONCENTRATIONS</b></p> <p><i>Using current faculty and existing resources, restructure the bachelor's program to a degree in Food and Nutrition with concentrations in Dietetics (based on the existing program) and Culinary Nutrition and Food Management (new concentration). The concentration in Culinary Nutrition and Food Management would be a unique option for students who are interested in food- and nutrition-related careers without having to pursue the rigorous and science-based Registered Dietitian Nutritionist credential. The concentration is broader, more flexible for transfer students, and offers a path to immediate employment in a growing job market.</i></p>	13

Proposed revisions to programs/program admission requirements:

### COLLEGE OF EDUCATION

<u>Department of Educational Leadership, Counselor Education, &amp; Communication Disorders</u>	<u>Page</u>
<p><b>3. M.A.Ed. in Communication Disorders</b></p> <p><i>Update admission requirements related to the GRE and discipline-specific professional code of ethics; change program to a Master of Arts in Communication Disorders; and remove the embedded requirements for teacher certification. Analysis of admission data, employment trends, and graduate feedback shows that embedded teacher certification is no longer significantly beneficial for program graduates.</i></p>	31

## COLLEGE OF SCIENCE

### Department of Chemistry

### Page

#### **4. Bachelor of Science in Forensic Science**

37

*Update admission requirements related to minimum GPA standards to remain in the program to better reflect the intent of the requirement; add BIO 112 to the forensic biology concentration as the new pre-requisite for upper-level courses; update elective options in the forensic chemistry concentration; move PLS 316 to an elective in both concentrations; and require a grade of "C" or better in MAT 234 for accreditation purposes.*

### Other proposed program revisions:

## COLLEGE OF LETTERS, ARTS, & SOCIAL SCIENCES

### Department of Communication

### Page

#### **5. Bachelor of Arts in Broadcasting & Electronic Media**

40

*Require three hours of BEM 302 for the major in order to enhance students' practicum experience. BEM 302 is a one-hour practicum course that can be taken for one credit per semester.*

### Proposed program revisions that include suspension of a concentration:

## COLLEGE OF HEALTH SCIENCES

### Departments of Applied Human Sciences, Environmental Health Science, and Health Promotion & Administration

### Page

#### **6. Master of Public Health – CONCENTRATION SUSPENSIONS**

42

*Suspend the Public Health and Industrial Hygiene concentrations and combine Industrial Hygiene with the concentration in Environmental Health to form the restructured concentration in Environmental/Occupational Health & Sustainability; add electives to both concentrations; remove MPH 835 from the core to streamline the curriculum. Proposed changes are in response to accreditation requirements.*

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III)  <input checked="" type="checkbox"/> Program <u>Reinstatement</u> (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Baccalaureate &amp; Graduate Nursing</td> </tr> <tr> <td>College</td> <td>Health Science</td> </tr> <tr> <td>*Course Prefix &amp; Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Associate of Science in Nursing (A.S.N.) NURSING</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Baccalaureate & Graduate Nursing	College	Health Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Associate of Science in Nursing (A.S.N.) NURSING	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
Department Name	Baccalaureate & Graduate Nursing														
College	Health Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Associate of Science in Nursing (A.S.N.) NURSING														
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	1/7/2020	Council on Academic Affairs	1/23/20
College Curriculum Committee	1/8/2020	Faculty Senate**	2/3/20
General Education Committee*		Board of Regents**	Pending
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*			

\*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.)**

<b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To reinstate the Associate Degree Nursing Program.	
<b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016) Fall 2020	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> The University has received numerous requests from healthcare agencies, Kentucky Legislators and the community, to resume the Associate Degree program. The rural regions of Kentucky have a great need for Registered Nurses. The Associate Degree programs already established in rural Kentucky cannot support the number of applicants from these regions. The cost saving with the reinstatement and restructure is \$490,757.00 in comparison to the original budget of the Associate Degree Nursing Department.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>	

**Personnel Impact:** The Department of Baccalaureate & Graduate Nursing (DBGN) will become one department to encompass all nursing programs and levels of nursing education to include the Associate (ASN), Baccalaureate (BSN), Master's (MSN) and Doctorate of Nursing Practice (DNP). Currently, the DBGN faculty teach across all programs. This staffing model, increases the number of doctorally prepared faculty teaching in the Baccalaureate program, increases the number of faculty teaching in their specialty area of content across all programs and allows for flexibility in staffing. Staffing with this model requires less overall faculty. The Associate Degree Program has three tenured faculty who will join the Department of Baccalaureate & Graduate Nursing.

The Chair plans to use the current doctorally prepared faculty who teach their specialty content areas in both the BSN and ASN programs. These faculty all teach a clinical course in addition to their didactic courses, in the BSN program. These faculty will be removed from their BSN clinical course to teach the ASN didactic courses. These faculty can be replaced in the clinical setting by utilizing part-time clinical nurse experts working as an RN at the facility of the assigned student clinical site. Regulatory and Accrediting bodies mandate the number of students per clinical faculty (1 faculty per 8-10 students) so the Department already utilizes this model of utilizing part-time clinical faculty for clinical staffing.

The Department of Baccalaureate & Graduate Nursing is requesting to fill a tenure track position that is currently vacant for the 20-21 budget year for \$104,390 which includes salary and fringe and fill a second tenure track position currently unfilled for the 21-22 budget year for an additional \$104,390. In addition to the salary for the tenure track positions, the Baccalaureate & Graduate Nursing will be budgeting part-time faculty money for the budget year 20-21 of \$44,490 to cover the clinicals for the ASN program and replace the faculty from the BSN who were reassigned from their clinical teaching to assume didactic courses in the ASN program. The cost for part-time faculty for budget year 21-22 will be \$99,400. The amount for the part-time doubled due to the ASN program will be in full operation budget year 21-22.

**Operating Expenses Impact:** The Associate Degree Program will be part of the Baccalaureate & Graduate Nursing. Including the Associate Degree Program in the Baccalaureate & Graduate Nursing the M & O budget for year 20-21 can be reduced to \$16,000 for a total savings of \$2,630. The M & O budget for 21-22 can be reduced to \$11,000 for a savings of \$7,630. The Baccalaureate & Graduate Nursing is requesting \$5,000 more for the budget year 20-21 for faculty development.

The cost savings for the M&O budget when the ASN program is fully operational in budget year 21-22 is \$7630 and the cost savings for the personnel budget will be \$490,757.00. The reinstating and restructuring results in a significant cost saving as compared to the previous organization structure.

**Equipment/Physical Facility Needs:** No new needs are required.

**Library Resources:** No new resources required.



Baccalaureate & Graduate Nursing  
Chair  
Dr. Brooke Bentley (859) 622-1956  
Rowlett 223

Associate Chair  
Dr. Lisa Jones (859) 622-1941  
Rowlett 223

Faculty

M. Adams-Johnson, B. Bentley, M. Bradshaw, J. Brocato,  
A. Clark, B. Caudill, A. Connell, J. Cornelison, C. Edwards,  
S. Evans, W. France, C. Frazer, C. Hubbard, R. Hovermale, A. Hume, R. Janes, A. Jones, L. Jones, A. Leavall, T. Loan, J.  
Merrick, Q. Moore, K. New, N. Owens, H. Norris, J. Pinheiro, M. Powell, G. Purdue, F. Sands,  
I. Slusher, A. Wood, P. Woods, L. Yonts, and M. Zoellers.

The programs in the Baccalaureate & Graduate Nursing include Associate of Science in Nursing, Bachelors of Science in Nursing, Masters of Science in Nursing and Doctor of Nursing Practice. The philosophy of the Department is as follows:

The mission of the department is to educate nurses at the Associate, Baccalaureate, Masters and Doctorate levels who work in interprofessional environments to promote health and well-being for diverse populations across the Commonwealth, country and world.

DEFINITION OF ASSOCIATE OF SCIENCE IN NURSING

Associate of Science in Nursing (ASN) provides the basic education necessary to become a registered nurse. After graduation with an Associate of Science Degree and successful completion of the National Council of State Boards of Nursing (NCLEX-RN), graduates are prepared to practice in a variety of care settings. ASN incorporates nursing knowledge, knowledge of key biological and social sciences and the study of humanities. Graduates of the ASN program exhibit competencies of human flourishing, nursing judgement, professional identity and the spirit of inquiry.

Student Learning Outcomes

Upon completion of the program, the ASN graduate will:

- Human Flourishing: “Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings” (NLN, 2010, p. 38).
  1. Incorporate culturally competent, individualized plans of care focusing on services and activities that promote independence, maintain or restore health, or support a peaceful death.
- Nursing Judgment: “Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context” (NLN, 2010, p. 38).
  2. Utilize the nursing process as a basis for clinical judgment to optimize outcomes of care for the patient, family and community.
  3. Advocate for access and quality of care for patients
  4. Apply evidence-based practice to support clinical decision making in the provision of safe quality care.
- Professional Identity: “Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices and an evolving identify as a nurse committed to evidence-based practice, caring,

advocacy, and safe quality care for diverse patients within a family and community context” (NLN, 2010, p. 38).

5. Exhibit professional behaviors/practice as defined by the ethical, legal and regulatory frameworks of nursing.
6. Establish and maintain effective/therapeutic communication in collaboration with patients, families, significant others and members of the health care team.
7. Use information and technology to communicate, manage knowledge, mitigate error and support decision making.
- Spirit of Inquiry: “Examine evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions and new insights to improve the quality of care for patients, families and communities” (NLN, 2010, p. 38).
8. Utilize evidence-based literature/research for use in nursing practice.

### **Admission Requirements and Procedures**

All students who are admitted to ECU and declare their major as Associate of Science in Nursing are admitted as pre-associate degree nursing majors. However, admission to the University does not guarantee admission to the Associate of Science in Nursing Program.

Students are eligible to be considered for admission to the Associate of Science in Nursing Program only after having been admitted to the University. Applications for the Associate Degree Nursing program are available through the department office or online at [www.ASN.ecu.edu](http://www.ASN.ecu.edu).

Applicants are eligible to be considered for admission who have:

1. Met University requirements for proficiency in English, reading and mathematics.
2. Met the Pre-College Curriculum requirements.
3. A high school or college (institutional) GPA of 2.5 on a 4.0 scale.
4. Grades of “C” or better in any supporting courses that have been completed.
5. Completed the Nursing Assessment (A2) exam with a minimum score of 75 in specified areas of Reading, Vocabulary, Grammar and Math.
6. Hold a current certification as a State Registered Nurse Assistant (SRNA)
7. In addition to the academic criteria required for admission, applicants must meet the standards written into the Commonwealth of Kentucky Nurse Practice Act. Specifically, the Nurse Practice Act requires that each student be of good moral and ethical character, good mental and physical health, and be academically qualified to fulfill the role and responsibilities of a person licensed to practice as a professional nurse. Students must meet all clinical agency placement requirements.

Applications are considered for the fall semester (received by March 1) and for the spring semester (received by October 1). Applications received after the deadline will be processed on a space availability basis. The Associate of Science in Nursing Degree Admissions Committee will evaluate each applicant’s academic history and select those applicants who are the most academically qualified. Should there be more qualified applicants than spaces available, admission becomes competitive and applicants will be ranked according to the admission scoring rubric found on the Department’s website. Admission to the program is limited and completion of eligibility criteria does not ensure admission into the program.

### **Students Transferring from Another Nursing Program**

Transfer students must meet the following criteria in addition to admission criteria of Eastern Kentucky University and the Department of Associate Degree Nursing:

1. The nursing credits transferred must be comparable to Associate Degree Program nursing credits for a maximum of 16 semester hours credit.
2. A complete course outline and/or syllabi must be submitted for each nursing course being evaluated for transfer credit.
3. Transfer credits must meet passing standards of the nursing program from which they are transferred.
4. Transfer credits must be from a nationally accredited program.

Each transfer student's application will be evaluated on an individual basis by the Department Chair and the Associate Degree Admissions Committee.

### **Progression in the Program**

In order for students to follow the established progression of the program sequence, they must:

1. Meet all prerequisites.
2. Maintain an institutional GPA of 2.0 on a 4.0 scale.
3. Complete all major courses and supporting courses with a "C" or better.

### **Clinical Requirements**

Transportation to all clinical experiences is the responsibility of the student. Students are expected to adhere to all program and clinical agency policies and must meet all clinical agency placement requirements. To be compliant with Joint Commission regulations, clinical agency contractual agreements, and ensure a safe clinical environment the following items are required before a student can progress to a clinical experience:

1. Proof of professional liability insurance purchased through the University.
2. Proof of CPR for the Health Care Professional.
3. Proof of Rubella, Measles (Rubeola), and Mumps immunity.
4. Proof of Hepatitis B immunity.
5. Proof of negative Tuberculosis screening.
6. Proof of Varicella immunity.
7. Documentation of adult TDaP vaccine (Tetanus, Diptheria, Acellular Pertussis)
8. Documentation of annual influenza vaccine.
9. Documentation of the CHS-approved Criminal Background Check.
10. Documentation of the CHS-approved Drug Screening.
11. Proof of Personal Health Insurance.
12. Other documentation as required by specific clinical facilities.

### **Readmission Policies and Procedures**

A student who fails to progress in the nursing curriculum is dismissed from the program and must apply and be processed through the Admissions/Progression Committee. This committee represents the Associate Degree Nursing Program and has the authority in readmission decisions for the department. **Readmission to a nursing course is not guaranteed to any student.** The student is advised to refer to the Department's Student Handbook for specific procedures concerning readmission.

**Associate of Science in Nursing (A.S.N.)**

**NURSING**

**CIP Code: 51.3801**

**UNIVERSITY GRADUATION REQUIREMENTS**

- General Education.....15 hours  
*Elements: 1A, 1B (ENG 101,102, or 105 with a grade of "A" or "B"); any 3A or 3B;SOC 131 or PSY 200(GElement E-5B); and one course in either GElement 2 or 4.*
- Student Success Seminar (HSO 100; waived for transfers with 30+ hrs.).....1 hour

**Total Hours University Graduation Requirements...16 hours**

**MAJOR REQUIREMENTS**

**Core Courses**.....38 hours

NSC 114(5), 114C, 124, 124C (2), 126(2), 126C (1), 223(4), 223C(2) 225(4), 225C(2), 240(4), 241C(4), and 255(2).

**Supporting Courses**.....9-10 hours

BIO 307 (3), and 308 (3); BIO 273(4) or MLS 209 (3); and SOC 131(3) or PSY 200 (3)(GElement E-5A or B).

<sup>G</sup> = Course also satisfies a General Education element.

Hours are included within the General Education requirement above.

**TOTAL HOURS TO COMPLETE DEGREE.....63-64 hours**

## PROPOSED ASSOCIATE DEGREE NURSING CURRICULUM GUIDE

	FIRST	YEAR	
			CREDIT HOURS
<b>FIRST SEMESTER</b>	HSO 100	Student Success seminar	1
	ENG 101	Reading, Writing & Rhetoric (English Composition I)	3
	BIO 307	Anatomy & Physiology I	3
	NSC 114	Nursing Concepts	5
	NSC 114 C	Nursing Concepts Application	3
		<b>Total</b>	<b>15</b>
<b>SECOND SEMESTER</b>	ENG 102	Research, Writing & Rhetoric (English Composition II)	3
	BIO 308	Anatomy & Physiology II	3
	SOC 131 or PSY 200	Introductory Sociology Introduction to Psychology	3
	NSC 124	Medical Surgical Nursing I	3
	NSC 124 C	Medical Surgical Nursing I Clinical	2
	NSC 126	Mental Health Nursing	2
	NSC 126C	Mental Health Nursing Clinical	1
		<b>Total</b>	<b>17</b>
	<b>SECOND</b>	<b>YEAR</b>	
<b>FIRST SEMESTER</b>	BIO 273	Clinical Microbiology	4
	MLS 209	Medical Microbiology	3
	NSC 223	Medical Surgical Nursing II	4
	NSC 223C	Medical Surgical Nursing Clinical	3
	NSC 225	Family Nursing	4
	NSC 225C	Family Nursing Clinical	2
		<b>Total</b>	<b>16/17</b>
<b>SECOND SEMESTER</b>	NSC 240	Medical Surgical Nursing III	4
	NSC 241C	Nursing Synthesis Clinical	4
	General Education Element 3a or 6a	Arts & Humanities	3
	NSC 255	Trends and Issues in Nursing	2
		<b>PROGRAM TOTAL</b>	<b>61/60</b>

## ASSOCIATE OF SCIENCE IN NURSING PROGRAM CURRICULUM MAP

### National League of Nursing (NLN) Program Outcomes for ASN Nursing Programs:

**Human Flourishing:** “Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings” (NLN, 2010, p. 38).

- Program Level Specific SLO Number 1

**Nursing Judgment:** “Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context” (NLN, 2010, p. 38).

- Program Level Specific SLO Number 2, 3 & 4

**Professional Identity:** “Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context” (NLN, 2010, p. 38).

- Program Level Specific SLO Number 5, 6 & 7

**Spirit of Inquiry:** “Examine evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions and new insights to improve the quality of care for patients, families and communities” (NLN, 2010, p. 38).

- Program Level Specific SLO Number 8

Program Level Specific SLO's	NSC 114 114C	NSC 124 124C	NSC 126 126C	NSC 223 223C	NSC 225 225C	NSC 240	NSC 241C	NSC 255
<i>1. Incorporate culturally competent, individualized plans of care focusing on services and activities that promote independence, maintain or restore health, or support a peaceful death.</i>	I	I	I	R	I	R	R	R
<i>2. Utilize the nursing process as a basis for clinical judgment to optimize outcomes of care for patients, families and communities.</i>	I	I	R	R	R	R	R	R
<i>3. Advocate for access and quality of care for patients.</i>	I	I	I	R	I	R	R	R
<i>4. Apply evidence-based practice to support clinical</i>	I	I	R	R	R	R	R	R

<i>decision making in the provision of safe quality care.</i>								
<i>5.Integrate professional behaviors in practice as defined by the ethical, legal and regulatory frameworks of nursing.</i>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>
<i>6.Establish and maintain effective/therapeutic communication in collaboration with patients, families, members of the health care team, and communities.</i>	<b>I</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>
<i>7.Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</i>	<b>I</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>
<i>8.Utilize evidence-based literature/research for the use in nursing practice.</i>	<b>I</b>	<b>I</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>

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

**Part I**

(Check one)	Department Name	Applied Human Sciences
New Course (Parts II, IV)	College	Health Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	
Hybrid Course ("S," "W")	*Course Title (full title±)	
New Minor (Part III)	*Program Title	Bachelor of Science (B.S.) General Dietetics
Program Suspension (Part III)		
<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	12/2/19	Council on Academic Affairs	1/23/20
College Curriculum Committee	12/11/19	Faculty Senate**	2/3/20
General Education Committee*	NA	Board of Regents**	Pending
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	FALL 2020
Graduate Council*	NA	College Administrative Council	11/21/19

\*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.)

- a. Revise program title from General Dietetics to Food and Nutrition.
- b. **Create a new concentration**, Dietetics, within the revised program, Food and Nutrition.
- c. **Create a new concentration**, Culinary Nutrition and Food Management, within the revised program, Food and Nutrition.
- d. Revise the Dietetics curriculum:
  - i. change supporting course requirement ACC 201 Introduction to Financial Accounting to ACC 200 Survey of Accounting.
  - ii. change CDF 132 Introduction to the Family from a major core course to a supporting course.
  - iii. add SOC 131 Introductory Sociology as an alternative course to CDF 132 Introduction to the Family.
  - iv. transfer NFA 301, 303, 310, 401, 402, 403, 404, and 412W from the major core to the dietetics concentration.
  - v. add NFA 447 Food Culture and Systems to the major core.
  - vi. replace NFA 202 Introduction to Dietetics with NFA 203 Introduction to Food and Nutrition Careers.
  - vii. replace EMC 105 Survey of Medical Terminology (1) with HSA 200 Medical Terminology (3).
  - viii. decrease electives from 6 hours to 1 hour in the Dietetics concentration
- e. Revise admission and progression requirements for the program:
  - i. change institutional GPA required for admission from 3.0 to 2.5.
  - ii. change in Admission and Progression Requirements (prerequisite course requirements from a B or better in ACC 201; CHE 101/L, 102/L; STA 215; NFA 121, 201, 202, 317 to a combined GPA of 3.0 in ACC 200; NFA 121, 201, 203, 317, with a grade of C or better in each course.)
  - iii. change graduation requirements from an overall GPA of 3.0 and a grade of C or better in all major and supporting courses to an institutional GPA of 2.5 and a grade of C or better in all major core and concentration courses.



**A. 2. Proposed Effective Academic Term:** Fall 2020

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

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

a. The program title Food and Nutrition is broader than Dietetics and accommodates the proposed new concentration, Culinary Nutrition and Food Management (CNFM), as well as Dietetics.

b. Under the revised program, General Dietetics will become a concentration. The name change from General Dietetics to Dietetics aligns with the names of other accredited dietetics programs.

c. The Culinary Nutrition and Food Management (CNFM) concentration prepares students for employment in a variety of job positions and settings within the food industry. Some of these positions include food service/restaurant manager, nutrition coordinator, and food program planner. Employment settings include restaurants, schools, hospitals, long-term care, agritourism, local foods programs, food banks and feeding programs, hotels/resorts, cruises, amusement parks, and catered events such as weddings, banquets and corporate marketing.

Industry demand for graduates of the CNFM concentration is high. The Bureau of Labor Statistics (BLS) (2017 data) projects 7.5 million job openings and 1.7 million new jobs between 2012 and 2022 in the Hospitality and Tourism job cluster. The largest amount of these openings and new jobs comes in the restaurant and food/beverage systems pathway. The BLS projects a growth of 11%, much faster than average, for food service manager jobs, with better opportunities for those with degrees. These jobs represent only some of the positions for which CNFM graduates will be qualified.

At the state level, the Kentucky Department of Agriculture strongly promotes Direct Farm Marketing, which includes agritourism, community supported agriculture, farmers' markets and farm to fork, as well as the successful Kentucky Proud® program. CNFM graduates will be uniquely qualified to develop, manage, and promote events and venues within Kentucky's expanding agritourism business and local food movement – which already includes more than 300 distilleries, wineries, farmer's markets, and other food-related venues across the state.

Locally, industry professionals on our Advisory Board have stated that they are prepared to hire graduates of this concentration, and are willing to supervise practicum students. Advisory Board members specifically cite difficulty in finding qualified employees, especially related to business knowledge and skills. Letters of support from Advisory Board members are attached.

Several lines of evidence indicate that the CNFM concentration will attract students. First, in 2018-19, over 14,000 Kentucky high school students were enrolled in the 128 career programs related to culinary, food services, dietetics, and hospitality, and many students wish to continue their education in these areas at the college level. ECU's Director of Admissions provided supportive data collected on ACT questionnaires completed by students in Kentucky and the 16 surrounding SMART (Selective Merit Aid/Reduced Tuition) states from which ECU recruits. Among prospective high school graduates of 2020, approximately 25,000 identified culinary arts/travel/hospitality as careers of interest.

Secondly, this concentration will appeal to students who desire food and nutrition related careers, but do not wish to pursue the lengthy, science-based, and competitive route to the Registered Dietitian Nutritionist (RDN) credential. Compared to Dietetics, the CNFM concentration is broader, more flexible to transfer students, and offers a path to immediate employment in a wide range of jobs. Current NFA advisors receive frequent inquiries about a food and nutrition major at ECU; students cite cost (especially related to dietetic internships), difficulty attaining the required grades, and a mismatch of career goals as reasons for not entering, or for leaving, dietetics. Most of these students would be excellent degree candidates for the CNFM concentration. Right now, we are turning these students away.

Finally, the CNFM concentration, or equivalent, is not currently offered at any other institution in Kentucky. While overlap exists with the Hospitality Management and Tourism program at the University of Kentucky and the Hotel, Restaurant, and Tourism Management program at Western Kentucky University, the proposed ECU CNFM concentration emphasizes additional areas of knowledge and skill development, including nutrition, culinary, and business. Notably, the CNFM concentration uniquely provides a focus in community issues and programming, including food insecurity, sustainability, and use of local foods.

d. i. ACC 200 is a course developed for nonbusiness majors that addresses both financial and managerial accounting. This broader approach is more appropriate for students in dietetics.

ii. CDF 132 is more appropriate as a supporting course for the Dietetics concentration.

iii. SOC 131 is an appropriate alternative to CDF 132 and will provide course options to transfer students and students having scheduling difficulties.

iv. Changing Dietetics to a concentration necessitates moving these courses from the major core to the major concentration, as they are not part of the major core for Food and Nutrition.

v. Dietetic accreditation standards emphasize cultural competency and working with diverse populations. NFA 447 will fill a gap in the current dietetics curriculum and strengthen our students' cultural competency around food and eating.

vi. The new course, NFA 203 Introduction Food and Nutrition Careers, will provide pre-majors with an overview of the curriculum and career opportunities associated with both concentrations, providing students with information to select a concentration and to understand the scope of practice associated with each concentration. NFA 202 Introduction to Dietetics is relevant only to the Dietetics concentration.

vii. EMC 105(1) is no longer going to be taught; students will take HSA 200(3) instead. HSA 200 is a three-hour course, providing students with more depth and practice with the content.

viii. Adding NFA 447 to the major core and replacing EMC 105 (1) with HSA 200 (3) will decrease the number of elective hours from 6 to 1.

e. i. Requiring an overall GPA of 2.5 for admission meets the needs of both concentrations, aligns with admission standards of other accredited dietetics programs, and will encourage enrollment in both concentrations.

ii. Requiring a combined GPA of 3.0 in prerequisite courses, with a grade of C or better in each course, for admission to the program ensures that students demonstrate a minimum level of commitment to the program. The prerequisite courses have been revised to include courses in the major core.

iii. Requiring an overall GPA of 2.5, with a grade of C or better in all major core and concentration courses, for graduation meets the needs of both concentrations and aligns with graduation requirements of other accredited dietetics programs.

Please note dropped form in Routine Agenda to drop the following NFA courses: 202, 449, 500, 700, 801, 802 and 804.

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

**Personnel Impact:** Faculty resources are sufficient to teach the CNFM curriculum. The majority of the NFA courses are currently being taught for the Dietetics concentration, and space is available in these courses to accommodate students entering the CNFM concentration.

Five (5) new courses are being proposed: NFA 203 Intro to Food and Nutrition Careers will replace an existing course (NFA 202) in the major core. NFA 447 Food Systems and Culture, will join the major core, also meeting accreditation needs for Dietetics. NFA 328 Food Preparation and Culinary Arts, NFA 420 Food in Health and Wellness, and NFA 499 Culinary Nutrition and Food Management Practicum will be part of the major concentration for CNFM.

With the exception of NFA 203 Introduction to Careers in Food and Nutrition and NFA 499 Practicum, all courses will be taught as part of the normal teaching loads for NFA faculty. The recent suspension of the Public Health Nutrition concentration in the Masters of Public Health degree provides space in teaching load for NFA 420 and 447. NFA 449 Onsite Foodservice Management, a course taught as part of the PGA golf management program, will be taught for the last time in spring 2021(see routine drop form), freeing load time for the NFA 328 instructor. This course will most likely be taught for the first time spring 2022. NFA 203 (1 credit) will replace NFA 202 (1 credit) and will be team-taught, as is NFA 202. It is anticipated that students will take NFA 499 Practicum in the summer, as it requires a minimum of 240 hours. This course will be taught by an NFA faculty, with pay rate prorated for enrollment. If students need to take the course in fall or spring semesters, it will be taught as an overload.

The CNFM concentration includes courses taught by the Department of Management, Marketing, and International Business and the Department of Recreation and Park Administration. Both of these departments support the inclusion of these courses in the concentration.

Currently HSA 200 has limited availability during the fall and spring semester. The Department of Health Promotion and Administration is willing to increase capacity for this course.

**Operating Expenses Impact:** No additional operating expenses are anticipated. Adding the CNFM concentration will serve more students with existing operating expenses.

**Equipment/Physical Facility Needs:** No additional equipment/physical facilities are required; existing equipment/physical facilities meet the needs of the CNFM concentration. Adding the CNFM concentration will serve more students with existing equipment/physical facilities.

**Library Resources:** No additional library resources are required; existing library resources meet the needs of the CNFM concentration.

### Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

### **GENERAL DIETETICS FOOD AND NUTRITION PROGRAM**

The ~~General Dietetics~~ Food and Nutrition program leads to a Bachelor of Science degree in ~~General Dietetics Food and Nutrition~~. The Food and Nutrition program includes two concentrations: Dietetics and Culinary Nutrition and Food Management.

The ~~Dietetics concentration program~~ is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), an agency of the Academy of Nutrition and Dietetics, as a Didactic Program in Nutrition and Dietetics (DPND). The concentration's mission, goals, and objectives can be found on the Department of Applied Human Sciences website. Also available on the website is information about costs related to the program. Students completing the DPND earn a Verification Statement, which provides eligibility to complete an accredited Dietetic Internship. Acceptance to a Dietetic Internship requires application and program matching through a competitive process. A strong academic record, work experience, and service/leadership in extracurricular activities are essential for obtaining a dietetic internship. Dietetic internships are 6 to 12 months long and include supervised practice in various areas of the dietetics profession. After completion of the internship, the student is eligible to take the national registration exam to become a Registered Dietitian (RD). In most states, including Kentucky, RD status is sufficient to obtain a state license to practice as a dietitian.

Registered Dietitians (RD) work with individuals and groups of all ages to improve health and wellness. Dietitians find employment in a variety of professional settings, including hospitals, long term care facilities, outpatient clinics, health departments, food companies, wellness programs, public health and regulatory agencies, cooperative extension, food service (including hospital, long term care, school, college/university, and prisons), private practice, sales, and research. In these settings, RDs provide medical nutrition therapy; menu planning; recipe and product development; individual counseling related to nutrition and diet; nutrition education to groups and individuals; community nutrition program development, implementation, and evaluation; and research.

Graduates who do not complete a dietetic internship find employment opportunities in public health, food service, cooperative extension, sales, and research. With the DPND verification statement, graduates are eligible to take the national Dietetic Technician registration exam, and earn the credential Dietetic Technician Registered (DTR). Graduates of the DPND may also seek admission to graduate programs to earn an advanced degree.

~~The program's mission, goals, and objectives can be found on the Department of Applied Human Sciences website. Also available on the website is information about costs related to the program.~~

The Culinary Nutrition and Food Management concentration prepares students for employment in a variety of job positions and settings within the food industry. Some of these positions include food service manager, nutrition coordinator, and food program planner. Employment settings include restaurants, schools, hospitals, long-term care, agritourism, sustainability and local foods programs, food banks and feeding programs, hotels/resorts, cruises, amusement parks, and catered events such as weddings, banquets and corporate marketing.

## Admission and Progression Requirements

All students who are accepted by ECU's Admissions Office and declare their major as dietetics food and nutrition are considered for admission to the University as pre-dietetics food and nutrition majors. ~~However, admission to the pre-dietetics program does not guarantee admission to the dietetics program.~~ To be admitted to the dietetics food and nutrition program the following criteria must be met: (1) complete a minimum of 45 semester hours; (2) attain a minimum institutional GPA of ~~3.0~~ 2.5 on a 4.0 scale; and (3) earn a "B" or better minimum cumulative GPA of 3.0 in CHE 101/101L, CHE 102/10L, ACC 204, NFA 121, 201, 203, and 317 STA 215 or their equivalents if taken at another school, with a grade of C or better in each course; (4) earn a "B" or better in NFA 121, 201, 202, and 317. In addition, a program application form, available through the Academic Advisor, must be submitted. ~~Should there be more qualified applicants than spaces available, applicants will be ranked according to an admission scoring rubric. The application form, admission scoring rubric, and application deadlines are available on the Department of Applied Human Sciences website.~~

After admission to the dietetics Food and Nutrition program the student must meet the following criteria to receive a BS Degree ~~and be granted a verification statement~~: (1) attain a minimum institutional GPA of ~~3.0~~ 2.5 on a 4.0 scale; (2) earn a "C" or better in all major core and supporting concentration courses ~~(other than those courses in which a "B" or better is required per admission criteria).~~

### **Bachelor of Science (B.S.)** **GENERAL DIETETICS FOOD AND NUTRITION** **CIP Code: 19.0501**

## UNIVERSITY GRADUATION REQUIREMENTS

- General Education..... 36 hours
- Student Success Seminar ..... 1 hour  
(HSO 100; waived for transfers with 30+ hrs)
- 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: Dietetics ~~majors will fulfill ACCT with~~ NFA 404; Culinary Nutrition and Food Management, NFA 499.

(These courses are included in the Major totals)

**Total Hours University Graduation Requirements ... 37 hours**

## MAJOR REQUIREMENTS

**Core Courses ..... 56 ~~32~~ hours**  
~~CDF 132, NFA 121, 201, 202 203(1); 301, 303, 310, 317, 323, 325, 326, 344, 349 (1); NFA 401, 402, 403, 404, 411, 412W, 445, 447.~~

### **Concentrations**

**Dietetics.....24 hours**  
NFA 301, 303, 310, 401, 402, 403, 404, 412W.

**Culinary Nutrition and Food Management.....24 hours**  
NFA 328, 420, 499; GBU 204; MGT 320, 330; MKT 401; REC 480.

**Supporting Course Requirements ..... 21 hours**

**Dietetics.....26 hours**

ACC 204 200, BIO 307, 308, CDF 132 or SOC 131, CHE 101/101L(4) (Element 4),

102/102L(4); CIS 212 or INF 104; EHS 380; ~~EMC 105(1)~~HSA 200, PSY 200 (<sup>G</sup>Element 5B); ~~and~~ STA 215 (<sup>G</sup>Element 2).

<sup>G</sup> = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above.

**Culinary Nutrition and Food Management.....18 hours**

ACC 200; CIS 212 or INF 104; EHS 380; MGT 301; MKT 301; REC 280.

**Free Electives..... 6 hours**

**Dietetics.....1 hour**

**Culinary Nutrition and Food Management.....9 hours**

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

~~To be granted a degree in the General Dietetics Program the student must: (1) attain a minimum institutional GPA of 3.0 on a 4.0 scale and (2) earn a “C” or better in all major and supporting courses (other than those courses in which a “B” or better is required for admission criteria).~~



## New Minor, Concentration, University Certificate or Department Certificate Proposal Approval Form

When proposing a new minor, concentration, university or department certificate, the following factors should be considered:

- Minors and certificates often add time to degree.
- Minors can increase the number of credit hours that students have at graduation.
- Minors and certificates can potentially increase student debt because of the factors above.
- Minors, concentrations, university and department certificates can significantly add to faculty workloads.
- Minors, concentrations, university and department certificates increase the need for oversight and administration.

The following information should be provided in addition to the normal curriculum change forms. Before a new minor, concentration, university or department certificate is submitted to CAA, the Dean must approve the proposal based on the information on this form and any other information requested by the Dean.

### From the Proposing Program

1. How will the new minor, concentration, university or department certificate attract new students to ECU? On what is this based? What is the marketing plan?

Several lines of evidence indicate that the **Culinary Nutrition and Food Management (CNFM) concentration** will attract new students to ECU. First, in 2018-19, over 14,000 Kentucky high school students were enrolled in career programs related to culinary, food services, dietetics, and hospitality, and many students wish to continue their education in these areas at the college level. ECU's Director of Admissions provided supportive data collected on ACT questionnaires completed by students in Kentucky and the 16 surrounding SMART (Selective Merit Aid/Reduced Tuition) states from which ECU recruits. Among prospective high school graduates of 2020, approximately 25,000 identified culinary arts/travel/hospitality as careers of interest.

Secondly, this concentration will appeal to students who desire food and nutrition related careers, but do not wish to pursue the lengthy, science-based, and competitive route to the Registered Dietitian Nutritionist (RDN) credential. Compared to Dietetics, the CNFM concentration is broader, more flexible to transfer students, and offers a path to immediate employment in a wide range of jobs. Current NFA advisors receive frequent inquiries about a food and nutrition major at ECU; students cite cost (especially related to dietetic internships), difficulty attaining the required grades, and a mismatch of career goals as reasons for not entering, or for leaving, dietetics. Most of these students would be excellent degree candidates for the CNFM concentration. Right now, we are turning these students away.

Finally, the CNFM concentration, or equivalent, is not currently offered at any other institution in Kentucky. While overlap exists with the Hospitality Management and Tourism program at the University of Kentucky and the Hotel, Restaurant, and Tourism Management program at Western Kentucky University, the proposed ECU CNFM concentration emphasizes additional areas of knowledge and skill development, including nutrition, culinary, and business. Notably, the CNFM concentration uniquely provides a focus in community issues and programming, including food insecurity, sustainability, and use of local foods.

The CNFM concentration will be marketed statewide, with an emphasis on recruitment at the regional level, to high school culinary/foods programs and related student groups. We will also target students interested in ECU through ECU recruiting events. Marketing efforts will also include current, undeclared ECU students through Career and Co-op and First-Year programs. We will participate in existing recruiting events through the College of Health Sciences. We will extend our current social media presence at the program and department level to include the CNFM concentration.



2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The Culinary Nutrition and Food Management (CNFM) concentration prepares students for employment in a variety of job positions and settings within the food industry. Some of these positions include food service/restaurant manager, nutrition coordinator, and food program planner. Employment settings include restaurants, schools, hospitals, long-term care, agritourism, local foods programs, food banks and feeding programs, hotels/resorts, cruises, amusement parks, and catered events such as weddings, banquets and corporate marketing.

Industry demand for graduates of the CNFM concentration is high. The Bureau of Labor Statistics (BLS) projects 7.5 million job openings and 1.7 million new jobs between 2012 and 2022 in the Hospitality and Tourism job cluster. The largest number of these openings and new jobs comes in the restaurant and food/beverage systems pathway. The BLS projects a growth of 11% from 2018-2028, much faster than average, for food service manager jobs, with better opportunities for those with degrees (<https://www.bls.gov/ooh/management/food-service-managers.htm>). These jobs represent only some of the positions for which CNFM graduates will be qualified.

At the state level, the Kentucky Department of Agriculture strongly promotes Direct Farm Marketing, which includes agritourism, community supported agriculture, farmers' markets and farm to fork, as well as the successful Kentucky Proud® program (*KDA Kentucky Farmers Market Manual and Resource Guide, 2018-2019*, <https://www.kyagr.com/marketing/marketing/direct-farm-marketing.html>). CNFM graduates will be uniquely qualified to develop, manage, and promote events and venues within Kentucky's expanding agritourism business— which already includes more than 300 distilleries, wineries, farmer's markets, and other food-related venues across the state.

An expanding local food movement across the state also creates employment opportunities for CNFM graduates. The *Fayette County Local Food Demand Assessment* (2015) surveyed purchasers of local foods, including restaurants, institutions, retailers, hotels/event, and direct to consumer markets, and estimated current purchasing of Kentucky foods by Lexington businesses to be \$14.2 million in 2014, with an expected growth to \$20-24 million by 2020. Consumer purchasing was estimated at \$34 million in 2014, growing to at least \$51 million by 2020.

Attached to this proposal approval form are letters of support from the following members of the CNFM Advisory Board:

- Ouita Michel, local chef and restaurateur; owner, Ouita Michel Family of Restaurants
- Julie Klier, Event Production and Logistics Management (LLC)
- Dr. Tom Martin, Executive Director for the Center for Economic Development, Entrepreneurship and Technology, ECU
- Austin Dacci, Food Service Director (Harrison Co.) schools and co-owner , Maiden City Brewing Co
- Katie Landon, Youth Services and Nutrition Manager, God's Pantry

These industry professionals have stated that they are prepared to hire graduates of this concentration, and are willing to supervise practicum students. Advisory Board members specifically cite difficulty in finding qualified employees, especially related to business knowledge and skills.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.



The five existing Nutrition and Food Administration (NFA) faculty in the Department of Applied Human Sciences are highly qualified to teach the curriculum of the CNFM concentration. These faculty are currently teaching the core nutrition and food science courses shared by the accredited Dietetics concentration. One of the faculty, Dr. Sangwook Kang, will be teaching the culinary components of the concentration. Dr. Kang trained at the Culinary Institute of America (CIA) and has extensive experience in menu development with SunAtFood Ltd. (Seoul, Korea) and as a chef with the Ritz-Carlton (Fort Lauderdale and Sarasota, FL; Grand Cayman).

The concentration curriculum includes courses in business, including accounting, business law, management, and marketing, as well as courses in event management. These concentration courses are taught by qualified faculty in the College of Business & Technology and the Department of Recreation and Park Administration, respectively.

Faculty resources are sufficient to teach the CNFM curriculum. The majority of the NFA courses in the CNFM concentration are currently being taught for the Dietetics concentration, and space is available in these courses to accommodate students entering the CNFM concentration. Five (5) new courses are being proposed\*; the table below outlines plans for teaching these new courses.

Course	Teaching Plan
NFA 203 Introduction to Food and Nutrition Careers (1 credit hour)	NFA 203 will be taught by the program faculty who are currently teaching NFA 202 Introduction to Dietetics (1 credit hour), which will no longer be taught. Like NFA 202, NFA 203 will be team taught. NFA 202 will be dropped*.
NFA 328 Food Preparation and Culinary Arts	NFA 328 will be taught by the current program faculty as part of normal teaching load. NFA 449 Onsite Foodservice Management, a course taught as part of the PGA golf management program, will be taught for the last time in spring 2021, freeing load time for the NFA 328 instructor. NFA 449 will be dropped*.
NFA 420 Food in Health and Wellness	NFA 420 will be taught by a current faculty member as part of the normal teaching load. The recent suspension of the Public Health Nutrition concentration in the Masters of Public Health degree provides space in teaching load for an NFA faculty to teach NFA 420.
NFA 447 Food Systems and Culture	NFA 447 will be taught by current program faculty as part of normal teaching load. The recent suspension of the Public Health Nutrition concentration in the Masters of Public Health degree provides space in teaching load for an NFA faculty to teach NFA 447.
NFA 499 Culinary Nutrition and Food Management Practicum	It is anticipated that students will take NFA 499 in the summer, as it requires a minimum of 240 clock hours. The course will be taught by NFA faculty with pay rate prorated for enrollment. If students need to take this course in fall or spring, it will be taught as an unpaid overload, consistent with current practice.

\* Please note the following NFA courses will be dropped: NFA 202, 449, 500, 700, 801, 802 and 804. The number of dropped courses exceeds the number of new courses.

4. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

As explained above in (3), current NFA faculty are adequate to add the proposed CNFM concentration. Existing equipment and laboratory space are also adequate at this time. The program is currently using two food laboratories: one equipped with commercial-style equipment, and one with home-style equipment. Certainly, program growth over the next 3 to 5 years is expected. Increased student numbers would require additional equipment and possible renovation of one or both laboratory spaces.

#### From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

New courses will need to be developed, however, we have a sufficient amount of faculty to develop and teach the proposed new courses. A number of other courses will be dropped as part of the curriculum development process. It is also possible that within three to five years, program growth may require lab and equipment upgrades, however, those costs have the potential to be covered with student fees or development funds.

B. Reallocation of resources. Explain.

The current faculty will continue to teach NFA courses as assigned. Depending on the number of students enrolled in the summer NFA 499 course, the costs for summer pay may increase but will probably be in line with past costs for summer teaching. Unpaid overloads will be used to pay for students who need the course in the fall or spring semesters.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.

  
\_\_\_\_\_  
Dean's Signature

12/3/19  
\_\_\_\_\_  
Date



November 2019,

To Whom It May Concern:

Dr. Mary Wilson asked me to serve in an advisory capacity for Eastern Kentucky University's proposed new area of concentration of Culinary Nutrition and Food Management within the Bachelor of Science degree in Food and Nutrition. I am thrilled that ECU is considering this concentration because there is a real need and large demand for high quality, affordable education in hospitality management in central Kentucky. In my company alone, there are eight candidates that would all like to begin taking classes in this concentration next fall. Some have college credits but dropped out, others began working in restaurants at a young age and never attended college. All are extremely smart and a college experience would take them to the next level of knowledge, training and most importantly, confidence. The hospitality industry is diverse and booming in Kentucky. Our young people have very limited options for this kind of education and most of the alternatives are extremely expensive, do not offer a bachelor's degree and do not have a well rounded curriculum. The ECU proposed course of study would help prepare students for management level employment. The emphasis on entrepreneurship, human resources, marketing, accounting, business ethics, along with food preparation, production, purchasing and event planning is not available in our area. This kind of program is especially exciting for the nontraditional working student, providing a foundation for new training, skill sets, more job satisfaction and growth. My interested team works primarily at night, giving them the opportunity to attend classes during the day. If it's true in my company I would assume you'd have this response from others. If I can help persuade in any additional way, I would be happy to. This kind of education is critical to my industry and I am very excited about the possibilities it brings.

Sincerely,

Ouita Michel  
Owner/ Ouita Michel Family of Restaurants

426 North Winter Street  
Midway, Kentucky 40347  
Phone (859) 846-4732  
FAX (859) 422-4911



November 21, 2019

To Whom It May Concern:

I am writing in support of the Culinary Nutrition and Food Management concentration proposed by the Department of Applied Human Sciences at Eastern Kentucky University. I am a member of the Advisory Board formed to provide guidance in developing the curriculum, and am self-employed as an event producer and logistics manager. I have coordinated a variety of events at the local, state, national, and international levels. Some recent examples include The Kentucky Book Festival (central Kentucky) on behalf of the Kentucky Humanities Council; the National Thoroughbred Owner Conference (Arcadia, CA outside of Los Angeles) on behalf of The Jockey Club; the Eclipse Awards (Miami, FL) on behalf of The National Thoroughbred Racing Association; and the Longines World Racing Awards (London, England) on behalf on the International Federation of Horse Racing Authorities. Past events include those on behalf of the University of Kentucky Colleges of Medicine and Music; Toyota Motor Manufacturing Kentucky; The Alltech World Equestrian Games; and numerous other clients headquartered throughout the Commonwealth.

Beyond the choice of venue, the weather cooperating, and the programming for events that I produce, food plays an integral role in each event's success. Thus, there is high demand in the industry for professionals who can deliver creative, tasty, and memorable food experiences within the budget allotted. The proposed Culinary Nutrition and Food Management curriculum provides students with the skill development and experience in culinary arts, food service management, and business practices to meet industry needs.

I strongly support approval of the proposed Culinary Nutrition and Food Management concentration. The concentration is unique within the state, and meets an urgent need for qualified employees within the event management industry. These employees and professionals not only create successful events, but also vitally impact the economics of the many businesses that come together to proudly produce events managed by persons right here in Kentucky.

Sincerely,

Julie Klier

Julie G. Klier, LLC  
Event Production & Logistics Management  
424 Kingswood Drive  
Lexington, KY 40502  
[klierjulie@gmail.com](mailto:klierjulie@gmail.com)  
cell: (859) 312-5193



## EASTERN KENTUCKY UNIVERSITY

*Serving Kentuckians Since 1906*

Center for Economic Development  
Entrepreneurship and Technology  
(CEDET)

BTC 147  
521 Lancaster Avenue  
Richmond, Ky. 40475-3102  
(859) 622-2334 FAX: (859) 622-6274  
[tom.martin@eku.edu](mailto:tom.martin@eku.edu) \* [www.cedet.eku.edu](http://www.cedet.eku.edu)

November 14, 2019

To the relevant curriculum committees:

As Executive Director for the Center for Economic Development, Entrepreneurship & Technology (CEDET), I enthusiastically support the changes that Applied Human Sciences has made to its curriculum for Culinary Nutrition and Food Management concentration. Along with her faculty and advisory group, Dr. Dana Bush and her team have re-organized this concentration with interdisciplinary knowledge, skill, and ability, industry demand, and employment opportunities in mind.

I was pleased to be a participant in these discussions and listen to culinary professionals signal how this concentration is unique to Kentucky and the impact that it would have on our students, institution, and region. Please feel free to contact me if you need any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Martin".

Thomas M. Martin, Ph.D.  
Executive Director for the Center for Economic Development,  
Entrepreneurship & Technology (CEDET)



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

November 12, 2019

To Whom it may concern,

I am writing this letter to pledge my support for the addition of a Culinary Nutrition and Food Management concentration in the Department of Applied Human Sciences at ECU. As a graduate of your General Dietetics and Community Nutrition Masters programs, I know first hand the strengths of the curriculum and the weaknesses. I am also a small business owner of Maiden City Brewing Co. in Cynthiana, KY, and am keenly aware of ways to better prepare a young professional for the demands of the booming tourism and event management industry in our great state.

The General Dietetics program does an outstanding job of creating dietitians and nutritionists. However, this program only offers a minor selection of management courses. Having started my own business, I realize that my personal skill-set lacks human resources, marketing, and planning skills to efficiently manage and plan events and operations at the optimal level. When hiring someone to take on these responsibilities, our small business team discovered that there were too few candidates with these skills. It wasn't until Dr. Bush reached out to me about plans to start this concentration, that I realized that graduates of this potential program are exactly what breweries, distilleries, venues, and restaurants in our area need. I especially like the inclusion of marketing, programming, and legal and ethical business courses. I believe that these are areas that a Dietetics or a Culinary graduate would struggle with when entering this field.

I have no doubts in my mind that graduates of a Culinary Nutrition and Food Management concentration program would not only be able to start their own business, but also find successful careers in this industry right here in Kentucky. Offering such a program would put ECU at the forefront. Therefore, I am in full support of such an endeavor.

Thank you for your time,

Austin Dacci MS RD LD  
Co-Owner of Maiden City Brewing Co. LLC  
Food Service Director for Harrison Co. Board of Education



October 21, 2019

Dr. Mary Wilson  
521 Lancaster Avenue  
Burrier 102  
Richmond, KY 40475

Dear Dr. Wilson:

I am writing to show support for the newly proposed Culinary Nutrition and Food Management concentration within the Department of Applied Human Sciences. I was able to attend the first advisory board meeting for this possible offering and was very impressed with the curriculum.

As a food justice non-profit, we have a variety of unique opportunities for students and graduates of this major to engage with. A new and exciting area of the work we do revolves around food sourcing: working with restaurants, grocery stores, and other donors to ensure food waste is kept at a minimum and that usable food is making it to soup kitchens, food pantries, and other organizations that can put it to good use. This is one of many areas where graduates of this new program could find internship or employment offerings.

We look forward to hearing about the progress of this proposed concentration.

Sincerely,

Katie Landon, MPH, RD, LD  
Youth Services and Nutrition Manager

## Curriculum Map: Food and Nutrition: Culinary Nutrition and Food Management

	NFA 121	NFA 201	NFA 203	NFA 317	NFA 323	NFA 325	NFA 326	NFA 328	NFA 344	NFA 349	NFA 411	NFA 420	NFA 445	NFA 447	NFA 449	ACC 200	CIS 212	EHS 380	GBU 204	MGT 301	MGT 320	MGT 330	MKT 301	MKT 401	REC 280	REC 480
1	I	I			I	R	R	R	R	I		R			R			R					I	R	I	R
2	I	I		R							R	R		R	R											
3					I	I	R	R	R				R		R			R	R	I	R	R			I	R
4						I	R		R				R		R	I			I	I	R	R			I	R
5			I	I	R		R			R	R	R	R	R	R		I		I					R		
6	I				I	I	R	R	R		R	R		R	R											
7			I	I							R	R		R	R											

I = introduce

R = reinforce

**PROGRAM SLOs:** graduates will be able to:

1. plan, promote, and execute delivery of creative food experiences to complement/meet consumer requests\*\*
2. evaluate and support the food and nutrition needs of diverse populations
3. evaluate problem situations in foodservice and culinary/food management industries and use critical and creative thinking to resolve those situations\*\*
4. manage financial and human resources for food-related programs and events
5. demonstrate professionalism through written and oral communication\*
6. implement sustainable food practices to meet food service needs
7. advocate for and support food justice and equity

\*addresses written/oral communication

\*\* addresses critical/creative thinking



## Curriculum Map: B.S. Food and Nutrition: Concentration Dietetics: Program level SLOs

### 1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice

KRDN 1.1 \*\* Students are able to demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical evidence-based practice decisions.

KRDN 1.1 \*\* Students are able to use current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 1.3 \*\* Students are able to apply critical thinking skills.

### 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

KRDN 2.1\* Students are able to demonstrate effective and professional oral and written communication and documentation.

KRDN 2.2. Students are able to describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.

KRDN 2.3 \*\* Students are able to assess the impact of a public policy position on nutrition and dietetics practice.

KRDN 2.4 Students are able to discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

KRDN 2.5 Students are able to identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.

KRDN 2.6 Students are able to demonstrate an understanding of cultural competence/sensitivity.

KRDN 2.7 Students are able to demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession.

KRDN 2.8 Students are able to demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

### 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.

KRDN 3.1\*\* Students are able to use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.

KRDN 3.2.\*\* Students are able to develop an educational session or program/educational strategy for a target population.

KRDN 3.3 Students are able to demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.

KDRN 3.4 Students are able to explain the processes involved in delivering quality food and nutrition services.

KDRN 3.5 Students are able to describe basic concepts of nutritional genomics.

### 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

KR 4.1. Students are able to apply management theories to the development of programs or services.

KR 4.2.\*\* Students are able to evaluate a budget and interpret financial data.

KR 4.3. Students are able to describe the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.

KR 4.4\*\*. Students are able to apply the principles of human resource management to different situations.

KR 4.5. Students are able to describe safety principles related to food, personnel and consumers.

KR 4.6.\*\* Students are able to analyze data for assessment and evaluate data to be used in decision-making for continuous quality improvement.

\*addresses written/oral communication

\*\* addresses critical/creative thinking

### 5. Support Knowledge: knowledge underlying the requirements specified above.

SK 5.1. The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

SK 5.2. The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism, and nutrition across the lifespan.

SK 5.3. The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology.

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

**Part I**

(Check one)	Department Name	Educational Leadership, Counselor Education, & Communication Disorders
<input type="checkbox"/> New Course (Parts II, IV)	College	College of Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)	
<input type="checkbox"/> New Minor (Part III)	*Program Title	Master of Arts in Education (M.A.Ed)
<input type="checkbox"/> Program Suspension (Part III)		Communication Disorders
<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	8/19/2019	Council on Academic Affairs	11/21/19
College Curriculum Committee	9/17/2019	Faculty Senate**	12/2/19
General Education Committee*	NA	Board of Regents**	Pending
Teacher Education Committee*	10/1/2019	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	10/18/2019		

\*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.)

Remove the embedded requirements for teacher certification in the graduate program in Communication Disorders; Change the master's degree to Master of Arts; Change the admission requirements related to the GRE

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

FALL 2020

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

Not applicable

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

Speech-language pathologists are employed in a variety of service settings, including schools, health care, and private practice, and possess varied types of professional certifications and licensure (e.g., state licensure, national certification, teacher certification). In Kentucky, teacher certification is not required for employment of speech-language pathologists in schools as therapists may work in schools with Kentucky Licensure in Speech-Language Pathology or Kentucky Teacher Certification in Communication Disorders. Kentucky Licensure in Speech-Language Pathology and national certification through the American Speech-Language-Hearing Association are required to work in health care and private practice settings. National certification is required to bill third party payers for service across employment settings.

At present, students enrolled in EKU's graduate program in Communication Disorders are required to obtain eligibility for Kentucky Teacher Certification in Communication Disorders. Teacher certification requirements influence the program's admission practices (e.g., determine the standardized assessments required and minimum assessment scores used for admission) and clinical education experiences provided to students (e.g., setting, type, and age of clients). The program has analyzed varied data sources to determine if teacher certification remains beneficial to program graduates. These data sources have included: statistics regarding first employment settings of program graduates; admission statistics (e.g., applicant pool size, GRE and GPA averages, number of offers extended to prospective students; etc.); admission statistics for Communication Disorders graduate programs in the region (e.g., admission criteria, applicant pool size, GRE and GPA averages for admitted students; number of offers extended to prospective students, etc.); exit surveys of program graduates in 2017, 2018, 2019; survey data of employment trends of speech-language pathologists in Kentucky schools reported by school administrators in 2019; and feedback from the EKU Communication Disorders Program Advisory Council. Analysis of all data sources revealed that the benefits of embedding the requirements of teacher certification in the graduate program are no longer substantial for program graduates.

The proposed program revision removes a focus in educational practice. Thus, the master's degree should be changed to Master of Arts rather than Master of Arts in Education.

---

**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

Revised\* Program Text  
(\*Use ~~strickthrough~~ for deletions and underlines for additions.)

**DEPARTMENT OF EDUCATIONAL LEADERSHIP,  
COUNSELOR EDUCATION,  
AND COMMUNICATION DISORDERS**

**Dr. A. William Place, Chair  
www.education.eku.edu  
Combs 406, (859) 622-1125**

*To teach, to learn, to help others teach and learn.*

The Department of Educational Leadership, Counselor Education, and Communication Disorders offers degree and non-degree graduate programs. The Department offers a doctoral degree (Ed.D.) in Leadership and Policy Studies and a Masters Degree in Clinical Mental Health Counseling, Communication Disorders, Instructional Leadership, School Counseling, Student Personnel Services in Higher Education, and an Educational Specialist Degree in Educational Administration and Supervision. Certification programs include the Principalsip, Supervisor, Superintendent, and Pupil Personnel Services. Through completion of the degree or certification programs, students may earn a change in their rank status.

The Department of Educational Leadership, Counselor Education, and Communication Disorders offers undergraduate coursework in Human Services (HSR courses) and Communication Disorders (CSD courses).

The Counselor Education program offers graduate programs in school counseling and clinical mental health counseling. This program also provides graduate instruction in the common core areas required of many Master's degree programs in education and related fields, such as human development and learning, tests and measurement, and research. More complete information concerning the counseling programs can be reviewed by accessing the department website at [www.counseling.eku.edu](http://www.counseling.eku.edu).

The Communication Disorders program offers a graduate program in communication disorders. The Master of Arts ~~in Education~~ Program in Communication Disorders is a two-year, full-time program leading to eligibility for certification/licensure in Speech-Language Pathology by the American Speech-Language- Hearing Association; and Kentucky Board of Speech-Language Pathology; and Kentucky Teacher Certification in Communication Disorders. More complete information concerning the graduate program can be reviewed by accessing the Program website at <https://cd.eku.edu> ~~www.ed.eku.edu~~.

**MASTER OF ARTS (M.A.) ~~IN EDUCATION~~ (M.A.Ed.)**

**Communication Disorders**

*CIP Code: 13.1012 CIP Code: 51.0203*

**I. GENERAL INFORMATION**

The Master of Arts ~~in Education~~ Program in Communication Disorders is a two-year, full time program leading to eligibility for certification/licensure in Speech-Language Pathology by the American Speech-Language-Hearing Association; and Kentucky Board of Speech-Language Pathology; and Kentucky Teacher Certification in Communication Disorders. ~~Since this program leads to initial teacher certification, the criteria and guidelines set by Kentucky Education Professional Standards Board (16 KAR and 5:040) must be met/ followed.~~

**II. ADMISSION REQUIREMENTS**

**Admission to the Graduate School:**

~~• Admission to the Graduate School~~

- ~~• A bachelor's or master's degree with a cumulative grade point average of 2.75 on a 4.0 scale; or a grade point average of 3.0 on a 4.0 scale on the last 30 hours of credit completed, including undergraduate and graduate coursework.~~

**Admission to the Program:**

To be eligible for consideration for admission into the M.A.Ed. Program in Communication Disorders, applicants must meet the requirements for admission to the Eastern Kentucky University Graduate School and have

1. A bachelor's degree in Communication Disorders with a minimum undergraduate GPA of 3.0 overall on the transcript which includes the fall semester prior to the application deadline of Feb. 15;
2. documentation of 25 clinical observation hours by August 1 of the application year as required by the American Speech-Language-Hearing Association for national certification; and
3. record of completion of the GRE ~~either:~~

a. A minimum GRE Verbal score of 150, a minimum GRE Quantitative score of 143, and a minimum GRE Analytical Writing score of 4.0.  
**OR,**

~~b. A minimum Core Academic Skills for Educators (CASE) Reading score of 156, a minimum CASE Mathematics score of 150, and a minimum Case Writing score of 162;~~

4. Applicants must have three references who complete a recommendation form describing their potential success at the graduate level of study. These recommendations are completed through the online application process.
5. Applicants must also provide an essay of approximately 500 words discussing personal and professional objectives. ~~This essay will be scored to assess critical thinking, creativity, communication and collaboration.~~ The essay should be submitted in the online application to the Graduate School.

Admission to Eastern Kentucky University's undergraduate program in Communication Disorders does not guarantee acceptance into Eastern Kentucky University's graduate program. There are limited spaces available in the graduate program. The most qualified applicants are admitted. Admission is based upon the criteria described above. Application forms are available online at the Graduate Education and Research website, <http://gradschool.eku.edu/apply>. Submit the completed application for admission with all required documents (application form, official transcripts, three recommendation forms, essay) by February 15 to the Office of Graduate Education and Research.

~~Those candidates who are admitted to the MAEd program in Communication Disorders will be required to seek Admission to Professional Education. The following are part of that process:~~

#### **Professional Code of Ethics, Character Fitness Declaration, and Professional Dispositions**

- ~~• Candidates must review the Professional Code of Ethics for Kentucky School Certified Personnel established in 16 KAR 1:020 and sign a COE Professional Code of Ethics for Kentucky Declaration form.~~
- ~~• Candidates must review the character and fitness questionnaire contained in Section III of the TC-1 incorporated by reference in 16 KAR 2:010 and sign a COE Professional Character and Fitness Declaration form.~~
- ~~• EKV College of Education requires a state criminal history background check as a condition of admission. Under certain circumstances, a national criminal history background check may be required as a condition of admission.~~
- ~~• Candidates must demonstrate understanding of professional dispositions expected of professional educators. Candidates must review and sign a COE Professional Dispositions Declaration form.~~

~~NOTE: Based on your disclosure on any of these forms, an interview by the Professional Education Admission Committee may be required.~~

#### **Professional Code of Ethics**

The ASHA Code of Ethics outlines professional guidelines for ethical professional conduct and decision-making in the field of speech-language pathology. Students are expected to abide by the ASHA Code of Ethics available at <http://www.asha.org/Code-of-Ethics/>

### **III. PROGRAM REQUIREMENTS**

Probation and Progress in the Program – If, in any semester of study, a candidate's graduate grade point average falls below 3.0 for all courses taken after admission to the program, the candidate will automatically be on academic probation. The candidate will be dismissed from the program following any second semester with a cumulative GPA below 3.0. A candidate in the program, who earns more than two "Cs", or one "D", or one "F" in courses taken after admission, will be dismissed from the program.

**Communication Disorders Core.....39 hours**  
CDS 720, 863, 867, 873, 874 (3-hour course taken 3 times), 875, 876, 877, 878, 879, 880.

**Approved Electives in Communication Disorders/Research Option.....9 hours**  
Candidates who apply for and are selected to the Research Option will take CDS 899 for 3 hours and will take 6 hours of approved electives from areas such as CDS, CDF, COU, EDC, EDF, EME, EMG, EMS, ENG, EPY, HEA, MPH, NFA, NSC, NUR, OTS, PHE, PSY, SED, and/or STA.

If candidates have not completed a course in Neural Bases of Communication; Speech and Hearing Science; School Services in Communication Disorders; ~~Special Education Introduction or Exceptional Learners in the Classroom~~; Statistics; and Chemistry or Physics with a grade of "C" or higher, then these courses must be completed to meet the requirements for graduation, certification/licensure in Speech-Language Pathology by the American Speech-Language-Hearing Association; and Kentucky Board of Speech-Language Pathology, and Kentucky Teacher Certification in Communication Disorders.

**Professional Semester I\*.....9 hours**  
CDS 870 and 898 or 897.

**Professional Semester II\*.....6 hours**  
CDS 897 or 898 and approved elective if needed.

**Exit Requirement.....0 hours**  
GRD 877n or 878w

**Minimum Program Total .....63 hours**

#### IV. EXIT REQUIREMENTS

The following are the exit requirements for the M.A. MAEd in Communication Disorders:

- Program GPA: Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.
- Key Assessments: Candidates will have opportunities to demonstrate professional growth through key assessments covering major program components.
- ~~PRAXIS examinations: Candidates must complete required PRAXIS examinations prior to beginning CDS 897 in either Professional Seminar I or II. Consult with program coordinator or advisor for information on required PRAXIS exams and timing. Candidates must complete all PRAXIS exams by May 1 of their final spring semester.~~
- A thesis and oral defense - GRD 877n (Research Option) or a written comprehensive examination covering education and major program components – GRD 878w (Non-Research Option).
- ~~Initial Certification Concentration: Successful completion of The Professional Semester for the initial certification concentration.~~

#### Clinical Clock Hours Requirement

Candidates must complete 375 clinical clock hours before exiting from the graduate program. This requirement will meet the number of hours specified for national certification by the American Speech-Language-Hearing Association and will meet or exceed the hours required for ~~Kentucky Teacher Certification in Communication Disorders~~ and for Kentucky Licensure in Speech- Language Pathology. Clinical experiences for accruing clock hours are offered through CDS 874, 897, and 898. A maximum of 50 clinical clock hours accrued at the undergraduate level may be counted with appropriate documentation. A minimum of 25 clock hours of (documented) clinical observation must be completed prior to earning these clinical clock hours.

#### V. LICENSURE

Candidates seeking national certification by the American Speech-Language-Hearing Association and state licensure by the ~~in~~ Kentucky Board of Speech-Language Pathology and Audiology must complete the appropriate PRAXIS exams.

~~**PRAXIS DISCLAIMER:** Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website at [www.e-psb.ky.gov](http://www.e-psb.ky.gov) for current test requirements and current cut scores. You may also contact the Division of Professional Learning and Assessment at (502) 564-5778.~~

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input checked="" type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">Department of Chemistry</td> </tr> <tr> <td>College</td> <td>College of Science</td> </tr> <tr> <td>*Course Prefix &amp; Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Forensic Science B.S.</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Department of Chemistry	College	College of Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Forensic Science B.S.	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
Department Name	Department of Chemistry														
College	College of Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Forensic Science B.S.														
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/9/2019	Council on Academic Affairs	11/21/19
College Curriculum Committee	10/18/19	Faculty Senate**	12/2/19
General Education Committee*	NA	Board of Regents**	Pending
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2020
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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Remove PLS 316 as a supporting course requirement</p> <p>Add BIO 112 as a concentration requirement and additional restricted elective options to forensic biology concentration</p> <p>Add elective hours and additional options for electives to forensic chemistry concentration</p> <p>Remove the maximum number of allowed retaken hours and change the GPA requirement to apply once the student has earned 60 hours.</p> <p>Require a C or better in MAT 234</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)</p> <p>Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b></p> <p>The addition of BIO 112 to the forensic biology concentration reflects new pre-requisite requirements for upper-level Biology courses. Removing the supporting course provides the hours in the curriculum to add BIO 112 to the forensic biology curriculum and will increase the elective hours in forensic chemistry. Delaying the application of a GPA requirement better reflects the intent of the requirement. Require a C or better in MAT 234 for accreditation purposes.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> None</p> <p><b>Operating Expenses Impact:</b> None</p>



**Equipment/Physical Facility Needs:** None

**Library Resources:** None

The Forensic Science degree program at ECU is a comprehensive science-based undergraduate education that prepares students to become leaders in the forensic science discipline. Forensic analytical work requires patience and diligence, with attention to detail and high-quality standards that will stand up in court. A forensic scientist must be able to communicate effectively, both orally and in writing, have personal integrity and high ethical standards, and have no history of drug abuse or criminal activity. Because the program provides a strong knowledge base and skill set in both molecular biology and analytical chemistry, graduates can also pursue careers in a variety of laboratory settings in industry, academic research labs, environmental work, or pharmaceutical science.

The program offers two options: 1) Forensic Chemistry and 2) Forensic Biology. The Forensic Chemistry option of the Forensic Science degree prepares analysts to use analytical chemistry to examine evidence in the crime laboratory. Forensic Chemistry graduates will typically work in trace evidence, toxicology, drug identification, or firearm sections of the crime laboratory. The Forensic Biology option of the Forensic Science degree prepares students to work in areas of a forensic laboratory requiring a knowledge of genetics, molecular biology, and analytical chemistry. The forensic biologist applies scientific knowledge and skills to solve complex real-life problems in DNA analysis in support of investigative work. Forensic Biology graduates will typically work in the DNA/serology sections of the forensic laboratory.

#### Admission/Progression Criteria

All forensic science majors utilize the regular admission policy of the University for students taking courses offered during the first semester 60 earned hours of the program. In order to continue in the program after 60 earned hours, the student must maintain an institutional overall earned GPA of 2.75 or better on a 4.0 scale. The Forensic Science Program also limits the number of major core, concentration, and supporting courses which may be repeated. Students are allowed to repeat up to 9 credit hours of major, supporting and concentration courses. Students who fail to meet one of these criteria this criterion will be removed from the Forensic Science degree program and placed in the B.S. Chemistry, Chemistry Option, degree program.

#### UNIVERSITY GRADUATION REQUIREMENTS

- General Education..... 36 hours
- Student Success Seminar (SCO 100C; waived for transfers with 30+ hrs.) ..... 1 hour
- 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 - Forensic Science majors will fulfill ACCT with FOR 499 (Credit hours are incorporated into program requirements below.)

Total hours University graduation requirements..... 37 hours

#### MAJOR REQUIREMENTS

- Forensic science majors have a graduation requirement of an institutional overall earned GPA of 2.75/4.0 or better.
- The curriculum below produces a degree that meets the guidelines for accreditation by the Forensic Science Education Programs Accreditation Commission (FEPAC) of the American Academy of Forensic Science (AAFS).

**Core Courses** ..... 37 hours

CHE 111/111L(4), 112/112L(4), 361/361L(4), 362/362L(4), 430; FOR 301, 331, 401, 451/451L(3), 465W, and 499.

#### Concentration Requirements:

The internship (FOR 349) in a forensic science laboratory is an elective but highly recommended. Students interested in internship must complete FOR 310 Training for Forensic Internship before FOR 349.

**Forensic Chemistry**..... 2730 hours

CHE 325/325L(5), 520 or 720, 570(4) or 770(4), CHE 425/425L(4) or FOR 411/411L(4), FOR 412/412L(4), 442/442L(4), and 36 hrs of electives from the following: CHE 349/349A-N(0.5-8), CHE 349/349A-N(0.5-8), 432(1), 450, 501, 501L(1), FOR 310(1), FOR 331, 331L(1), 349(0.5-8), 460, 490(1-3), FSE 350, 380, PLS 316.

**Forensic Biology** ..... 2730 hours

BIO 112(4), BIO 315(4), 320(4), 331, 531(4); CHE 432(1), FOR 331L(1), and 409 hrs of electives from the following: ANT 306, 380, 385, BIO 307, 308, 348, 527, 528, 533, 535, 546, CHE 325/325L(5), CHE 425/425L(4) or FOR 411/411L(4), CHE 431, 501, 501L, 520 or 720, FOR 310(1), FOR 349(0.5-8), 412/412L(4), 442/442L(4), 460(1-3), 490(1-3), PLS 316.

**Supporting Course Requirements**..... 15-1612-13 hours

BIO 111(4)(<sup>o</sup>Element 4); MAT 234(4)(<sup>o</sup>Element 2) (C or better), or 234H\*(4)(<sup>o</sup>Element 2) (C or better); PHY 131(5)(<sup>o</sup>Element 4) or 201(5) (<sup>o</sup>Element 4); PHY 132(5) or 202(5); STA 215 or 270(4), PLS 316.

<sup>o</sup> = Course also satisfies a General Education element. Hours are included within the 36 hr.

General Education requirement above.)

**Free Electives**..... 3-4 hours

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

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input checked="" type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">Communication</td> </tr> <tr> <td>College</td> <td>CLASS</td> </tr> <tr> <td>*Course Prefix &amp; Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>BA Broadcasting and Electronic Media</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Communication	College	CLASS	*Course Prefix & Number		*Course Title (full title±)		*Program Title	BA Broadcasting and Electronic Media	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
Department Name	Communication														
College	CLASS														
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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														

<b>Proposal Approved by:</b>	<u>Date</u>	<u>Date</u>
Departmental Committee	9/11/19	Council on Academic Affairs 11/21/19
College Curriculum Committee	10/21/19	Faculty Senate** 12/2/19
General Education Committee*	NA	Board of Regents** Pending
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
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.)**

<b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Revise BEM 302 required credits to 3 credit hours. <b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016) Fall 2020 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)
<b>B. The justification for this action:</b> Students need more practicum experience.
<b>C. The projected cost (or savings) of this proposal is as follows:</b> <b>Personnel Impact:</b> No personnel impact. Current faculty levels are adequate to handle the credit hour increase. <b>Operating Expenses Impact:</b> None Current department resources are adequate to meet demand. <b>Library Resources:</b> Current library resources are adequate.

### Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

## **Bachelor of Arts (B.A.) BROADCASTING AND ELECTRONIC MEDIA CIP Code: 09.0702**

### UNIVERSITY GRADUATION REQUIREMENTS

- General Education..... 36 hours
- Student Success Seminar (waived for transfers with 30+ hrs.) ..... 1 hour
- 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 - Broadcast and Electronic Media majors will fulfill ACCT with BEM 491(2) and at least one hour from BEM 343(1), 349(1), or 398(1). (Credit hours are incorporated into program requirements below.)

**Total Hours University Graduation Requirements ... 37 hours**

### MAJOR REQUIREMENTS

Supporting Course Requirement .....0 hours

CMS 210 (Gen. Ed. E-IC [OC]. ) . =Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above.

Core Courses .....26 hours

BEM 200, 202, 295(4), 320, 395(4), 405, 425, 349(1), and 491(2).

Concentrations:

**Broadcasting and Electronic Media. .... 18 hours**

BEM 300; three hours selected from: BEM 203, 301, 353W,330; 12 hours from BEM 203, 301, 305W, 343(1), 349(1),353W, 375, 395(4), 396, 398(1), 400, 401, 415, 495(4), 499,BEM 330, 445, 325, PUB 375, 380.

**Multimedia Journalism ..... ~~23~~ 24 hours**

BEM 203, 300, 301, 302~~(2)~~ (1\*),305W, 401, 412, 415.

\*Students are required to take a total of three credits of BEM 302 for the major. Students may take one credit per semester.

**Film Techniques & Technology.....23 hours**

BEM 350, 351, 352, 353W, 370 (4), 425, 495 (4).

Exit Requirement

COM 300 CR only, no hours.

Free Electives ..... ~~34~~ 33-39 hours

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

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

**Part I**

(Check one)	Department Name	Applied Human Sciences, Environmental Health Science, and Health Promotion and Administration.	
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Sciences	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number		
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (full title±)		
<input type="checkbox"/> New Minor (Part III)	*Program Title	Master of Public Health (M.P.H.) Public Health	
<input type="checkbox"/> Program Suspension (Part III)			
<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	

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
MPH Program Committee	MPH – 10/22/19	Council on Academic Affairs	1/23/20
Departmental Committee	EHCL- 9/27/19 HPAD- 9/27/19 AHSC- 9/26/19		
College Curriculum Committee	10/30/2019	Faculty Senate**	2/3/20
General Education Committee*	NA	Board of Regents**	Pending
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	FALL 2020
Graduate Council*	11/15/19		

\*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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)</p> <ol style="list-style-type: none"> <li>1. Suspend the Public Health Nutrition Concentration.</li> <li>2. Suspend the Industrial Hygiene Concentration and combine it with the Environmental Health concentration.</li> <li>3. Change name of Environmental Health Science Concentration to 'Environmental/Occupational Health &amp; Sustainability'.</li> <li>4. Remove EHS 730, EHS 855, and EHS 880 as required courses for the 'Environmental/Occupational Health &amp; Sustainability' concentration.</li> <li>5. Add EHS 840 and EHS 860 as required concentration courses for the 'Environmental/Occupational Health &amp; Sustainability' concentration. Attached, please see updated EOHS Competency Map.</li> <li>6. Add six hours of electives for the 'Environmental/Occupational Health &amp; Sustainability' concentration. Approved electives include: EHS 710, 730, 841, 855, or 880.</li> <li>7. Remove MPH 835 from required MPH concentration. Attached, please see the updated MPH Core Competencies Map.</li> <li>8. Add three hours of electives to the Health Promotion concentration. Approved electives include: HEA 790, 791, 792, 793; MPH 835; POL 847S; EHS 880; or SSE 826.</li> </ol> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)          Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)          Fall 2020</p>	
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**B. The justification for this action:**

1. The Master of Public Health (MPH), Public Health Nutrition Concentration in the Department of Applied Human Sciences cannot support the Council on Education in Public Health (CEPH) minimum faculty requirements. CEPH requires a minimum of three faculty for each concentration within the Master of Public Health. One faculty must devote 0.5 FTE to the concentration while the other two must devote 0.25 FTE. At this time, we have one faculty who devotes 0.5 FTE because she is the Director of the Master of Public Health. The other two faculty teaching in the concentration do not meet the 0.25 FTE requirement. After the fall 2019 semester, there will be two students enrolled in the program. The remaining students will be given the option to complete their last public health nutrition concentration course requirement as a Course by Special Arrangement. One student will take NFA 817 as a course by special arrangement with the faculty teaching an overload for the spring 2020. The other student who is part time will receive NFA 805 and NFA 826 as a course by special arrangement. The two faculty that will teach these courses will teach it as an overload without pay. If faculty are unwilling or unable to teach overload without pay, the student will be directed to enroll in the equivalent course at the University of Kentucky. The semester that it will be offered is undetermined as the student is part-time and does not have a set curriculum plan. The core classes required for completion will be taught normally and will not impact the student's ability to complete the degree requirements.
2. The Master of Public Health (MPH), Industrial Hygiene Concentration in the Department of Environmental Health Science cannot support the Council on Education in Public Health (CEPH) minimum faculty requirements. CEPH requires a minimum of three faculty for each concentration within the Master of Public Health. Two faculty must devote 0.5 FTE to the concentration while the other one must devote 0.25 FTE. The Industrial Hygiene Concentration enrollment is too low to justify utilizing FTE's of faculty. In addition, due to the low enrollment, the department is unable to meet the accreditation requirements of minimum faculty dedicated to the concentration. After the spring 2020 semester there will be three students enrolled in the industrial hygiene concentration. All three students will complete all required concentration courses before fall of 2020. Required concentration courses were scheduled based on typical course scheduling. The core classes required for completion will be taught normally and will not impact the student's ability to complete the degree requirements. The Certificate in Industrial Hygiene is still available.
3. The name change to Environmental/Occupational Health and Sustainability (EOHS) reflects current academic and industry nomenclature and combines the Industrial Hygiene Concentration with Environmental Health Science.
4. The curriculum revision better reflects Council on Education of Public Health (CEPH) and National Environmental Health Science & protection Accreditation Council (EHAC) academic requirements.
5. The addition of EHS 840 and EHS 860 helps ensure students are provided a balanced view of environmental and occupational health and sustainability. Further, the required courses are in alignment with CEPH & EHAC academic requirements.
6. Six hours of electives have been added to the EOHS concentration to give students the ability to choose electives associated with their integrated learning experience required by CEPH and EHAC. An integrated learning experience is a culminating activity or product produced by students to indicate mastery of required accreditation competencies.
7. MPH 835 content can be met by other core courses and is not a necessary component of the core curriculum.
8. Three hours of electives have been added to the Health Promotion concentration to give students the ability to choose electives associated with their integrated learning experience required by CEPH. An integrated learning experience is a culminating activity or product produced by students to indicate mastery of required accreditation competencies.

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

1. The current faculty that is devoted 0.5 FTE will remain 0.5 FTE as she is the MPH Director. The other two faculty will not be impacted as far as their workload; one taught a concentration course once a year and the other taught one course every other year. Moving forward, these two will devote all of their workload to the undergraduate Dietetics degree within the Department of Applied Human Sciences.
2. 2 faculty, previously devoting less than 0.5 FTE toward concentration, will now devote 1.0 FTE to undergraduate environmental health science degree and MPH program.

3. None
4. By removing the required concentration courses this prevents faculty from teaching overload each semester.
5. These two courses replace two courses previously required in concentration, therefore does not change faculty workload within the department of environmental health science.
6. These electives will be taught as part of normal faculty load within the Department of Environmental Health Science.
7. By removing this course, MPH faculty will not have to teach in overload during any semester.
8. Elective courses are offered within load as part of normal course offerings within individual departments.

**Operating Expenses Impact:**

No further expenses will be needed for curriculum changes.

**Equipment/Physical Facility Needs:**

No additional equipment or physical facility needs will come from curriculum changes.

**Library Resources:**

No further library resources will be needed as the current holdings are sufficient.

**Part III. Recording Data for Revised or Suspended Program**

1. For a revised program, provide the current program requirements using ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

## MASTER OF PUBLIC HEALTH (M.P.H.) PUBLIC HEALTH

*CIP Code: 51.2201*

**Dr. Karina Christopher, MPH Director [www.mph.eku.edu](http://www.mph.eku.edu)  
859-622-7566**

**I. GENERAL INFORMATION**

The College of Health Sciences at Eastern Kentucky University offers a Master of Public Health (MPH) degree with concentrations in Health Promotion, ~~Public Health Nutrition, and Environmental/~~Occupational Health ~~& Sustainability Science, and Industrial Hygiene~~. The ~~three~~ two participating departments include the Department of Environmental Health Science, ~~the Department of Applied Human Sciences,~~ and the Department of Health Promotion and Administration. The program is tailored to meet the needs of individuals working in or planning to work in a public health profession.

**Mission** — The mission of the ECU Master of Public Health Program (MPH) is to provide quality education for preparing competent public health practitioners to enhance the health status and quality of life in local, state, regional and global communities.

**Program Goal** — To achieve its mission, the MPH Program prepares professionals for broad-based practice in public health, grounded in foundational public health knowledge and foundational competencies with specialized knowledge, and expertise in a selected public health discipline.

**Education Objectives** — Students who complete the MPH degree will be able to:

1. Contribute to the public health profession through sound professional public health attitudes, values, concepts and ethical practices.
2. Recognize and facilitate diversity of thought, culture, gender, and ethnicity through inclusiveness, communication and collaboration.
3. Participate in professional development, scholarship, service, and interdisciplinary educational activities that contribute to public health.
4. Integrate and apply knowledge and skills (competencies) within the traditional core public health areas of knowledge (behavioral

sciences, biostatistics, epidemiology, environmental health science, and public health administration) as well as crosscutting and emerging public health areas.

5. Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to health promotion; and environmental/occupational health and sustainability science, industrial hygiene, and public health nutrition.

## II. ADMISSION REQUIREMENTS

Clear admission to the MPH program requires a baccalaureate degree from an accredited institution with a minimum 2.5 grade point average, and a combined score of 291 with a minimum 143 on each areas of the Graduate Record Exam (GRE). Applicants may use the Miller Analogy Test with a score of 385 or higher as a substitute for the GRE. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement. A TOEFL score of at least 580 (237 computerized) is also required for international applicants. Satisfying the minimum entrance requirements does not guarantee admission.

### To apply:

Submit all application materials online to the Graduate School at [www.gradschool.eku.edu/apply](http://www.gradschool.eku.edu/apply):

- Graduate School application and fee;
- Official transcripts;
- GRE or MAT scores: TOEFL score;
- Statement of personal and professional objectives (1 1/2 to 2 pages); and
- 3 letters of recommendation from employers and/or previous professors.

For application deadlines visit: <https://gradschool.eku.edu/graduate-application-deadlines>

**III. Academic background expectations for MPH concentrations:** So that timely progress toward the degree can be achieved, the following undergraduate pre-requisite courses are expected to be completed prior to active participation in the program.

- Environmental/Occupational Health and Sustainability Science: At least 1 physical science, 2 chemistry with lab, 2 biology with lab, college algebra, and 1 microbiology course at the undergraduate level.
- Industrial Hygiene: At least 1 physical science plus a physics course; 2 chemistry with lab; 2 biology with lab; college algebra; and 1 microbiology course at the undergraduate level.
- Public Health Nutrition: An undergraduate basic nutrition course, which may also be completed during the student's first semester of program enrollment.

## IV. PROGRAM REQUIREMENTS

### MASTER OF PUBLIC HEALTH (M.P.H.) DEGREE PROGRAM

Core Courses..... **24 21** hours  
MPH 810, 816, 825, 830, ~~835~~, 840, 850, and 855.

Concentrations (select one of the following concentrations):

#### **Health Promotion Concentration (*offered by the Department of Health Promotion & Administration*)**

Required Courses.....12 hours  
HEA 805, 820, 826, and 856.

Electives ..... 3 hours

Approved Electives: HEA 790, 791, 792, 793; MPH 835; POL 847S; EHS 880; or SSE 826.

Applied Practice Experience..... 3 hours  
HEA 890

Integrative Learning Experience.....3 hours  
HEA 880

#### **Environmental/Occupational Health & Sustainability Science Concentration (*offered by the Department of Environmental Health Science*)**

Required Courses.....~~12~~ **9** hours  
EHS 840, 860, 730, 855, and 865, and 880.



**Electives .....6 hours**

**Approved electives: EHS 710, 730, 841, 855, 880.**

**Applied Practice Experience .....3 hours**

EHS 839 or 863.

**Integrative Learning Experience.....3 hours**

EHS 890

***Industrial Hygiene Concentration (offered by the Department of Environmental Health Science)***

**~~Required Courses .....12 hours~~**

~~EHS 840, 841, 860 and 865~~

**~~Applied Practice Experience.....3 hours~~**

~~EHS 839 or 863.~~

**~~Integrative Learning Experience.....3 hours~~**

~~EHS 890~~

***Public Health Nutrition Concentration (offered by the Department of Applied Human Sciences)***

**~~Required Courses .....12 hours~~**

~~NFA 805, 812, 817, and 826~~

**~~Applied Practice Experience.....3 hours~~**

~~NFA 840~~

**~~Integrative Learning Experience.....3 hours~~**

~~EHS 890 or HEA 880~~

**Exit Requirements**

**MPH Capstone .....1 hour**

MPH 895

**TOTAL PROGRAM HOURS.....43 hours**



## EASTERN KENTUCKY UNIVERSITY

*Serving Kentuckians Since 1906*

Letters, Arts, and Social Sciences  
Department of Anthropology,  
Sociology, and Social Work

Keith 223  
521 Lancaster Avenue  
Richmond, KY 40475-3102  
(859) 622-1645~FAX (859) 622-8176  
www.eku.edu

February 28, 2020

Re: MSW Program Approval  
EKU Board of Regents  
CPO 12A, Coates Building  
Richmond, KY 40475-3102

Dear Members of the Board of Regents:

The mission of Eastern Kentucky University (EKU) is to foster personal growth and prepare students to contribute to the success and vitality of their communities, the Commonwealth, and the world. Toward this end, EKU conveys the values of respect for intellectual vitality, sense of community, cultural competency, stewardship of place, accountability, and excellence. It is in this spirit that the proposed Master of Social Work Program (MSW) will prepare integrative advanced generalist social workers. MSW graduates will be prepared to draw from social work theory and employ research to inform and evaluate the delivery of integrative advanced generalist practice. This includes being agents of change who cultivate interdisciplinary partnerships and transformative relationships with individuals, groups, families, organizations, communities, the Commonwealth, and beyond.

The mission and objectives of the MSW program reflect EKU's strategic plan and priorities of the Kentucky Council of Postsecondary Education (CPE). The MSW program will help increase the percentage of Kentuckians with a high-quality postsecondary degree or certificate. Below are some examples of how:

- Strategic Goal #1: Academic Excellence
  - The EKU MSW Online Program will strive to maintain academic excellence by drawing from the expertise of social work faculty and instructional designers across the University, including the Faculty Center for Teaching & Learning and the Instructional Design Center, to develop universal access to evidence-based award-winning online social work courses.
  - The EKU MSW Online Program will uphold the accreditation standards of the Council on Social Work Education (CSWE) and Southern Association of Schools and Colleges (SACS). Direct and indirect methods of assessment will be used to measure student mastery of student learning outcomes as outlined by the CSWE Educational Policy and Accreditation Standards (EPAS).
- Strategic Goal #2: Commitment to Student Success
  - EKU is one out of two public schools in Kentucky with an online BSW program. There are KCTCS articulation agreements in place to support student transfer into the EKU BSW Program. EKU also has a variety of related online courses, certificates, and non-degree programs for undergraduate and graduate level students. This provides an alternative pathway for student transfer.

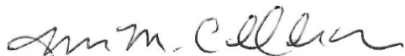


Eastern Kentucky University is an Equal Opportunity/Affirmative Action Employer and Educational Institution

- The ECU MSW Online Program is designed to be flexible with transfer credits accepted for course work equivalent to generalist social work and elective courses. All courses are asynchronous, 8-weeks long outside of field practicum. There are three start dates for the Advanced Standing Program (an expedited program for students with an undergraduate social work degree) and two start dates for the Regular Program with full- and part-time options.
- Strategic Goal #3: Institutional Distinction
  - The ECU MSW Online Program enhances access to graduate social work education for all students, including students who have been traditionally underserved. More specifically, students who are female, significantly older, African-American, and employed full-time are most likely to apply according to research on other MSW programs across the country.
  - In response to being a federally designated medically underserved state with a shortage of mental health professionals and demand for social workers projected to grow “as fast as” if not “much faster” than all other occupations, the ECU MSW Online Program will help train the number of social workers needed to support life quality in Kentucky.
- Strategic Goal #4: Financial Strength
  - Interdisciplinary partners will provide instruction that supports MSW student specialization in integrative, advanced generalist social work. These courses assist students in the application of integrative advanced generalist skills which includes service learning through practicum placement in the community.
  - Interdisciplinary University Certificate Programs also provide other graduate-level students an alternative pathway to earn an affordable, academic credential and experience the benefits of collaboration with social work students in related courses and settings.
- Strategic Goal #5: Campus Revitalization
  - The ECU MSW Online Program will broaden expertise and value of interdisciplinary collaboration by offering a Certificate in Addictions Intervention, Mental Health, Child and Family Services, Leadership and Management, or Social Advocacy and Justice.
  - The ECU MSW Online Program and interdisciplinary certificate partners anticipate that certificate collaboration will be mutually beneficial for students across disciplines and enhance related services in the community where certificate participants are employed.
- Strategic Goal #6: Service to Communities and Region
  - The demand for social workers is projected to grow “as fast as” if not “much faster” than all other occupations. The ECU MSW Online Program provides student access to a marketable graduate degree with career-oriented certificates for employment and advancement.
  - MSW students are required to earn 980 clock hours working in the community. This allows MSW students the opportunity to address an area of concern. This practicum placement also allows agencies immediate access to the emerging expertise of a graduate social worker.

With your permission, we would like to continue to develop the MSW program in a manner that is congruent with ECU’s mission and objectives and in response to the views and needs of various stakeholders. This includes ongoing efforts to secure high-quality faculty and staff and to prepare social work courses for anticipated offering in fall 2020. Please let me know if you have additional questions. My phone number is (859) 622-1651 and email is [ann.callahan@eku.edu](mailto:ann.callahan@eku.edu).

Sincerely,



Ann M. Callahan, Ph.D., LCSW  
Associate Professor  
BSW Social Work Program





**EASTERN KENTUCKY UNIVERSITY**

521 Lancaster Avenue; Roark 106  
Richmond, KY 40475-3102

Jeremy Mulholland, *Associate Dean*

Phone (859) 622-6765

Email [Jeremy.Mulholland@eku.edu](mailto:Jeremy.Mulholland@eku.edu)

**TO** Council on Academic Affairs

**FROM** Jeremy Mulholland, *Associate Dean*  
College of Letters, Arts, and Social Sciences

**DATE** February 5, 2020

**SUBJECT** Curriculum Proposal(s) – Substantial Agenda Items

Please consider the following curriculum proposal(s) from the College of Letters, Arts, and Social Sciences at the next CAA meeting on February 20, 2020.

**SUBSTANTIAL AGENDA CURRICULUM PROPOSALS**

**Department of Anthropology, Sociology, & Social Work**

**New Courses**

SWK 561/761 Alcohol & Drug Assessment  
SWK 562/762 Alcohol & Drug Treatment  
SWK 800 The Social Work Relationship  
SWK 810 Human Behavior/Social Environment I  
SWK 815 Human Behavior/Social Environment II  
SWK 820 Social Work Practice I  
SWK 825 Social Work Research Methods  
SWK 830 Social Work Practice II  
SWK 840 Social Work Practice III  
SWK 845 Social Policy Analysis and Advocacy  
SWK 850 Foundation Practicum  
SWK 855 Foundation Capstone  
SWK 860: Integrative Micro Practice  
SWK 863 Stress Management & Self Care  
SWK 864 Child & Family Services  
SWK 865 Social Gerontology  
SWK 866 Crisis Intervention  
SWK 867 Spiritual Sensitivity for Helping Professionals  
SWK 870 Integrative Mezzo Practice  
SWK 880 Integrative Macro Practice  
SWK 890 Integrative Practicum  
SWK 895 Integrative Capstone  
SWK 899 Independent Study in Social Work

**Program Revision**

Certificate: Appalachian Studies: revise layout of certificate requirements  
Certificate: Women & Gender Studies: revise electives  
Minor: Appalachian Studies: revise required courses

Minor: Women & Gender Studies: revise required courses

BA Sociology: Revise courses in core and electives

### **New Programs**

Certificate: Diversity in Society (*undergraduate*)

Certificate: Social Analytics & Demographics (*undergraduate*)

Certificate: Sociology & Recreation Studies (*undergraduate*)

Certificate: Economic Sociology (*undergraduate*)

Certificate: Addictions Intervention (*graduate*)

Certificate: Child and Family Services (*graduate*)

Certificate: Leadership and Management (*graduate*)

Certificate: Mental Health (*graduate*)

Certificate: Social Advocacy and Justice (*graduate*)

MSW Master of Social Work (Online)

## **Department of Art & Design**

### **Program Revision**

BFA Fine Arts: Revise Art History electives

BS Art/Design Studio: Revise courses in Art History Electives and Studio Arts Concentration

Minor: Art History: Revise courses created last academic year

## **Department of Communication**

### **Program Revision**

Certificate: Communication Studies: Revise title, requirements and options

Minor: Communication Studies: Revise title, requirements and options

### **New Program:**

Certificate: Dispute Resolution

## **Department of English**

### **New Program:**

BA English & History-Teaching

## **Department of Government**

### **New Course**

POL 880 Nonprofit Financial Management

### **Program Revision**

Certificate: Interdisciplinary Studies (*graduate*): Revise courses to for clarity/specificity

Minor: Globalization and International Affairs: Revise requirements and electives

BA Globalization: Revise requirements and electives

MPA Public Administration: Revise requirements and revise/add concentrations

### **New Program:**

Certificate: Non-Profit (*graduate*)

## **Department of Languages, Cultures, & Humanities**

### **New Course**

SPA 300 Advanced Conversation (*replacing SPA 206*)

## **School of Music**

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal.	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences SWK 561 Alcohol and Drug Assessment   ± If Title is longer than 30 characters see Part IV to provide abbreviation
---	--	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)          To create SWK 561</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)          Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> This course will support the expansion of our Online Bachelor of Social Work (BSW) program offerings as there are limited social work electives at this time. Our Addictions elective has been very popular and so this course is being developed for more clinical application specific to assessment.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.</p> <p><b>Operating Expenses Impact:</b> None.</p> <p><b>Equipment/Physical Facility Needs:</b> None.</p> <p><b>Library Resources:</b> None.</p>

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

**SWK 561 Alcohol and Drug Assessment. (3) A.** Prerequisite: Junior or senior standing. Provides clinical and scientific knowledge about the history and range of consequences associated with alcohol and drug addiction. Credit will not be awarded for both SWK 561 and SWK 761.

## 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.)

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	561	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	FR _____ JR X _____ SO _____ SR X _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Alcohol & Drug Assessment	
		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.

Junior or senior standing

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.

SWK 761

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)				



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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 761</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Alcohol and Drug Assessment</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 761	*Course Title (full title±)	Alcohol and Drug Assessment	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 761														
*Course Title (full title±)	Alcohol and Drug Assessment														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	1/24/20		

\*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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)          To create SWK 761</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)          Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> This course is being added due to the significant popularity in our undergraduate Addictions course. The Addictions course provides an overview, while this new course provides more clinical information for application specific to assessment.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.</p> <p><b>Operating Expenses Impact:</b> None.</p> <p><b>Equipment/Physical Facility Needs:</b> None.</p> <p><b>Library Resources:</b> None.</p>

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

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

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

### New or Revised\* Catalog Text

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

**SWK 761 Alcohol and Drug Assessment. (3) A.** Prerequisite: Departmental approval. Provides clinical and scientific knowledge about the history and range of consequences associated with alcohol and drug addiction. Credit will not be awarded for both SWK 561 and SWK 761.

## Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strikethrough~~ 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 ~~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 2016)	College/Division:	Dept. (4 letters)*
SWK	761	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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) Alcohol & Drug Assessment	
		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.

Departmental approval

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.

SWK 561

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal.	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences SWK 562 Alcohol and Drug Treatment  ± If Title is longer than 30 characters see Part IV to provide abbreviation
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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.)**

<b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To create SWK 562 <b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016) Fall 2020 <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)
<b>B. The justification for this action:</b> This course will support the expansion of our Online Bachelor of Social Work (BSW) program offerings as there are limited social work electives at this time. Our Addictions elective has been very popular and so this course is being developed for more clinical application specific to treatment.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty. <b>Operating Expenses Impact:</b> None. <b>Equipment/Physical Facility Needs:</b> None. <b>Library Resources:</b> 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 ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

### New or Revised\* Catalog Text

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

**SWK 562 Alcohol and Drug Treatment. (3) A.** Prerequisite: Junior or senior standing. Open to all majors. Provides clinical and scientific knowledge about the treatment of alcohol and drug addiction. Credit will not be awarded for both SWK 562 and SWK 762.

## Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strike through~~ 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 ~~strike through~~ 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 2016)	College/Division:	Dept. (4 letters)*
SWK	562	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	FR _____ JR X _____ SO _____ SR X _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Alcohol & DrugTreatment	
		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.

Junior or senior standing

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.

SWK 762.

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 762</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Alcohol and Drug Treatment</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 762	*Course Title (full title±)	Alcohol and Drug Treatment	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 762														
*Course Title (full title±)	Alcohol and Drug Treatment														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	1/24/20		

\*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 SWK 762

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

Fall 2020

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

**B. The justification for this action:** This course is being added due to the significant popularity in our undergraduate Addictions course. The Addictions course provides an overview, while this new course provides more clinical information for application specific to treatment.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.

**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 ~~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.)

**SWK 762 Alcohol and Drug Treatment. (3) A.** Prerequisite: Departmental approval. Provides clinical and scientific knowledge about the treatment of alcohol and drug addiction. Credit will not be awarded for both SWK 562 and SWK 762.

## 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.)



**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 2016)	College/Division:	Dept. (4 letters)*
SWK	762	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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) Alcohol & Drug Treatment	
		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.

Departmental approval

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.

SWK 562

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 800</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">The Social Work Relationship</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 800	*Course Title (full title±)	The Social Work Relationship	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 800														
*Course Title (full title±)	The Social Work Relationship														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	1/24/20		

\*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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)          To create SWK 800.</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)          Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> This course is needed to orient students who are unfamiliar with social work to the social work profession since students taking this course may have different undergraduate degrees.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.</p> <p><b>Operating Expenses Impact:</b> Operating within existing budget.</p> <p><b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs.</p> <p><b>Library Resources:</b> No new resources are required.</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 ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

### New or Revised\* Catalog Text

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

**SWK 800 The Social Work Relationship. (3) A.** Introduction to generalist social work practice including the importance of self-care, professional ethics, and respect for diversity with the opportunity to build skills in facilitating therapeutic relationships.

## Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strike through~~ 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 ~~strike through~~ 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 2016)	College/Division:	Dept. (4 letters)*
SWK	800	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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) The SWK Relationship	
		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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 810</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Human Behavior/Social Environment I</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 810	*Course Title (full title±)	Human Behavior/Social Environment I	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 810														
*Course Title (full title±)	Human Behavior/Social Environment I														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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.)

Create a new course

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

Fall 2020

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

**B. The justification for this action:** This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.

**Operating Expenses Impact:** Operating within existing budget.

**Equipment/Physical Facility Needs:** No new equipment/physical needs.

**Library Resources:** No new resources are required.

**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.)

**SWK 810 Human Behavior/Social Environment I. (3) I, II.** Applies current research and various paradigms to explain how biopsychosocial-spiritual development across the lifespan and in relation to the social environment shapes individual functioning and family interactions.

**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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	810	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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.	NA
Course Prefix and No.	NA

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

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

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

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

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

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 815</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Human Behavior/ Social Environment II</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 815	*Course Title (full title±)	Human Behavior/ Social Environment II	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 815														
*Course Title (full title±)	Human Behavior/ Social Environment II														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)          Create a new course</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)          Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.</p> <p><b>Operating Expenses Impact:</b> Operating within existing budget.</p> <p><b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs.</p> <p><b>Library Resources:</b> No new resources are required.</p>



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

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

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

New or Revised\* Catalog Text

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

**SWK 815 Human Behavior/ Social Environment II. (3) I, II.** Prerequisite: SWK 800 with a minimum grade of "B" or departmental approval. Prerequisite or corequisite: SWK 810. Applies current research and various paradigms to explain how social, cultural forces, and institutions shape group, organization, and community interactions.

**Part III. Recording Data for Revised or Suspended Program**

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

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	815	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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.	NA
Course Prefix and No.	NA

**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.	SWK 800 with a minimum grade of “B” or departmental approval
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.	SWK 810
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...) NA

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 – NA

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 820</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Social Work Practice I</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 820	*Course Title (full title±)	Social Work Practice I	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 820														
*Course Title (full title±)	Social Work Practice I														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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.)

Create a new course

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

Fall 2020

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

**B. The justification for this action:** This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.

**Operating Expenses Impact:** Operating within existing budget.

**Equipment/Physical Facility Needs:** No new equipment/physical needs.

**Library Resources:** No new resources are required.

**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.)

**SWK 820 Social Work Practice I. (3) I, II.** Prerequisite: SWK 800 and SWK 810 with a minimum grade of "B" or departmental approval. Corequisite: SWK 825. Foundation for social work practice with individuals. Draws from current research and various paradigms with the opportunity to practice facilitating the generalist intervention method to develop skills in ethical, culturally inclusive micro practice.

**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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	820	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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. SWK 825

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. SWK 800 and SWK 810 with a minimum grade of “B” or departmental approval.

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...) NA

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 – NA

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 825</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Social Work Research Methods</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 825	*Course Title (full title±)	Social Work Research Methods	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 825														
*Course Title (full title±)	Social Work Research Methods														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	1/24/20		

\*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.)

Create a new course

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

Fall 2020

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

**B. The justification for this action:** This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.

**Operating Expenses Impact:** Operating within existing budget.

**Equipment/Physical Facility Needs:** No new equipment/physical needs.

**Library Resources:** No new resources are required.

## 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.)

**SWK 825 Social Work Research Methods. (3) I, II.** Prerequisite: SWK 800 and SWK 810 with a minimum grade of "B" or departmental approval. Prerequisite or Corequisite: SWK 820. Foundation for qualitative and quantitative research with the opportunity to critically evaluate research methodology and plan a research study for ethical, culturally inclusive social work practice across client systems.

## 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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	825	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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.

NA

**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.

SWK 800 and SWK 810 with a minimum grade of “B” or departmental approval

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.

SWK 820.

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...) NA

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 – NA

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)				



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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 830</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Social Work Practice II</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 830	*Course Title (full title±)	Social Work Practice II	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 830														
*Course Title (full title±)	Social Work Practice II														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)          Create a new course</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)          Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.</p> <p><b>Operating Expenses Impact:</b> Operating within existing budget.</p> <p><b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs.</p> <p><b>Library Resources:</b> No new resources are required.</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.)

**SWK 830 Social Work Practice II. (3) I, II.** Prerequisites: SWK 815 and SWK 820 with a minimum grade of "B" or departmental approval. Foundation for social work practice with families and groups. Draws from current research and various paradigms with the opportunity to practice facilitating a psychoeducational group to develop skills in ethical, culturally inclusive mezzo practice.

**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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	830	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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.	NA
Course Prefix and No.	NA

**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.	SWK 815 and SWK 820 with a minimum grade of “B” or departmental approval.
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.	NA
Test Scores	NA
Minimum GPA (when a course grouping or student cumulative GPA is required)	NA

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

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

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

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 840</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Social Work Practice III</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 840	*Course Title (full title±)	Social Work Practice III	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 840														
*Course Title (full title±)	Social Work Practice III														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)          Create a new course</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)          Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.</p> <p><b>Operating Expenses Impact:</b> Operating within existing budget.</p> <p><b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs.</p> <p><b>Library Resources:</b> No new resources are required.</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 ~~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.)

**SWK 840 Social Work Practice III. (3) I, II.** Prerequisite: SWK 815, SWK 820 and SWK 830 with a minimum grade of "B" or departmental approval. Prerequisite or corequisite: SWK 845. Foundation for generalist social work practice with organizations and communities. Draws from current research and various paradigms with the opportunity to practice facilitating a task group to develop skills in ethical, culturally inclusive macro practice.

## 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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	840	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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.

NA

Course Prefix and No.

NA

**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.

 SWK 815, SWK 820 and SWK 830 with a minimum grade of “B” or departmental approval.

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.

SWK 845

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...) NA

Course Prefix and No.

NA

Course Prefix and No.

NA

Course Prefix and No.

NA

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

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 845</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Social Policy Analysis and Advocacy</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 845	*Course Title (full title±)	Social Policy Analysis and Advocacy	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 845														
*Course Title (full title±)	Social Policy Analysis and Advocacy														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)          Create a new course</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)          Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.</p> <p><b>Operating Expenses Impact:</b> Operating within existing budget.</p> <p><b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs.</p> <p><b>Library Resources:</b> No new resources are required.</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 ~~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.)

**SWK 845 Social Policy Analysis and Advocacy. (3) I, II.** Prerequisite: SWK 800 with a minimum grade of "B" or departmental approval. Engages students as agents of change starting with policy analysis, formulation, modification, and evaluation at administrative, judicial, and legislative levels. There is an emphasis on personal and social empowerment to foster policies and practices that support a just society.

**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.)

NA



**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 2016)	College/Division:	Dept. (4 letters)*
SWK	845	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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.

NA

Course Prefix and No.

NA

**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.

SWK 800 with a minimum grade of “B” or departmental approval.

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.

NA

Test Scores

NA

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

NA

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

Course Prefix and No.

NA

Course Prefix and No.

NA

Course Prefix and No.

NA

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

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 850</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Foundation Practicum</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 850	*Course Title (full title±)	Foundation Practicum	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 850														
*Course Title (full title±)	Foundation Practicum														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)          Create a new course</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)          Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.</p> <p><b>Operating Expenses Impact:</b> Operating within existing budget.</p> <p><b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs.</p> <p><b>Library Resources:</b> No new resources are required.</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.)

**SWK 850 Foundation Practicum. (1-3) I, II.** Prerequisite: Admission to the MSW Social Work Program, Practicum Placement Approved by Field Director, SWK 800 and SWK 810 completed with at least a "B" or departmental approval. Supervised practice in a social agency and foundation seminar to discuss the application of social work knowledge, skills, competencies, behaviors, ethics and values necessary for evidence-based generalist practice. May be repeated up to 6 hours.

## 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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	850	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 6	
1-3	Lecture _____ Laboratory _____ Other 1-3		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
P, B, S	1-3	N	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.

NA

Course Prefix and No.

NA

**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.

 Admission to the MSW Social Work Program, Practicum Placement  
Approved by Field Director, SWK 800 and SWK 810 completed with at least a “B” or departmental approval.

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.

NA

Test Scores

NA

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

NA

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

Course Prefix and No.

NA

Course Prefix and No.

NA

Course Prefix and No.

NA

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

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 855</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Foundation Capstone</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 855	*Course Title (full title±)	Foundation Capstone	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 855														
*Course Title (full title±)	Foundation Capstone														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)          Create a new course</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)          Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.</p> <p><b>Operating Expenses Impact:</b> Operating within existing budget.</p> <p><b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs.</p> <p><b>Library Resources:</b> No new resources are required.</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.)

**SWK 855 Foundation Capstone. (2) I, II.** Prerequisite: Admission to Advanced Standing or all foundation courses completed with a minimum grade of "B" or departmental approval. Opportunity to review, integrate, and apply learning in order to demonstrate mastery in the application of social work knowledge, skills, competencies, behaviors, ethics and values necessary for evidence-based generalist practice.

## 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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	855	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture _____ Laboratory _____ Other 2		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
9, B	3	N	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.	NA
Course Prefix and No.	NA
	NA

**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.	<u>Admission to Advanced Standing or</u> <u>SWK 800, 810, 815, 820, 825, 830, 840, 845, and 850 with a minimum grade</u> <u>of “B” or departmental approval.</u>
-----------------------	--

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.	NA
Test Scores	NA
Minimum GPA (when a course grouping or student cumulative GPA is required)	NA

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

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

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

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences SWK 860 Integrative Micro Practice  ± If Title is longer than 30 characters see Part IV to provide abbreviation
* Provide only the information relevant to the proposal.		
Proposal Approved by:		
Departmental Committee	<u>10/03/19</u>	Council on Academic Affairs
College Curriculum Committee	<u>11/18/19</u>	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	<u>1/24/20</u>	
*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.)**

<b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course
<b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016) Fall 2020
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)
<b>B. The justification for this action:</b> This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty. <b>Operating Expenses Impact:</b> Operating within existing budget. <b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs. <b>Library Resources:</b> No new resources are required.



## 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.)

**SWK 860 Integrative Micro Practice. (3) I, II.** Prerequisite: Admission to Advanced Standing or all foundation courses completed with a minimum grade of "B" or departmental approval. Opportunity to observe and engage in the delivery of ethical, culturally inclusive advanced generalist micro practice that is informed by social work theory and applied research.

## 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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	860	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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.

NA

Course Prefix and No.

NA

**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.

Admission to Advanced Standing or SWK 800, SWK 810, SWK 815, SWK 820, SWK 825, SWK 830, SWK 840, SWK 845, SWK 850, and SWK 855 completed with a minimum grade of “B” or departmental approval.

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.

NA

Test Scores

NA

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

NA

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

Course Prefix and No.

NA

Course Prefix and No.

NA

Course Prefix and No.

NA

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

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal.	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences SWK 863 Stress Management and Self-Care  ± If Title is longer than 30 characters see Part IV to provide abbreviation
---	--	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	1/24/20		

\*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 SWK 863.

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)  
 Fall 2020

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

**B. The justification for this action:** This course is open to all graduate-level students. It will support professionals in managing the stress associated with professional helping with the hope that it will enhance quality performance and longevity. This course will also help support the delivery of the Online MSW Program and several Interdisciplinary Certificate Programs.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.

**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 ~~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.)

**SWK 863 Stress Management and Self-Care. (3) A.** Prerequisite: Admission to ECU Graduate School or departmental approval. Addresses what supports a healthy lifestyle that includes stress management and perceived quality of life. Emphasis is on evidence-based approaches and experiential learning to inform the development and maintenance of a plan for self-care.

## 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.)

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	863	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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) Stress Management & Self Care	
		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.

Admission to ECU Graduate School or departmental approval

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 – NA

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences SWK 864 Child and Family Services  ± If Title is longer than 30 characters see Part IV to provide abbreviation																								
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Proposal Approved by:</td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/03/19</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/18/19</td> <td>Faculty Senate**</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>EFFECTIVE ACADEMIC TERM***</td> <td></td> </tr> <tr> <td>Graduate Council*</td> <td style="text-align: center;">1/24/20</td> <td></td> <td></td> </tr> </table> <p style="margin-top: 10px;">*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>			Proposal Approved by:	<u>Date</u>		<u>Date</u>	Departmental Committee	10/03/19	Council on Academic Affairs		College Curriculum Committee	11/18/19	Faculty Senate**		General Education Committee*	NA	Board of Regents**		Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***		Graduate Council*	1/24/20		
Proposal Approved by:	<u>Date</u>		<u>Date</u>																							
Departmental Committee	10/03/19	Council on Academic Affairs																								
College Curriculum Committee	11/18/19	Faculty Senate**																								
General Education Committee*	NA	Board of Regents**																								
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***																								
Graduate Council*	1/24/20																									

**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 SWK 864.

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)  
 Fall 2020

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

**B. The justification for this action:** This course is open to all graduate-level students. It will support professionals in the delivery of child and family services. This course will also help support the delivery of the Online MSW Program and Interdisciplinary Certificate in Child and Family Services.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.

**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 ~~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.)

**SWK 864 Child and Family Services. (3) A.** Prerequisite: Admission to ECU Graduate School or departmental approval. Critical appraisal of societal values underlying services to children. Examines a range of social and child welfare services, impact of public policies, and interventions to support children and families.

## 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.)

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	864	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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) Child & Family Services	
		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.

Admission to ECU Graduate School or departmental approval

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)				



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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 865</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Social Gerontology</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 865	*Course Title (full title±)	Social Gerontology	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 865														
*Course Title (full title±)	Social Gerontology														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	1/24/20		

\*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 SWK 865.

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)  
 Fall 2020

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

**B. The justification for this action:** This course is open to all graduate-level students. It will support professionals in the delivery of gerontological services. This course will also help support the delivery of the Online MSW Program and Interdisciplinary Certificate in Mental Health.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.

**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 ~~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.)

**SWK 865 Social Gerontology. (3) A.** Prerequisite: Admission to EKU Graduate School or departmental approval.  
Applies current research and various paradigms to describe factors that shape the aging process. Class activities  
inspire new insights that can be used to better support older adults and their families.

## 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.)

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	865	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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) Social Gerontology	
		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.

Admission to ECU Graduate School or departmental approval

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix &amp; Number</td> <td style="border-bottom: 1px solid black;">SWK 866</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Crisis Intervention</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 866	*Course Title (full title±)	Crisis Intervention	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 866														
*Course Title (full title±)	Crisis Intervention														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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 SWK 866.

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)  
 Fall 2020

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

**B. The justification for this action:** This course is open to all graduate-level students. It will support professionals in the delivery of crisis intervention services. This course will also help support the delivery of the Online MSW Program and Interdisciplinary Certificate in Mental Health.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.

**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 ~~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.)

**SWK 866 Crisis Intervention. (3) A.** Prerequisite: Admission to ECU Graduate School or departmental approval.  
Examination of current theories pertaining to the fundamentals of trauma and traumatic stress that can lead to crisis.  
The implications of crisis intervention to modify, manage, and cope with trauma will be addressed.

## 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.)

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	866	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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) Crisis Intervention	
		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.

Admission to ECU Graduate School or departmental approval

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal.	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences SWK 867 Spiritual Sensitivity for Helping Professionals  ± If Title is longer than 30 characters see Part IV to provide abbreviation
---	--	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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 SWK 867.

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2016)  
 Fall 2020

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

**B. The justification for this action:** This course is open to all graduate-level students. It will support professionals in the delivery of spiritually sensitive care by helping professionals. This course will also help support the delivery of the Online MSW Program and Interdisciplinary Certificate in Mental Health.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.

**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 ~~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.)

**SWK 867 Spiritual Sensitivity for Helping Professionals. (3) A.** Prerequisite: Admission to ECU Graduate School or departmental approval. Describes how professionals can address spiritual issues that emerge in health and mental care settings. Students will also explore how their own beliefs influence daily life and work.

## 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.)



**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 2016)	College/Division:	Dept. (4 letters)*
SWK	867	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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) Spiritual Sensitivity	
		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.

Admission to ECU Graduate School or departmental approval

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences SWK 870 Integrative Mezzo Practice  ± If Title is longer than 30 characters see Part IV to provide abbreviation																								
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Proposal Approved by:</td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">10/03/19</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">11/18/19</td> <td>Faculty Senate**</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>EFFECTIVE ACADEMIC TERM***</td> <td></td> </tr> <tr> <td>Graduate Council*</td> <td style="text-align: center;">1/24/20</td> <td></td> <td></td> </tr> </table> <p style="margin-top: 10px;">*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>			Proposal Approved by:	<u>Date</u>		<u>Date</u>	Departmental Committee	10/03/19	Council on Academic Affairs		College Curriculum Committee	11/18/19	Faculty Senate**		General Education Committee*	NA	Board of Regents**		Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***		Graduate Council*	1/24/20		
Proposal Approved by:	<u>Date</u>		<u>Date</u>																							
Departmental Committee	10/03/19	Council on Academic Affairs																								
College Curriculum Committee	11/18/19	Faculty Senate**																								
General Education Committee*	NA	Board of Regents**																								
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***																								
Graduate Council*	1/24/20																									

**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.)

Create a new course

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

Fall 2020

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

**B. The justification for this action:** This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.

**Operating Expenses Impact:** Operating within existing budget.

**Equipment/Physical Facility Needs:** No new equipment/physical needs.

**Library Resources:** No new resources are required.

## 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.)

**SWK 870 Integrative Mezzo Practice. (3) A.** Prerequisite: Admission to Advanced Standing or all foundation courses completed with a minimum grade of "B" or departmental approval. Opportunity to observe and engage in the delivery of ethical, culturally inclusive advanced generalist mezzo practice that is informed by social work theory and applied research.

## 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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	870	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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.

NA

Course Prefix and No.

NA

**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.

 Admission to Advanced Standing or completion of SWK 800, 810, 815, 820, 825, 830, 840, 845, 850, and 855 with a minimum grade of “B” or departmental approval

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.

NA

Test Scores

NA

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

NA

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

Course Prefix and No.

NA

Course Prefix and No.

NA

Course Prefix and No.

NA

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

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences SWK 880 Integrative Macro Practice  ± If Title is longer than 30 characters see Part IV to provide abbreviation
* Provide only the information relevant to the proposal.		
Proposal Approved by:		
<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs
College Curriculum Committee	11/18/19	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	1/24/20	
*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.)**

<b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course
<b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016) Fall 2020
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)
<b>B. The justification for this action:</b> This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty. <b>Operating Expenses Impact:</b> Operating within existing budget. <b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs. <b>Library Resources:</b> No new resources are required.

## 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.)

**SWK 880 Integrative Macro Practice. (3) A.** Prerequisite: Admission to Advanced Standing or all foundation courses completed with a minimum grade of "B" or departmental approval. Opportunity to observe and engage in the delivery of ethical, culturally inclusive advanced generalist macro practice that is informed by social work theory and applied research.

## 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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	880	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B	3	N	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.

NA

Course Prefix and No.

NA

**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.

 Admission to Advanced Standing or completion of SWK 800, 810, 815, 820, 825, 830, 840, 845, 850, and 855 with a minimum grade of “B” or departmental approval.

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.

NA

Test Scores

NA

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

NA

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

Course Prefix and No.

NA

Course Prefix and No.

NA

Course Prefix and No.

NA

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

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences SWK 890 Integrative Practicum  ± If Title is longer than 30 characters see Part IV to provide abbreviation
* Provide only the information relevant to the proposal.		
Proposal Approved by:		
<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs
College Curriculum Committee	11/18/19	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	1/24/20	
*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.)**

<b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course
<b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016) Fall 2020
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)
<b>B. The justification for this action:</b> This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty. <b>Operating Expenses Impact:</b> Operating within existing budget. <b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs. <b>Library Resources:</b> No new resources are required.



## 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.)

**SWK 890 Integrative Practicum. (1-4) A.** Prerequisite: Admission to Advanced Standing or all foundation courses completed with a minimum grade of "B," Field Director approval of placement. Corequisite: SWK 860, SWK 870, and SWK 880. Supervised practice in a social agency and foundation seminar to integrate social work theory and practice with interdisciplinary knowledge for ethical, culturally inclusive evidence-based advanced generalist practice. May be retaken to a maximum of eight hours.

## 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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	890	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 8	
1-4	Lecture _____ Laboratory _____ Other 1-4		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
P, S, B	3	N	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.	<u>SWK 860</u>
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Course Prefix and No.	<u>SWK 870</u>
-----------------------	----------------

	<u>SWK 880</u>
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**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.	<u>Admission to Advanced Standing or completion of SWK 800, 810, 815, 820, 825, 830, 840, 845, 850, and 855 with a minimum grade of “B.” Practicum Placement Approved by Field Director</u>
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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.	NA
-----------------------	----

Test Scores	NA
-------------	----

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

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

Course Prefix and No.	NA
-----------------------	----

Course Prefix and No.	NA
-----------------------	----

Course Prefix and No.	NA
-----------------------	----

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

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Anthropology, Sociology, &amp; Social Work</td> </tr> <tr> <td>College</td> <td>College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td>*Course Prefix &amp; Number</td> <td>SWK 895</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Integrative Capstone</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SWK 895	*Course Title (full title±)	Integrative Capstone	*Program Title		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
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SWK 895														
*Course Title (full title±)	Integrative Capstone														
*Program Title															
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														

<b>Proposal Approved by:</b>	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)          Create a new course</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016)          Fall 2020</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty.</p> <p><b>Operating Expenses Impact:</b> Operating within existing budget.</p> <p><b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs.</p> <p><b>Library Resources:</b> No new resources are required.</p>

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

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

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

### New or Revised\* Catalog Text

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

**SWK 895 Integrative Capstone. (2). I, II.** Prerequisite: All foundation and advanced courses completed with a minimum grade of "B" or Departmental approval. Opportunity to review, integrate, and apply learning in order to demonstrate mastery in the capacity to integrate social work theory and practice with interdisciplinary knowledge for ethical, culturally inclusive evidence-based advanced generalist practice.

## Part III. Recording Data for Revised or Suspended Program

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

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	890	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture _____ Laboratory _____ Other 2		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
9, B	3	N	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.	NA
Course Prefix and No.	NA
	NA

**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.	Completion of SWK 800, 810, 815, 820, 830, 840, 845, and 890 with a minimum grade of “B” or Departmental approval.
-----------------------	--

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.	NA
Test Scores	NA
Minimum GPA (when a course grouping or student cumulative GPA is required)	NA

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

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

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

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)				

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

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences SWK 899 Independent Study in Social Work  ± If Title is longer than 30 characters see Part IV to provide abbreviation
* Provide only the information relevant to the proposal.		
Proposal Approved by:		
Departmental Committee	<u>Date</u> 10/03/19	Council on Academic Affairs <u>Date</u>
College Curriculum Committee	11/18/19	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	1/24/20	
*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.)**

<b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course
<b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2016) Fall 2020
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)
<b>B. The justification for this action:</b> This course is a required component of the curriculum for the new Online Master of Social Work (MSW) program.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program. We will also rely on current social work course facilitators and full-time faculty. <b>Operating Expenses Impact:</b> Operating within existing budget. <b>Equipment/Physical Facility Needs:</b> No new equipment/physical needs. <b>Library Resources:</b> No new resources are required.

## 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.)

**SWK 899 Independent Study in Social Work. (1-3) A.** Student must consult with the faculty project advisor and have the independent study proposal form approved by their faculty project advisor, program director, and department chair prior to enrollment. Course may include intensive reading in a specialized area, synthesizing literature on a topic, completing a research project, or other assignment arranged with faculty advisor. May be retaken to a maximum of nine hours.

## 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.)

NA

**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 2016)	College/Division:	Dept. (4 letters)*
SWK	899	Fall 2020	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 3	
1-3	Lecture _____ Laboratory _____ Other 3		CIP Code (first two digits only) 44	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
3	3	N	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.	NA
Course Prefix and No.	NA

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

**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.	NA
Test Scores	NA
Minimum GPA (when a course grouping or student cumulative GPA is required)	NA

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

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

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

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)				



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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> New Certificate	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal.	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences  Interdisciplinary Certificate in Addictions Intervention University Certificate  ± If Title is longer than 30 characters see Part IV to provide abbreviation
---	--	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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.)

Create an online Interdisciplinary Addictions Intervention Certificate Program that is open to graduate students, non-degree seeking students, and post-graduate students.

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

Fall 2020

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

**B. The justification for this action:** This Interdisciplinary Addictions Intervention Certificate Program will be available for Master of Social Work (MSW) students as well as other graduate students, non-degree seeking students, and post-graduate students. This is an online certificate option which allows greater accessibility for non-traditional students. Access to this Interdisciplinary Certificate Program also provides an affordable, time-limited academic pathway for students to obtain a credential without the need to invest in obtaining another degree. The decision to develop an Addictions Intervention Certificate Program is based on the need for efficiency in program design and desire to attract new students with a new credential. The "integrative" advanced generalist focus of our MSW Program aligns well with student participation in an Interdisciplinary Certificate Program. The results of a survey with EKU undergraduate social work students, popular national MSW certificate offerings, social work skills in demand, typical jobs obtained by MSW graduates, and certificates already available in Kentucky MSW programs were evaluated to determine the need for this certificate program in Kentucky. The curriculum largely includes online courses already being offered across the University specific to the certificate program topic. Since the Interdisciplinary Certificate Program is integrated into the MSW Program curriculum, MSW students do not have to take additional courses beyond those required for the MSW Program to earn an Interdisciplinary Certificate. This means fewer MSW courses have to be developed and program costs will be shared with University partners, which reduces the overall cost of establishing a new program. It is likely that this Certificate Program will generate revenue given the unique nature of this offering.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program, who will teach some of these Certificate courses. We will also rely on current social work course facilitators and full-time faculty.

**Operating Expenses Impact:** Operating within existing budget.

**Equipment/Physical Facility Needs:** No new equipment/physical needs.

**Library Resources:** No new resources are required.

## 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 ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~strike through~~ 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 ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

## Interdisciplinary Certificate in Addictions Intervention

The Addictions Intervention Certificate Program enables students to draw from an interdisciplinary perspective to gain expertise in this area of interest.

### Certificate Requirements..... 18 hours\*

Choose six courses from the following: JPL 828, MPH 810, NFA 826, PSY 818, SWK 761, SWK 762, SWK 863, SWK 866, SWK 867

*\*Students in the Master of Social Work Program (MSW) who wish to obtain this certification have separate requirements. Please refer to MSW program requirements in the ECU Graduate catalog for more information.*

## New Minor, Concentration, University Certificate or Department Certificate

### Proposal Approval Form

#### From the Proposing Program

1. How will the new minor, concentration, university or department certificate attract new students to ECU? On what is this based? What is the marketing plan?

This Interdisciplinary Addictions Intervention Certificate Program will be available for Master of Social Work (MSW) students as well as other graduate students, non-degree seeking students, and post-graduate students. This is an online certificate option which allows greater accessibility for non-traditional students. Access to this Interdisciplinary Certificate Program also provides an affordable, time-limited academic pathway for students to obtain a credential without the need to invest in obtaining another degree. Students will gain access to courses they may not be able to take otherwise. Students may discover an interest in an area that stimulates a desire to seek another certificate or another degree. Certificate Program marketing will begin with the launch of the online MSW Program. Other marketing efforts will be made by Certificate partners across the University in the process of promoting their degree options.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The decision to develop an Interdisciplinary Addictions Intervention Certificate Program is in response to the need for a marketable credential in addition to the MSW degree. An "integrative" advanced generalist approach is the focus of our MSW Program. It aligns well with student participation in an Interdisciplinary Certificate Program. Certificate program curriculum reflects current online graduate courses at ECU (including social work courses and electives in development). The final selection was based on popular national MSW certificate offerings (Table 1) (CSWE, 2018), employment trends (GWUHWI (2017, 2018a, 2018b, 2019a, 2019b), and certificates available in other Kentucky programs (Table 2).

**Table 1. US MSW Program Method Specializations in 2017**

Program Method Specializations	Total Social Work Schools
Clinical/Direct Practice	113
Advanced Generalist	65
Community	31
Administration	23
Policy Practice	8
Nonprofit Management	5
<b>Grand Total</b>	<b>245</b>

**Table 2. Proposed ECU Certificate Options Relative to Current Options**

UoL	UKY	ECU
Psychosocial Oncology	Child Welfare	Child and Family Services
School Social Work	School Social Work	Mental Health
	Military Behavioral Health	Addictions Intervention
	*Clinical Social Work	Leadership and Management
	*Integrated Behavioral Health	Social Advocacy and Justice
	*Individualized	
*Identified as "cognates" rather than certificate programs.		

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

The curriculum largely includes online courses already being offered across the University specific to the certificate program topic. An additional course facilitator may be necessary if an online courses grows beyond standard capacity, but this cost is at the discretion of Ecampus and each University partner. Each University partner will need to ensure qualified faculty can teach their courses. It is possible that there may not be enough students to offer one course on the certificate curriculum, but there are other courses students may take in this event. There are also some social work courses in development. MSW social work faculty are in the process of being hired to ensure coverage. We will also rely on current social work course facilitators and full-time faculty already employed at ECU to teach.

4. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

Costs of certificate program development are minimal. Start-up costs are an extension of MSW Program development. Since the Interdisciplinary Certificate Program is integrated into the MSW Program curriculum, MSW students do not have to take additional courses beyond those required for the MSW Program to earn an Interdisciplinary Certificate. This means fewer MSW courses have to be developed and program costs will be shared with University partners, which reduces the overall cost of establishing a new program. There may be costs after 3-5 years of implementation associated with program growth and a desire to add new courses to the curriculum, but those costs can be contained by capping enrollment and delaying program revision. It is more likely that the Addictions Intervention Certificate Program will generate revenue given the unique nature of this offering.

#### References

- Council on Social Work Education. (2018). 2017 Annual statistics on social work education in the United States. Retrieved from <https://cswe.org/CMSPages/GetFile.aspx?guid=44f2c1de-65bc-41fb-be38-f05a5abae96d>
- George Washington University Health Workforce Institute. (2019a). *A comparison of in person and online master's of social work graduates: Demographic and educational background, the jobs they take, and the populations they serve*. Retrieved from <https://www.socialworkers.org/LinkClick.aspx?fileticket=oJcw3SEM1m0%3D&portalid=0>
- George Washington University Health Workforce Institute. (2019b). *MSW graduates by race and ethnicity: Findings from the 2018 survey of master's of social work graduates*. Retrieved from [https://cswe.org/CSWE/media/Workforce-Study/WorkforceStudy\\_Brief-MSW\\_Raceethnicity-pdf.pdf](https://cswe.org/CSWE/media/Workforce-Study/WorkforceStudy_Brief-MSW_Raceethnicity-pdf.pdf)
- George Washington University Health Workforce Institute. (2018a). *Indicators of demand for recent master's of social work graduates: Findings from the 2018 survey of social work graduates*. Retrieved from <https://www.cswe.org/CSWE/media/Workforce-Study/2018-Indicators-of-Demand-for-Social-Workers.pdf>
- George Washington University Health Workforce Institute. (2018b). *New social workers results of the nationwide survey of 2017 social work graduates the national workforce study*. Retrieved from <https://cswe.org/Centers-Initiatives/Initiatives/National-Workforce-Initiative/Survey-of-2017-SW-Grads-Book-FINAL-Executive-Summa.aspx>
- George Washington University Health Workforce Institute and School of Nursing. (2017). *Profile of the social work workforce*. Retrieved from <https://www.cswe.org/Centers-Initiatives/Initiatives/National-Workforce-Initiative/SW-Workforce-Book-FINAL-11-08-2017.aspx>

**From the Dean**

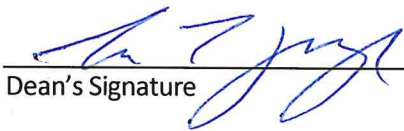
How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

B. Reallocation of resources. Explain.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.

Dean's Signature



Date

11/21/2016

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> New Certificate	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal.	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences  Interdisciplinary Certificate in Child and Family Services University Certificate ± If Title is longer than 30 characters see Part IV to provide abbreviation
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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.)

Create an online Interdisciplinary Child and Family Services Certificate Program that is open to graduate students, non-degree seeking students, and post-graduate students.

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

Fall 2020

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

**B. The justification for this action:** This Interdisciplinary Child and Family Services Certificate Program will be available for Master of Social Work (MSW) students as well as other graduate students, non-degree seeking students, and post-graduate students. This is an online certificate option which allows greater accessibility for non-traditional students. Access to this Interdisciplinary Certificate Program also provides an affordable, time-limited academic pathway for students to obtain a credential without the need to invest in obtaining another degree. The decision to develop a Child and Family Services Certificate Program is based on the need for efficiency in program design and desire to attract new students with a new credential. The "integrative" advanced generalist focus of our MSW Program aligns well with student participation in an Interdisciplinary Certificate Program. The results of a survey with ECU undergraduate social work students, popular national MSW certificate offerings, social work skills in demand, typical jobs obtained by MSW graduates, and certificates already available in Kentucky MSW programs were evaluated to determine the need for this certificate program in Kentucky. The curriculum largely includes online courses already being offered across the University specific to the certificate program topic. Since the Interdisciplinary Certificate Program is integrated into the MSW Program curriculum, MSW students do not have to take additional courses beyond those required for the MSW Program to earn an Interdisciplinary Certificate. This means fewer MSW courses have to be developed and program costs will be shared with University partners, which reduces the overall cost of establishing a new program. It is likely that this Certificate Program will generate revenue given the unique nature of this offering.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program, who will teach some of these Certificate courses. We will also rely on current social work course facilitators and full-time faculty.

**Operating Expenses Impact:** Operating within existing budget.

**Equipment/Physical Facility Needs:** No new equipment/physical needs.

**Library Resources:** No new resources are required.



## 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 ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

### New or Revised\* Catalog Text

(\*Use ~~strike through~~ 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 ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

## Interdisciplinary Certificate in Child and Family Services

The Child and Family Services Certificate Program enables students to draw from an interdisciplinary perspective to gain expertise in this area of interest.

### Certificate Requirements..... 18 hours\*

Choose six courses from the following: CDF 701, CDF 741, CDF 744, EAD 853, EAD 856, EDF 855, EMS 777, EPY 839, OTS 715, OTS 863, OTS 865, PSY 777, PSY 817, SED 800, SED 817, SED 819, SED 827, SWK 863, SWK 864

*\*Students in the Master of Social Work Program (MSW) who wish to obtain this certification have separate requirements. Please refer to MSW program requirements in the ECU Graduate Catalog for more information.*

## New Minor, Concentration, University Certificate or Department Certificate

### Proposal Approval Form

#### From the Proposing Program

1. How will the new minor, concentration, university or department certificate attract new students to ECU? On what is this based? What is the marketing plan?

This Interdisciplinary Child and Family Services Certificate Program will be available for Master of Social Work (MSW) students as well as other graduate students, non-degree seeking students, and post-graduate students. This is an online certificate option which allows greater accessibility for non-traditional students. Access to this Interdisciplinary Certificate Program also provides an affordable, time-limited academic pathway for students to obtain a credential without the need to invest in obtaining another degree. Students will gain access to courses they may not be able to take otherwise. Students may discover an interest in an area that stimulates a desire to seek another certificate or another degree. Certificate Program marketing will begin with the launch of the online MSW Program. Other marketing efforts will be made by Certificate partners across the University in the process of promoting their degree options.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The decision to develop an Interdisciplinary Child and Family Services Certificate Program is in response to the need for a marketable credential in addition to the MSW degree. An "integrative" advanced generalist approach is the focus of our MSW Program. It aligns well with student participation in an Interdisciplinary Certificate Program. Certificate program curriculum reflects current online graduate courses at ECU (including social work courses and electives in development). The final selection was based on popular national MSW certificate offerings (Table 1) (CSWE, 2018), employment trends (GWUHWI (2017, 2018a, 2018b, 2019a, 2019b), and certificates available in other Kentucky programs (Table 2).

**Table 1. US MSW Program Method Specializations in 2017**

Program Method Specializations	Total Social Work Schools
Clinical/Direct Practice	113
Advanced Generalist	65
Community	31
Administration	23
Policy Practice	8
Nonprofit Management	5
<b>Grand Total</b>	<b>245</b>

**3. Table 2. Proposed ECU Certificate Options Relative to Current Options**

UoL	UKY	ECU
Psychosocial Oncology	Child Welfare	Child and Family Services
School Social Work	School Social Work	Mental Health
	Military Behavioral Health	Addictions Intervention
	*Clinical Social Work	Leadership and Management
	*Integrated Behavioral Health	Social Advocacy and Justice
	*Individualized	
*Identified as "cognates" rather than certificate programs.		

4. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

The curriculum largely includes online courses already being offered across the University specific to the certificate program topic. An additional course facilitator may be necessary if an online courses grows beyond standard capacity, but this cost is at the discretion of Ecampus and each University partner. Each University partner will need to ensure qualified faculty can teach their courses. It is possible that there may not be enough students to offer one course on the certificate curriculum, but there are other courses students may take in this event. There are also some social work courses in development. MSW social work faculty are in the process of being hired to ensure coverage. We will also rely on current social work course facilitators and full-time faculty already employed at ECU to teach.

5. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

Costs of certificate program development are minimal. Start-up costs are an extension of MSW Program development. Since the Interdisciplinary Certificate Program is integrated into the MSW Program curriculum, MSW students do not have to take additional courses beyond those required for the MSW Program to earn an Interdisciplinary Certificate. This means fewer MSW courses have to be developed and program costs will be shared with University partners, which reduces the overall cost of establishing a new program. There may be costs after 3-5 years of implementation associated with program growth and a desire to add new courses to the curriculum, but those costs can be contained by capping enrollment and delaying program revision. It is more likely that the Child and Family Services Certificate Program will generate revenue given the unique nature of this offering.

#### References

- Council on Social Work Education. (2018). 2017 Annual statistics on social work education in the United States. Retrieved from <https://cswe.org/CMSPages/GetFile.aspx?guid=44f2c1de-65bc-41fb-be38-f05a5abae96d>
- George Washington University Health Workforce Institute. (2019a). *A comparison of in person and online master's of social work graduates: Demographic and educational background, the jobs they take, and the populations they serve*. Retrieved from <https://www.socialworkers.org/LinkClick.aspx?fileticket=oJcw3SEM1m0%3D&portalid=0>
- George Washington University Health Workforce Institute. (2019b). *MSW graduates by race and ethnicity: Findings from the 2018 survey of master's of social work graduates*. Retrieved from [https://cswe.org/CSWE/media/Workforce-Study/WorkforceStudy\\_Brief-MSW\\_Raceethnicity-pdf.pdf](https://cswe.org/CSWE/media/Workforce-Study/WorkforceStudy_Brief-MSW_Raceethnicity-pdf.pdf)
- George Washington University Health Workforce Institute. (2018a). *Indicators of demand for recent master's of social work graduates: Findings from the 2018 survey of social work graduates*. Retrieved from <https://www.cswe.org/CSWE/media/Workforce-Study/2018-Indicators-of-Demand-for-Social-Workers.pdf>
- George Washington University Health Workforce Institute. (2018b). *New social workers results of the nationwide survey of 2017 social work graduates the national workforce study*. Retrieved from <https://cswe.org/Centers-Initiatives/Initiatives/National-Workforce-Initiative/Survey-of-2017-SW-Grads-Book-FINAL-Executive-Summa.aspx>
- George Washington University Health Workforce Institute and School of Nursing. (2017). *Profile of the social work workforce*. Retrieved from <https://www.cswe.org/Centers-Initiatives/Initiatives/National-Workforce-Initiative/SW-Workforce-Book-FINAL-11-08-2017.aspx>

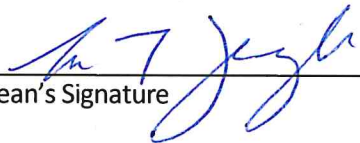
**From the Dean**

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

B. Reallocation of resources. Explain.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.

  
Dean's Signature

11/21/2019  
Date



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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> New Certificate	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal.	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences  Interdisciplinary Certificate in Leadership and Management University Certificate ± If Title is longer than 30 characters see Part IV to provide abbreviation
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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.)

Create an online Interdisciplinary Leadership and Management Certificate Program that is open to graduate students, non-degree seeking students, and post-graduate students.

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

Fall 2020

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

**B. The justification for this action:** This Interdisciplinary Leadership and Management Certificate Program will be available for Master of Social Work (MSW) students as well as other graduate students, non-degree seeking students, and post-graduate students. This is an online certificate option which allows greater accessibility for non-traditional students. Access to this Interdisciplinary Certificate Program also provides an affordable, time-limited academic pathway for students to obtain a credential without the need to invest in obtaining another degree. The decision to develop a Leadership and Management Certificate Program is based on the need for efficiency in program design and desire to attract new students with a new credential. The "integrative" advanced generalist focus of our MSW Program aligns well with student participation in an Interdisciplinary Certificate Program. The results of a survey with ECU undergraduate social work students, popular national MSW certificate offerings, social work skills in demand, typical jobs obtained by MSW graduates, and certificates already available in Kentucky MSW programs were evaluated to determine the need for this certificate program in Kentucky. The curriculum largely includes online courses already being offered across the University specific to the certificate program topic. Since the Interdisciplinary Certificate Program is integrated into the MSW Program curriculum, MSW students do not have to take additional courses beyond those required for the MSW Program to earn an Interdisciplinary Certificate. This means fewer MSW courses have to be developed and program costs will be shared with University partners, which reduces the overall cost of establishing a new program. It is likely that this Certificate Program will generate revenue given the unique nature of this offering.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program, who will teach some of these Certificate courses. We will also rely on current social work course facilitators and full-time faculty.

**Operating Expenses Impact:** Operating within existing budget.

**Equipment/Physical Facility Needs:** No new equipment/physical needs.

**Library Resources:** No new resources are required.

## 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 ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~strike through~~ 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 ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

## Interdisciplinary Certificate in Leadership and Management

The Leadership and Management Certificate Program enables students to draw from an interdisciplinary perspective to gain expertise in this area of interest.

### Certificate Requirements..... 18 hours\*

Choose six courses from the following: EPY 869, HLS 830, HLS 835, JPL 812, JPL 835, OTS 853, POL 765, POL 845, POL 846, POL 847, PSY 873, PSY 874, PSY 875, SSE 826, SSE 830, SWK 863

*\*Students in the Master of Social Work Program (MSW) who wish to obtain this certification have separate requirements. Please refer to MSW program requirements in the ECU Graduate Catalog for more information.*

## New Minor, Concentration, University Certificate or Department Certificate

### Proposal Approval Form

#### From the Proposing Program

1. How will the new minor, concentration, university or department certificate attract new students to ECU? On what is this based? What is the marketing plan?

This Interdisciplinary Leadership and Management Certificate Program will be available for Master of Social Work (MSW) students as well as other graduate students, non-degree seeking students, and post-graduate students. This is an online certificate option which allows greater accessibility for non-traditional students. Access to this Interdisciplinary Certificate Program also provides an affordable, time-limited academic pathway for students to obtain a credential without the need to invest in obtaining another degree. Students will gain access to courses they may not be able to take otherwise. Students may discover an interest in an area that stimulates a desire to seek another certificate or another degree. Certificate Program marketing will begin with the launch of the online MSW Program. Other marketing efforts will be made by Certificate partners across the University in the process of promoting their degree options.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The decision to develop an Interdisciplinary Leadership and Management Certificate Program is in response to the need for a marketable credential in addition to the MSW degree. An "integrative" advanced generalist approach is the focus of our MSW Program. It aligns well with student participation in an Interdisciplinary Certificate Program. Certificate program curriculum reflects current online graduate courses at ECU (including social work courses and electives in development). The final selection was based on popular national MSW certificate offerings (Table 1) (CSWE, 2018), employment trends (GWUHWI (2017, 2018a, 2018b, 2019a, 2019b), and certificates available in other Kentucky programs (Table 2).

**Table 1. US MSW Program Method Specializations in 2017**

Program Method Specializations	Total Social Work Schools
Clinical/Direct Practice	113
Advanced Generalist	65
Community	31
Administration	23
Policy Practice	8
Nonprofit Management	5
<b>Grand Total</b>	<b>245</b>

**3. Table 2. Proposed ECU Certificate Options Relative to Current Options**

UoL	UKY	ECU
Psychosocial Oncology	Child Welfare	Child and Family Services
School Social Work	School Social Work	Mental Health
	Military Behavioral Health	Addictions Intervention
	*Clinical Social Work	Leadership and Management
	*Integrated Behavioral Health	Social Advocacy and Justice
	*Individualized	

\*Identified as "cognates" rather than certificate programs.



4. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

The curriculum largely includes online courses already being offered across the University specific to the certificate program topic. An additional course facilitator may be necessary if an online courses grows beyond standard capacity, but this cost is at the discretion of Ecampus and each University partner. Each University partner will need to ensure qualified faculty can teach their courses. It is possible that there may not be enough students to offer one course on the certificate curriculum, but there are other courses students may take in this event. There are also some social work courses in development. MSW social work faculty are in the process of being hired to ensure coverage. We will also rely on current social work course facilitators and full-time faculty already employed at ECU to teach.

5. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

Costs of certificate program development are minimal. Start-up costs are an extension of MSW Program development. Since the Interdisciplinary Certificate Program is integrated into the MSW Program curriculum, MSW students do not have to take additional courses beyond those required for the MSW Program to earn an Interdisciplinary Certificate. This means fewer MSW courses have to be developed and program costs will be shared with University partners, which reduces the overall cost of establishing a new program. There may be costs after 3-5 years of implementation associated with program growth and a desire to add new courses to the curriculum, but those costs can be contained by capping enrollment and delaying program revision. It is more likely that the Leadership and Management Certificate Program will generate revenue given the unique nature of this offering.

#### References

- Council on Social Work Education. (2018). 2017 Annual statistics on social work education in the United States. Retrieved from <https://cswe.org/CMSPages/GetFile.aspx?guid=44f2c1de-65bc-41fb-be38-f05a5abae96d>
- George Washington University Health Workforce Institute. (2019a). *A comparison of in person and online master's of social work graduates: Demographic and educational background, the jobs they take, and the populations they serve*. Retrieved from <https://www.socialworkers.org/LinkClick.aspx?fileticket=oJcw3SEM1m0%3D&portalid=0>
- George Washington University Health Workforce Institute. (2019b). *MSW graduates by race and ethnicity: Findings from the 2018 survey of master's of social work graduates*. Retrieved from [https://cswe.org/CSWE/media/Workforce-Study/WorkforceStudy\\_Brief-MSW\\_Raceethnicity-pdf.pdf](https://cswe.org/CSWE/media/Workforce-Study/WorkforceStudy_Brief-MSW_Raceethnicity-pdf.pdf)
- George Washington University Health Workforce Institute. (2018a). *Indicators of demand for recent master's of social work graduates: Findings from the 2018 survey of social work graduates*. Retrieved from <https://www.cswe.org/CSWE/media/Workforce-Study/2018-Indicators-of-Demand-for-Social-Workers.pdf>
- George Washington University Health Workforce Institute. (2018b). *New social workers results of the nationwide survey of 2017 social work graduates the national workforce study*. Retrieved from <https://cswe.org/Centers-Initiatives/Initiatives/National-Workforce-Initiative/Survey-of-2017-SW-Grads-Book-FINAL-Executive-Summa.aspx>
- George Washington University Health Workforce Institute and School of Nursing. (2017). *Profile of the social work workforce*. Retrieved from <https://www.cswe.org/Centers-Initiatives/Initiatives/National-Workforce-Initiative/SW-Workforce-Book-FINAL-11-08-2017.aspx>

**From the Dean**

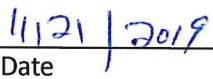
How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

B. Reallocation of resources. Explain.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.

  
Dean's Signature

  
Date

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> New Certificate	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal.	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences  Interdisciplinary Certificate in Mental Health University Certificate ± If Title is longer than 30 characters see Part IV to provide abbreviation
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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.)

Create an online Interdisciplinary Mental Health Certificate Program that is open to graduate students, non-degree seeking students, and post-graduate students.

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

Fall 2020

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

**B. The justification for this action:** This Interdisciplinary Mental Health Certificate Program will be available for Master of Social Work (MSW) students as well as other graduate students, non-degree seeking students, and post-graduate students. This is an online certificate option which allows greater accessibility for non-traditional students. Access to this Interdisciplinary Certificate Program also provides an affordable, time-limited academic pathway for students to obtain a credential without the need to invest in obtaining another degree. The decision to develop a Mental Health Certificate Program is based on the need for efficiency in program design and desire to attract new students with a new credential. The "integrative" advanced generalist focus of our MSW Program aligns well with student participation in an Interdisciplinary Certificate Program. The results of a survey with ECU undergraduate social work students, popular national MSW certificate offerings, social work skills in demand, typical jobs obtained by MSW graduates, and certificates already available in Kentucky MSW programs were evaluated to determine the need for this certificate program in Kentucky. The curriculum largely includes online courses already being offered across the University specific to the certificate program topic. Since the Interdisciplinary Certificate Program is integrated into the MSW Program curriculum, MSW students do not have to take additional courses beyond those required for the MSW Program to earn an Interdisciplinary Certificate. This means fewer MSW courses have to be developed and program costs will be shared with University partners, which reduces the overall cost of establishing a new program. It is likely that this Certificate Program will generate revenue given the unique nature of this offering.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program, who will teach some of these Certificate courses. We will also rely on current social work course facilitators and full-time faculty.

**Operating Expenses Impact:** Operating within existing budget.

**Equipment/Physical Facility Needs:** No new equipment/physical needs.

**Library Resources:** No new resources are required.

## 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 ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~strike through~~ 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 ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

## Interdisciplinary Certificate in Mental Health

The Mental Health Certificate Program enables students to draw from an interdisciplinary perspective to gain expertise in this area of interest.

### Certificate Requirements..... 18 hours\*

Choose six courses from the following: JPL 828, MPH 810, NFA 826, OTS 863, PSY 777, PSY 837, **PSY 850**, PSY 859, PSY 817, SWK 863, SWK 865, SWK 866, SWK 867

*\*Students in the Master of Social Work Program (MSW) who wish to obtain this certification have separate requirements. Please refer to MSW program requirements in the ECU Graduate Catalog for more information.*

## New Minor, Concentration, University Certificate or Department Certificate

### Proposal Approval Form

#### From the Proposing Program

1. How will the new minor, concentration, university or department certificate attract new students to ECU? On what is this based? What is the marketing plan?

This Interdisciplinary Mental Health Certificate Program will be available for Master of Social Work (MSW) students as well as other graduate students, non-degree seeking students, and post-graduate students. This is an online certificate option which allows greater accessibility for non-traditional students. Access to this Interdisciplinary Certificate Program also provides an affordable, time-limited academic pathway for students to obtain a credential without the need to invest in obtaining another degree. Students will gain access to courses they may not be able to take otherwise. Students may discover an interest in an area that stimulates a desire to seek another certificate or another degree. Certificate Program marketing will begin with the launch of the online MSW Program. Other marketing efforts will be made by Certificate partners across the University in the process of promoting their degree options.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The decision to develop an Interdisciplinary Mental Health Certificate Program is in response to the need for a marketable credential in addition to the MSW degree. An "integrative" advanced generalist approach is the focus of our MSW Program. It aligns well with student participation in an Interdisciplinary Certificate Program. Certificate program curriculum reflects current online graduate courses at ECU (including social work courses and electives in development). The final selection was based on popular national MSW certificate offerings (Table 1) (CSWE, 2018), employment trends (GWUHWI (2017, 2018a, 2018b, 2019a, 2019b), and certificates available in other Kentucky programs (Table 2).

**Table 1. US MSW Program Method Specializations in 2017**

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<b>Grand Total</b>	<b>245</b>

**3. Table 2. Proposed ECU Certificate Options Relative to Current Options**

UoL	UKY	ECU
Psychosocial Oncology	Child Welfare	Child and Family Services
School Social Work	School Social Work	Mental Health
	Military Behavioral Health	Addictions Intervention
	*Clinical Social Work	Leadership and Management
	*Integrated Behavioral Health	Social Advocacy and Justice
	*Individualized	

\*Identified as "cognates" rather than certificate programs.



4. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

The curriculum largely includes online courses already being offered across the University specific to the certificate program topic. An additional course facilitator may be necessary if an online courses grows beyond standard capacity, but this cost is at the discretion of Ecampus and each University partner. Each University partner will need to ensure qualified faculty can teach their courses. It is possible that there may not be enough students to offer one course on the certificate curriculum, but there are other courses students may take in this event. There are also some social work courses in development. MSW social work faculty are in the process of being hired to ensure coverage. We will also rely on current social work course facilitators and full-time faculty already employed at ECU to teach.

5. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

Costs of certificate program development are minimal. Start-up costs are an extension of MSW Program development. Since the Interdisciplinary Certificate Program is integrated into the MSW Program curriculum, MSW students do not have to take additional courses beyond those required for the MSW Program to earn an Interdisciplinary Certificate. This means fewer MSW courses have to be developed and program costs will be shared with University partners, which reduces the overall cost of establishing a new program. There may be costs after 3-5 years of implementation associated with program growth and a desire to add new courses to the curriculum, but those costs can be contained by capping enrollment and delaying program revision. It is more likely that the Mental Health Certificate Program will generate revenue given the unique nature of this offering.

#### References

- Council on Social Work Education. (2018). 2017 Annual statistics on social work education in the United States. Retrieved from <https://cswe.org/CMSPages/GetFile.aspx?guid=44f2c1de-65bc-41fb-be38-f05a5abae96d>
- George Washington University Health Workforce Institute. (2019a). *A comparison of in person and online master's of social work graduates: Demographic and educational background, the jobs they take, and the populations they serve*. Retrieved from <https://www.socialworkers.org/LinkClick.aspx?fileticket=0Jcw3SEM1m0%3D&portalid=0>
- George Washington University Health Workforce Institute. (2019b). *MSW graduates by race and ethnicity: Findings from the 2018 survey of master's of social work graduates*. Retrieved from [https://cswe.org/CSWE/media/Workforce-Study/WorkforceStudy\\_Brief-MSW\\_Raceethnicity-pdf.pdf](https://cswe.org/CSWE/media/Workforce-Study/WorkforceStudy_Brief-MSW_Raceethnicity-pdf.pdf)
- George Washington University Health Workforce Institute. (2018a). *Indicators of demand for recent master's of social work graduates: Findings from the 2018 survey of social work graduates*. Retrieved from <https://www.cswe.org/CSWE/media/Workforce-Study/2018-Indicators-of-Demand-for-Social-Workers.pdf>
- George Washington University Health Workforce Institute. (2018b). *New social workers results of the nationwide survey of 2017 social work graduates the national workforce study*. Retrieved from <https://cswe.org/Centers-Initiatives/Initiatives/National-Workforce-Initiative/Survey-of-2017-SW-Grads-Book-FINAL-Executive-Summa.aspx>
- George Washington University Health Workforce Institute and School of Nursing. (2017). *Profile of the social work workforce*. Retrieved from <https://www.cswe.org/Centers-Initiatives/Initiatives/National-Workforce-Initiative/SW-Workforce-Book-FINAL-11-08-2017.aspx>

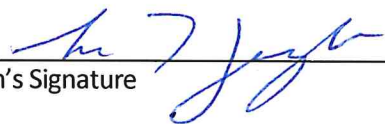
**From the Dean**

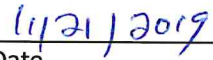
How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

B. Reallocation of resources. Explain.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.

  
Dean's Signature

  
Date



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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> New Certificate	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal.	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences  Interdisciplinary Certificate in Social Advocacy and Justice University Certificate ± If Title is longer than 30 characters see Part IV to provide abbreviation
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/20		

\*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.)

Create an online Interdisciplinary Social Advocacy and Justice Certificate Program that is open to graduate students, non-degree seeking students, and post-graduate students.

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

Fall 2020

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

**B. The justification for this action:** This Interdisciplinary Social Advocacy and Justice Certificate Program will be available for Master of Social Work (MSW) students as well as other graduate students, non-degree seeking students, and post-graduate students. This is an online certificate option which allows greater accessibility for non-traditional students. Access to this Interdisciplinary Certificate Program also provides an affordable, time-limited academic pathway for students to obtain a credential without the need to invest in obtaining another degree. The decision to develop a Social Advocacy and Justice Certificate Program is based on the need for efficiency in program design and desire to attract new students with a new credential. The "integrative" advanced generalist focus of our MSW Program aligns well with student participation in an Interdisciplinary Certificate Program. The results of a survey with ECU undergraduate social work students, popular national MSW certificate offerings, social work skills in demand, typical jobs obtained by MSW graduates, and certificates already available in Kentucky MSW programs were evaluated to determine the need for this certificate program in Kentucky. The curriculum largely includes online courses already being offered across the University specific to the certificate program topic. Since the Interdisciplinary Certificate Program is integrated into the MSW Program curriculum, MSW students do not have to take additional courses beyond those required for the MSW Program to earn an Interdisciplinary Certificate. This means fewer MSW courses have to be developed and program costs will be shared with University partners, which reduces the overall cost of establishing a new program. It is likely that this Certificate Program will generate revenue given the unique nature of this offering.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program, who will teach some of these Certificate courses. We will also rely on current social work course facilitators and full-time faculty.

**Operating Expenses Impact:** Operating within existing budget.

**Equipment/Physical Facility Needs:** No new equipment/physical needs.

**Library Resources:** No new resources are required.

## 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 ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~strike through~~ 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 ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

## Interdisciplinary Certificate in Social Advocacy and Justice

The Social Advocacy and Justice Certificate Program enables students to draw from an interdisciplinary perspective to gain expertise in this area of interest.

### Certificate Requirements..... 18 hours\*

Choose six courses from the following: CRJ 802, CRJ 814, CRJ 862, CRJ 875, JPL 812, JPL 830, JPL 840, MPH 810, SWK 845, SWK 863

*\*Students in the Master of Social Work Program (MSW) who wish to obtain this certification have separate requirements. Please refer to MSW program requirements in the ECU Graduate Catalog for more information.*

## New Minor, Concentration, University Certificate or Department Certificate

### Proposal Approval Form

#### From the Proposing Program

1. How will the new minor, concentration, university or department certificate attract new students to ECU? On what is this based? What is the marketing plan?

This Interdisciplinary Social Advocacy and Justice Certificate Program will be available for Master of Social Work (MSW) students as well as other graduate students, non-degree seeking students, and post-graduate students. This is an online certificate option which allows greater accessibility for non-traditional students. Access to this Interdisciplinary Certificate Program also provides an affordable, time-limited academic pathway for students to obtain a credential without the need to invest in obtaining another degree. Students will gain access to courses they may not be able to take otherwise. Students may discover an interest in an area that stimulates a desire to seek another certificate or another degree. Certificate Program marketing will begin with the launch of the online MSW Program. Other marketing efforts will be made by Certificate partners across the University in the process of promoting their degree options.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The decision to develop an Interdisciplinary Social Advocacy and Justice Certificate Program is in response to the need for a marketable credential in addition to the MSW degree. An "integrative" advanced generalist approach is the focus of our MSW Program. It aligns well with student participation in an Interdisciplinary Certificate Program. Certificate program curriculum reflects current online graduate courses at ECU (including social work courses and electives in development). The final selection was based on popular national MSW certificate offerings (Table 1) (CSWE, 2018), employment trends (GWUHWI (2017, 2018a, 2018b, 2019a, 2019b), and certificates available in other Kentucky programs (Table 2).

**Table 1. US MSW Program Method Specializations in 2017**

Program Method Specializations	Total Social Work Schools
Clinical/Direct Practice	113
Advanced Generalist	65
Community	31
Administration	23
Policy Practice	8
Nonprofit Management	5
<b>Grand Total</b>	<b>245</b>

**3. Table 2. Proposed ECU Certificate Options Relative to Current Options**

UoL	UKY	ECU
Psychosocial Oncology	Child Welfare	Child and Family Services
School Social Work	School Social Work	Mental Health
	Military Behavioral Health	Addictions Intervention
	*Clinical Social Work	Leadership and Management
	*Integrated Behavioral Health	Social Advocacy and Justice
	*Individualized	
*Identified as "cognates" rather than certificate programs.		

4. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

The curriculum largely includes online courses already being offered across the University specific to the certificate program topic. An additional course facilitator may be necessary if an online courses grows beyond standard capacity, but this cost is at the discretion of Ecampus and each University partner. Each University partner will need to ensure qualified faculty can teach their courses. It is possible that there may not be enough students to offer one course on the certificate curriculum, but there are other courses students may take in this event. There are also some social work courses in development. MSW social work faculty are in the process of being hired to ensure coverage. We will also rely on current social work course facilitators and full-time faculty already employed at ECU to teach.

5. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

Costs of certificate program development are minimal. Start-up costs are an extension of MSW Program development. Since the Interdisciplinary Certificate Program is integrated into the MSW Program curriculum, MSW students do not have to take additional courses beyond those required for the MSW Program to earn an Interdisciplinary Certificate. This means fewer MSW courses have to be developed and program costs will be shared with University partners, which reduces the overall cost of establishing a new program. There may be costs after 3-5 years of implementation associated with program growth and a desire to add new courses to the curriculum, but those costs can be contained by capping enrollment and delaying program revision. It is more likely that the Social Advocacy and Justice Certificate Program will generate revenue given the unique nature of this offering.

#### References

- Council on Social Work Education. (2018). 2017 Annual statistics on social work education in the United States. Retrieved from <https://cswe.org/CMSPages/GetFile.aspx?guid=44f2c1de-65bc-41fb-be38-f05a5abae96d>
- George Washington University Health Workforce Institute. (2019a). *A comparison of in person and online master's of social work graduates: Demographic and educational background, the jobs they take, and the populations they serve*. Retrieved from <https://www.socialworkers.org/LinkClick.aspx?fileticket=oJcw3SEM1m0%3D&portalid=0>
- George Washington University Health Workforce Institute. (2019b). *MSW graduates by race and ethnicity: Findings from the 2018 survey of master's of social work graduates*. Retrieved from [https://cswe.org/CSWE/media/Workforce-Study/WorkforceStudy\\_Brief-MSW\\_Raceethnicity-pdf.pdf](https://cswe.org/CSWE/media/Workforce-Study/WorkforceStudy_Brief-MSW_Raceethnicity-pdf.pdf)
- George Washington University Health Workforce Institute. (2018a). *Indicators of demand for recent master's of social work graduates: Findings from the 2018 survey of social work graduates*. Retrieved from <https://www.cswe.org/CSWE/media/Workforce-Study/2018-Indicators-of-Demand-for-Social-Workers.pdf>
- George Washington University Health Workforce Institute. (2018b). *New social workers results of the nationwide survey of 2017 social work graduates the national workforce study*. Retrieved from <https://cswe.org/Centers-Initiatives/Initiatives/National-Workforce-Initiative/Survey-of-2017-SW-Grads-Book-FINAL-Executive-Summa.aspx>
- George Washington University Health Workforce Institute and School of Nursing. (2017). *Profile of the social work workforce*. Retrieved from <https://www.cswe.org/Centers-Initiatives/Initiatives/National-Workforce-Initiative/SW-Workforce-Book-FINAL-11-08-2017.aspx>

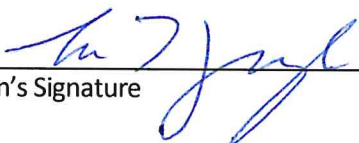
**From the Dean**

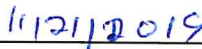
How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

B. Reallocation of resources. Explain.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.

  
Dean's Signature

  
Date

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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> New Minor (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> New Program	Department Name College *Course Prefix & Number *Course Title (full title±) *Program Title If Certificate, indicate Long-Term (University) or Short-Term (Departmental) * Provide only the information relevant to the proposal.	Anthropology, Sociology, & Social Work College of Letters, Arts, and Social Sciences  Master of Social Work  ± If Title is longer than 30 characters see Part IV to provide abbreviation
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/03/19	Council on Academic Affairs	
College Curriculum Committee	11/18/19	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	1/24/20		

\*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.)

Create an online Master of Social Work Program.

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

Fall 2020

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

**B. The justification for this action:** The majority of online MSW programs are not accessible for students who are already employed, especially those living and working in Kentucky. Currently, there are only nineteen MSW programs that are completely online with no residential requirements and allow admission for Kentucky residents. Although Kentucky has five online MSW Programs, no public university offers an online program that is asynchronous with 8-week long courses. The ECU MSW program includes part- and full-time options, employer-based field placements, and advanced standing for students with an undergraduate degree in Social Work. MSW students will be concentrating in integrative, advanced generalist social work practice which enables students to synthesize social work theory and research for ethical, culturally inclusive social work. Students will also participate in one of five Interdisciplinary University Certificate Programs to engage in collaborative practice in a shared area of interest. The curriculum for each Interdisciplinary Certificate Program is integrated into the MSW Program, so MSW students will not be required to take additional courses beyond those for the MSW Program. This means fewer MSW courses have to be developed and program costs will be shared with University partners, which reduces the overall cost of establishing a new program. This also provides MSW students access to advanced courses in other disciplines that they may not have had access to otherwise.

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

**Personnel Impact:** Course instruction will be delivered by current faculty members. New personnel are being hired for the MSW Program, who will teach some of these Certificate courses. We will also rely on current social work course facilitators and full-time faculty.

**Operating Expenses Impact:** Operating within existing budget.

**Equipment/Physical Facility Needs:** No new equipment/physical needs.

**Library Resources:** No new resources are required.

## 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 ~~strike through~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

### New or Revised\* Catalog Text

(\*Use ~~strike through~~ 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 ~~strike through~~ 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 ~~strike through~~ for deletions and underlines for additions.)

## MASTER OF SOCIAL WORK (MSW)

### I. GENERAL INFORMATION

The Master of Social Work (MSW) Program is an online program that consists of 8-week long asynchronous courses and field practicum hours. The MSW Program builds on a generalist foundation to prepare students to be integrative advanced generalist social workers. This concentration enables students to work collaboratively across disciplines, settings, and populations. Students will also participate in an Interdisciplinary University Certificate Program to broaden their application of integrative advanced generalist practice skills. This provides MSW students access to courses that uniquely inform advanced generalist practice in an area of concern. Therefore, MSW students learn to integrate social work theory, practice, and research as well as draw from interdisciplinary perspectives to support the well-being of individuals, groups, families, organizations, and communities.

The MSW program offers a part- and full-time course of study, employer-based field placements, and advanced standing for students with an undergraduate degree in Social Work. The regular program consists of 60 graduate credit hours of foundation courses and concentration courses. Students who are admitted into the regular program start with foundation courses to ensure students have mastered content on the practice of generalist social work. These students and students accepted with advanced standing status proceed with concentration courses to integrate generalist social work theory (i.e., diversity, values and ethics, and human behavior I/II theories), practice (i.e., generalist social work practice roles and application), and research (i.e., methods, data collection, and analysis).

MSW students gain additional experience in applying an integrative advanced generalist approach by drawing from interdisciplinary perspectives through an approved Interdisciplinary University Certificate Program. Students choose an approved Interdisciplinary University Certificate Program and complete three elective courses in that certificate's curriculum. An Integrative Practicum and Integrative Capstone project are required as part of this course sequence. In coordination with MSW faculty and staff, MSW students continue formation as integrative advanced generalist social workers while taking elective courses with students across disciplines. MSW students gain practicum experience with a population of interest to transfer integrative advanced generalist skills for collaborative action.

### II. ADMISSION REQUIREMENTS

All applicants applying for admission to the 60-hour program must have a baccalaureate degree from a college or university accredited by the appropriate regional accrediting agency or foreign equivalent with a grade point average of 2.7 out of a possible 4.0 on all undergraduate work and a minimum GPA of 3.0 out of a possible 4.0 on all previous graduate work\*. All applicants applying for advanced standing status must have a cumulative undergraduate GPA of 3.0 or higher, must have an undergraduate major in Social Work from a C.S.W.E. accredited program (BSW or B.S.S.W.) and must have graduated within 5 years of entry to the MSW program. Some work experience is preferred. Although GRE scores are not required for program admission, applicants may submit current scores from the GRE General Exam to supplement their application materials. GRE scores are valid for five years from the date of the exam.

\*Preference is given to applicants with a 3.0 cumulative GPA or above in their undergraduate work.

### III. PROGRAM REQUIREMENTS

Requirements for the degree are a minimum of 60 graduate hours for the regular program and 30 graduate hours for students with advanced standing status. Students must maintain an overall GPA of 3.0 or better on all graded courses and maintain a satisfactory performance in field practicum courses. Departmental approval is required for student progression in the program if they do not earn at least a "B" in required courses. Required courses cannot be repeated. Students must also maintain conduct that is congruent with the Code of Ethics of the National Association of Social Workers.



## MASTER OF SOCIAL WORK (MSW)

*CIP Code: 44.0701*

### **Foundation Courses.....24 hours**

SWK 800, 810, 815, 820, 825, 830, 840, and 845.

### **Concentration Courses.....9 hours**

SWK 860, 870, and 880.

### **Elective\* Courses.....9 hours**

\*Students choose from an approved Interdisciplinary University Certificate Program. Electives are based on each certificate program's curriculum. Students may request an elective course substitution by contacting the MSW Program Director.

### **Addictions Intervention Certificate**

JPL 828, MPH 810, NFA 826, PSY 818, SWK 761, SWK 762, SWK 863, SWK 866, SWK 867

### **Mental Health Certificate**

JPL 828, MPH 810, NFA 826, OTS 863, PSY 777, PSY 817, PSY 837, PSY 850, PSY 859, SWK 863, SWK 865, SWK 866, SWK 867

### **Child and Family Services Certificate Program**

CDF 701, CDF 741, CDF 744, EAD 853, EAD 856, EDF 855, EMS 777, EPY 839, OTS 715, OTS 863, OTS 865, PSY 777, PSY 817, SED 800, SED 817, SED 819, SED 827, SWK 863, SWK 864

### **Social Advocacy and Justice Certificate Program**

CRJ 802, CRJ 814, CRJ 862, CRJ 875, JPL 812, JPL 830, JPL 840, MPH 810, SWK 845, SWK 863

### **Leadership and Management Certificate Program**

EPY 869, HLS 830, HLS 835, JPL 812, JPL 835, OTS 853, POL 765, POL 845, POL 846, POL 847, PSY 873, PSY 874, PSY 875, SSE 826, SSE 830, SWK 863

### **Experiential Courses.....14 hours**

SWK 850 (6 hours) and SWK 890 (8 hours).

### **Exit Requirements**

### **Capstone Courses.....4 hours**

SWK 855 and SWK 895.

### **Total Requirements.....60 hours**

## **IV. EXIT REQUIREMENTS**

**Capstone** – Students must earn at least a “B” in SWK 850 and SWK 895. A capstone project is required in SWK 895 to demonstrate mastery in the integration of social work theory and practice with interdisciplinary knowledge for ethical, culturally inclusive evidence-based advanced generalist practice.

**Certificate Program Completion** – In consultation with a student's MSW academic advisor, each student is required to complete at least three elective courses, SWK 890, and SWK 895 for a total of 19 credit hours as part of an approved certificate program. The capstone project and field practicum must relate to the topic of the certificate program and demonstrate competency in the practice of integrative advanced generalist social work.

*\* MSW students must have an overall GPA of 3.0 or better on all graded courses, a satisfactory performance in field practicum courses, and conduct that is congruent with the Code of Ethics of the National Association of Social Workers to be eligible for graduation.*

# New Academic Program or Major Academic Program Modification Proposal Form

## COVER PAGE

Date:	
(Check one) <input checked="" type="checkbox"/> New Program <input type="checkbox"/> Major Program Modification	Department Name: Department of Anthropology, Sociology, and Social Work <hr/> College: College of Letters, Arts, and Social Sciences

### PROGRAM INFORMATION

Program Name/Title	Masters of Social Work			
Program Concentration (if any)				
Program Types	<input type="checkbox"/> Major <input type="checkbox"/> Certificate	<input type="checkbox"/> Collaborative <input type="checkbox"/> Joint <input type="checkbox"/> Single Institution	<input type="checkbox"/> Technical <input checked="" type="checkbox"/> Occupational <input type="checkbox"/> Vocational	
Degree Level	<input type="checkbox"/> Associate <input type="checkbox"/> Bachelor <input checked="" type="checkbox"/> Master <input type="checkbox"/> Doctorate <input type="checkbox"/> Advanced Practice Doctorate			
	CIP Code: <u>44.0701</u> (see <a href="http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55">http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55</a> )			
	Proposed Implementation Date: Fall 2021			

For proposed New Academic Programs or Major Program Modifications, Departmental Committees should contact the Office of the Vice Provost for pre-review before moving proposals forward to College Curriculum Committees and other committees and councils.

### APPROVALS

	Yes	No	Date	Comments
Departmental Committee	✓		10/03/19	
College Curriculum Committee	✓		11/18/19	
Council of Deans	✓		12/4/19	
General Education Committee*	N/A			
Teacher Education Committee*	N/A			
Graduate Council*	✓		1/24/19	
Council on Academic Affairs			2/20/19	
Faculty Senate				
Board of Regents				
Council on Postsecondary Education				
SACS (via Provost Office)				

A new academic program is a program not previously offered at an institution or one that was previously offered but has been suspended for five or more years or has been closed.

Major academic program modifications refer to significant changes in the program's purpose and curriculum such that a different CIP code more accurately describes the revised program. Separation of an academic program into two programs and the combination of two existing programs into one program constitute major academic program modifications.

# Program Proposal

## PART I

### A. Centrality to the Institution's Mission and Consistency with State's Goals

1. Provide a brief description of the program. Describe any **tracks** (if undergraduate), **concentration** (if master's), or **specializations** (if doctorate).

The Master of Social Work (MSW) Program builds on a generalist foundation to prepare students to be advanced generalist social workers. The advanced generalist social work concentration teaches students to integrate social work theory, practice, and research as well as draw from interdisciplinary perspectives to support the well-being of individuals, groups, families, organizations, and communities.

2. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

Building on a strong generalist foundation, EKU's integrative advanced generalist program develops ethical leaders with the vision, values, and capacity to promote human and community well-being. Graduates draw from social work theory and employ research to inform and evaluate the delivery of integrative advanced generalist practice. This includes being agents of change who cultivate interdisciplinary partnerships and transformative relationships with individuals, groups, families, organizations, and communities. The MSW Program curriculum is defined by experiential learning in a safe and nurturing environment. In the process, students learn to balance breadth with depth of knowledge, convey respect for diverse perspectives, engage in interdisciplinary teamwork, and apply the scientific method to advance social work practice. This curriculum gives students the opportunity to integrate advanced generalist practice with an area of interest and set a standard for lifelong learning.

The EKU MSW Program objectives are to

- 1) provide advanced generalist education grounded in professional values that reflect a commitment to promote human and community well-being;
- 2) facilitate holistic competence in the application of appropriate knowledge, values, skills, and cognitive and affective processes for generalist and advanced generalist social work practice;
- 3) promote the ethical integration of social work theory, practice, and research for the delivery of advanced generalist social work in a practice setting and context congruent with expertise;
- 4) create opportunities to draw from interdisciplinary knowledge and develop collaborations that support the well-being of individuals, groups, families, organizations, and communities; and
- 5) advocate for an educational environment that supports human diversity, student development, faculty leadership, shared governance, and adequate instructional resources.

These EKU MSW Program objectives address Eastern Kentucky's need for qualified social workers. Integrative advanced generalist social workers can address problems in living associated with poverty, drug abuse, un- and underemployment, and low educational attainment. A majority of EKU students are at-risk for these social problems as they are often first-generation college students from the poorest counties in our state. Success in ameliorating these social problems starts with providing access to quality education. EKU's MSW Program also reflects our professional mandate and shared institutional commitment (EKU, 2019a) to encourage graduate students to *critically assess* assumptions and seek diverse perspectives as *informed thinkers*; *communicate* professional values and responsibilities including the value of human rights

and dignity and worth of all people; and mobilize human potential and social capital in local communities, the Commonwealth, and beyond.

3. Explain how the objectives support the institutional mission and strategic priorities, the statewide postsecondary education strategic agenda, and the statewide strategic implementation plan.

The objectives of the ECU MSW Program are specifically consistent with our institutional and statewide commitment to ECU's Strategic Goal #1: Academic Excellence (1.3.2; 1.3.3) and Strategic Goal #6: Service to Communities and Region (6.2 and 6.3) (ECU, 2019b,c).

ECU's Bachelor of Social Work (BSW) Program has been promoting excellence in generalist social work education since Council on Social Work Education (CSWE) accreditation in 1977. The BSW program has a stellar reputation in our Region evidenced by high enrollment and retention rates in the face-to-face program. Despite being a new program, the Online BSW Program has also grown at an unprecedented rate the first two years. Based on the [US News and World Report](#) (2019), the ECU online undergraduate social work program's rank increased to 84 from 115 in 2018 even though an additional school, Asbury, was included in this comparison. Thirty-five students were enrolled in the first social work course. Nearly all lived in Kentucky with the exception of two. Students were unable to attend our face-to-face program due to a variety of reasons such as full-time employment, childcare issues, or geographic distance. ECU's affordable tuition and advising and instructional support enabled these students to seek a meaningful career change. They will be our first online BSW Program graduates in May 2020.

Anecdotally, current and past BSW students have stated how much they wanted to get a master's degree from ECU. When considering the five online MSW programs currently in Kentucky, only two (2) (Campbellsville and Louisville) are comparable with the ECU online MSW program when considering the lack of residency requirements and completely asynchronistic sessions. Students often inquire about Campbellsville when considering online education, perhaps due to the school's close proximity. A market demand research report by Anderson and Diaz (2015) found online MSW programs have 40-85 percent of their enrollees from institutions in their home state. While there are fourteen BSW Programs in Kentucky, ECU is one of four Kentucky schools with an online program (Table 1). The face-to-face and online BSW programs provide direct access to a student pool for our MSW program. Hence, an online MSW program at ECU is a natural response to the needs (and preferences) of our students. The nature of social work education also engages our students to be active and stay connected to our Region.

<b>Table 1. US and Kentucky MSW Programs in 2019</b>		
	<b>US</b>	<b>Kentucky</b>
<b>Undergraduate Programs</b>	<b>518</b>	<b>14<sup>1</sup></b>
Online	27	4 <sup>2</sup>
<b>Graduate Programs</b>	<b>255</b>	<b>8<sup>3</sup></b>
Online	84	5 <sup>4</sup>
<b>Advanced Generalist Concentration</b>	<b>65</b>	<b>4<sup>5</sup></b>
Online	33	4 <sup>6</sup>
<sup>1</sup> Asbury, Brescia, Campbellsville, ECU, KCU, KSU, Morehead, Murray, NKU, Spalding, UK, UoL, UPIke, and WKU <sup>2</sup> Brescia, Campbellsville, ECU, and UoL <sup>3</sup> Asbury, Brescia, Campbellsville, NKU, Spalding, UK, UoL, and WKU <sup>4</sup> Brescia, Campbellsville, UoL, UK, and WKU <sup>5</sup> Campbellsville, Spalding, UK, and WKU <sup>6</sup> Brescia, Campbellsville, UK, and WKU		

A survey conducted in January 2019 with ECU BSW students (n=43), further substantiated this support. The majority of students were in the face-to-face BSW program (76.7%). When combining the number of students in the face-to-face and online BSW programs (100%), slightly less than half (49%) had taken online classes. The median number of online classes taken was relatively small (median = 6, range 1-44). Nevertheless, every student (100%) said they were planning to (90.7%) or would consider (9.3%) going to graduate school and nearly every student (83.7%) said they were planning to (44.2%) or would consider (39.5%) going to an online graduate school. Given that the majority of these students were either seniors

(41.9%) or juniors (39.5%) and half (50%) identified as non-traditional, it is reasonable to assume that these students would consider an online MSW program if available at ECU. The fact that students have relationships established with faculty and peers would mean ready access to support.

4. Is an approval letter from Education Professional Standards Board (EPSB) required? **Yes or No**  
If yes, attach the approval letter from EPSB.

## **B. Program Quality and Student Success**

1. What are the intended student learning outcomes of the proposed program?

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) when evaluating a social work program for accreditation. EPAS supports academic excellence by establishing thresholds for professional competence. EPAS recognizes a holistic view of competence; that is, social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations. Competent social work practitioners seek to promote human and community well-being in a manner that is purposeful, intentional, and professional. This includes the social worker's ability to engage in critical thinking, affective reactions, and exercise judgment that is congruent with unique situations. Therefore, student learning outcomes are the following Social Work Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The CSWE (2015) further describes the knowledge, values, skills, and cognitive and affective processes that comprise each competency for generalist social work practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies that follow an explanation of the underlying content and processes that inform these behaviors. In addition to assisting graduate students in the mastery of the nine Social Work Competencies, the ECU MSW Program will further prepare students for integrative advanced generalist practice. This requires the extension of the nine Social Work Competencies with the knowledge, values, skills, cognitive and affective processes, and behaviors that are associated with integrative advanced generalist practice.

2. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.

Since social work practice is complex and multi-dimensional, a variety of methods would be used to assess student learning outcomes. The [Social Work Education Project \(SWEAP\)](#) provides a multi-dimensional assessment of student learning specifically designed to measure student mastery of the nine Social Work Competencies. The MSW Entrance Instrument is completed at the time of program entrance or at the beginning of the foundation year. The MSW Exit Instrument is taken at the end of the program which measures both implicit (i.e., experience of the program as being committed to diversity) and explicit curriculum (i.e., matched to each of the nine competencies). The SWEAP MSW Alumni/ae and MSW Employer instruments provide additional evidence of student learning as well as valuable feedback on how to improve our program.

Student performance in their courses, field practicum, and course evaluations provide the most immediate, direct evidence of student learning. For example, at the beginning of the concentration course sequence,

students take a foundation capstone course and at the end they take an integrative capstone course. These courses provide students the opportunity to consolidate their learning through a signature assignment used to assess competency. Course evaluation results will be reviewed and discussed as needed with Course Instructors, Facilitators, Coordinators, Department Chair, Dean, and Ecampus Director of Enrollment Management to assess student learning. Consultation with the Marketing Specialist, Enrollment Advisor, and Director of Distance Education to review program recruitment and retention data provide an indirect measure of student learning.

Finally, CSWE requires an extensive period of self-study to prepare for initial accreditation and every eight years to maintain accreditation. This process involves an evaluation of all components of the curriculum, including (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment process, to determine if the curriculum supports student learning outcomes. Curriculum mapping provides a way to support assessment of student learning outcomes. For example, the MSW Program is required to complete a matrix that illustrates how course goals, student learning objectives, teaching content, and assignments align with and extend each competency for integrative advanced generalist practice. Thus, program evaluation provides another indirect method of student assessment.

3. How will the program support or be supported by other programs within the institution?

A distinguishing feature of the ECU MSW Program is the development of five Interdisciplinary Certificate Programs that will be available for MSW students as well as other graduate students, non-degree seeking students, and post-graduate students. These certificates are in Addictions Intervention, Child and Family Services, Mental Health, Management and Leadership, and Social Advocacy and Justice. They require the completion of six elective courses for non-MSW students. For MSW students, they require the completion of three elective courses, integrative practicum, and integrative capstone project. These Interdisciplinary Certificate courses are already build into the MSW Program curriculum and so no additional coursework beyond the MSW Program is required to earn an Interdisciplinary Certificate.

Interdisciplinary Certificate Programs provide an opportunity for MSW students and other graduate-level students to earn a credential and, in the process, experience the benefits of interdisciplinary collaboration. The creation of Interdisciplinary Certificate Programs also offset the cost of developing new social work electives. The curriculum for each Interdisciplinary Certificate includes online graduate courses already available and specific to the certificate being offered. Interdisciplinary Certificate partners include Political Science, Occupational Science and Occupational Therapy, Health Promotion & Administration, Safety, Security and Emergency Management, Homeland Security, Justice, Policy & Leadership, Early Elementary/Middle Grade/Secondary, Special Education, Educational Foundations, Counseling, Educational Psychology, and Educational Administration.

The ECU MSW Program hopes the creation of Interdisciplinary Certificate Programs will benefit University partners through increased exposure to a potential student pool. We anticipate the inclusion of MSW students in certificate elective courses will help students in other disciplines understand the types of services professional social workers can provide. MSW students will likewise learn about the perspectives and knowledge base congruent with other disciplines. This awareness increases the potential for successful collaborations across disciplines in shared settings. MSW students will be able to practice their capacity to remain open to diverse perspectives as well as maintain focused on their own professional identity as the only social worker in their learning environment. We also anticipate that MSW students will gain access to a unique field practice setting related to their certificate program.

4. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? **Yes or No**  
If yes, please explain. N/A

5. Will this be a distance learning program?  
 If so, please indicate the anticipated percentage of the program for each of the following (can total more than 100%).  
☒ Online  
☐ Hybrid  
☐ ITV  
☐ Offered at a site other than Richmond
  
6. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?  
 If yes, please check all that apply.  
☒ Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web?  
☒ Technology-enhanced instruction  
☒ Evening/weekend/early morning classes  
☒ Accelerated courses  
☒ Instruction at nontraditional locations, such as employer worksite  
☒ Courses with multiple entry, exit, and reentry points  
☒ Courses with "rolling" entrance and completion times, based on self-pacing  
☒ Modularized courses
  
7. Are new or additional faculty needed?

To establish the EKU MSW Program and accommodate program growth, additional resources will be required. A full-time faculty member has been hired to assume the position of MSW Program Director once this program has achieved Candidacy status through CSWE. A search is underway for a full-time MSW Field Director. This position is scheduled to start Fall 2020. There are four full-time BSW faculty members who are interested in developing MSW courses. There will also be a need for qualified part-time faculty to be course facilitators and/or teach in the MSW program until growth in student enrollment permits the expansion of graduate faculty. However, over the course of three years, the addition of four full-time faculty will need to be hired to achieve CSWE accreditation. According to CSWE's (2015) Accreditation Standard **M3.2.4** "The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work" (p. 16).

### **C. Program Demand/Unnecessary Duplication**

1. Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the local, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

According to a market research report by Anderson and Diaz (2015), the demand for social workers has been historic with a 23 percent increase in the south since the second half of 2013. The Bureau of Labor Statistics (BLS) (2019) estimates that all social work jobs will grow much faster than average, 11 percent between 2018 and 2028, due to an increased demand for healthcare and social services specific to areas of specialty. The BLS (2019) further explains:

- Employment of child, family, and school social workers is projected to grow 7 percent from 2018 to 2028, about as fast as the average for all occupations. Child and family social workers will be needed to work with families to strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. In schools, more social workers will be needed due to rising student enrollments. However, employment growth of child, family, and school social workers may be limited by federal, state, and local budget constraints.
- Employment of healthcare social workers is projected to grow 17 percent from 2018 to 2028, much faster than the average for all occupations. Healthcare social workers will continue to be needed to help aging populations and their families adjust to new treatments, medications, and lifestyles.
- Employment of mental health and substance abuse social workers is projected to grow 18 percent from 2018 to 2028, much faster than the average for all occupations. Employment will grow as more people seek treatment for mental illness and substance abuse. In addition, drug offenders are increasingly being sent to treatment programs, which are staffed by these social workers, rather than being sent to jail.
- Furthermore, it is expected that mental health and substance abuse social worker employment will grow by almost 20 percent over the next decade. In particular, there will be a strong demand for social workers specializing in substance abuse. Opportunities for social workers in private practice will expand, as they are preferred over more costly psychologists. Competition for social worker jobs is expected in cities where training programs for social workers are prevalent. Opportunities will be greater in rural areas, in which it is often difficult to attract and retain qualified social workers. (para. 2-4)

Despite national demand, there is great disparity in the number of social workers in Kentucky (George Washington University Health Workforce Institute, 2017). This could be due to hiring people without a social work degree for social work positions, a limited number of social work graduates available for employment, and/or social work graduates retaining employment after degree completion. Nevertheless, the need for to train and retain qualified social workers will continue to grow in Kentucky; particularly, as baby boomers age and societal needs change.

This demand for social workers is reflected in the number of new social work programs. From 2011 to 2015, the number of full-time MSW students increased by 25.7 percent (average enrollment=35,369.4) and the number of part-time MSW students increased by 16.1 percent (average enrollment=19,387.4). This includes 1,023 students enrolled in MSW programs across Kentucky (Council on Social Work Education [CSWE], 2016; 2018). As previously noted, access to online education is limited for students in Kentucky (Table 1).



<b>Table 1. US and Kentucky MSW Programs in 2019</b>		
	<b>US</b>	<b>Kentucky</b>
Undergraduate Programs	518	14 <sup>1</sup>
Online	27	4 <sup>2</sup>
Graduate Programs	255	8 <sup>3</sup>
Online	84	5 <sup>4</sup>
Advanced Generalist Concentration	65	4 <sup>5</sup>
Online	33	4 <sup>6</sup>
<sup>1</sup> Asbury, Brescia, Campbellsville, ECU, KCU, KSU, Morehead, Murray, NKU, Spalding, UK, UoL, UPIKE, and WKU <sup>2</sup> Brescia, Campbellsville, ECU, and UoL <sup>3</sup> Asbury, Brescia, Campbellsville, NKU, Spalding, UK, UoL, and WKU <sup>4</sup> Brescia, Campbellsville, UoL, UK, and WKU <sup>5</sup> Campbellsville, Spalding, UK, and WKU <sup>6</sup> Brescia, Campbellsville, UK, and WKU		

The majority of online MSW programs are not accessible for students who are already employed, especially those living and working in Kentucky. There are various requirements such as campus residency, synchronous courses, and sporadic on-site campus visits and/or in-person class attendance. Twenty-five online MSW programs disallow Kentucky residents from enrolling. Currently, there are only nineteen programs that offer an advanced-standing MSW degree program that is 1) completely online with no residential requirements and 2) allow Kentucky resident admissions.

- **Brescia University:** This university is located in Owensboro, Kentucky. It has a 60-hour MSW program as well as a 30-hour Advanced Standing program in advanced generalist practice. However, they require students to attend weekly, evening, synchronous “class chats” for all courses. This could prove to be a barrier for some students with small children or have evening employment.
- **Campbellsville University:** This university is located in Campbellsville, Kentucky. It has a 60-hour MSW program as well as a 30-hour Advanced Standing program in advanced generalist practice and clinical practice. This program has enrolled numerous ECU BSW graduates and exemplifies the concept of an online asynchronistic program that requires no residential component.
- **University of Kentucky:** This program is located in Lexington, Kentucky. It offers a part-time 60-hour as well as 30-hour Advanced Standing program in advanced generalist practice. Hybrid and fully online program with synchronous and asynchronous classes which could be a barrier.
- **University of Louisville:** This program is located in Louisville, Kentucky. It offers the 60-hour and 30-hour program. Within the MSSW online program, students have the option of choosing an online specialization in Psychosocial Oncology, Mental Health, Alcohol and Drug Counseling, Military Social Work or Gerontology. Fully online program with synchronous and asynchronous classes which could be a barrier. This program also charges the most per credit hour (\$764, see Table 2).
- **Western Kentucky University:** This university is located in Bowling Green, Kentucky. It offers the 60-hour and 33-hour program Advanced Standing program in advanced generalist rural practice. WKU requires online students to attend an on-campus orientation and some classes are synchronous which could be a barrier.

Only one (1) (Campbellsville) out of five online MSW Programs in Kentucky are comparable to ECU’s proposed program when considering residency requirements, proximity to Richmond, and asynchronous sessions. It is also important to note that students who have already paid for one degree may be especially sensitive to cost per credit hour in seeking a second degree. In Table 2, there is a review of

costs in the five MSW programs available. This does not include costs associated with being an out-of-state student or additional credit hours to complete a certificate program.

<b>Table 2. Kentucky MSW Programs Cost of Credit Hour vs. Total Tuition</b>		
<b>College/University</b>	<b>Cost of Credit-Hour</b>	<b>Cost of MSW Program (Tuition only)</b>
Campbellsville University (60-hour)	\$559	\$33,540
Campbellsville University (30-hour)	\$559	\$16,770
Brescia University (60-hour)	\$600	\$36,000
Brescia University(30-hour)	\$600	\$18,000
Western Kentucky University (60-hour)	\$707	\$42,420
Western Kentucky University (30-hour)	\$707	\$21,210
University of Kentucky (60-hour)	\$726	\$43,560
University of Kentucky (30-hour)	\$726	\$21,780
University of Louisville (60-hour)	\$764	\$45,840
University of Louisville (30-hour)	\$764	\$22,920

According to a 2018 survey of social work graduates by George Washington University Health Workforce Institute (GWUHWI) (2019a), students who graduate from online MSW programs were different from traditional face-to-face MSW programs. Online MSW graduates were more likely to be female, significantly older, African-American, and employed full-time. They were also more likely to work in rural, smaller communities with children and adolescents. A majority of their clients experienced substance abuse issues and lived below the poverty level. Specific to Black/African American graduates, another study found that they were more likely to have employer funding for graduate school, return to their previous employer, and worked for the government (GWUHWI, 2019b). Clearly, online education has made it possible for these students who have already faced barriers in their own lives to get a graduate degree in social work. ECU aspires to educate MSW students who are committed to serving the most vulnerable in our area despite their client's barriers. ECU can help address regional barriers by ensuring student access to quality online education.

The ECU MSW Program consists of a foundation course sequence and concentration (or advanced standing) course sequence. Students who are admitted into the Regular Program start with foundation generalist courses to ensure students have mastered content usually addressed in undergraduate social work programs. These students and students accepted into the Advanced Standing Program proceed into concentration courses to learn how to integrate generalist social work theory (i.e., diversity, values and ethics, and human behavior I/II theories), practice (i.e., generalist social work practice roles and application), and research (i.e., methods, data collection, and analysis). MSW students will gain additional experience in applying an integrative approach by drawing from interdisciplinary perspectives. Students will complete an Interdisciplinary Certificate Program that requires the completion of three elective courses in the certificate curriculum from disciplines across the University. A related Integrative Practicum and Integrative Capstone project are required as part of this course sequence. Therefore, MSW students will take elective courses and work as advanced generalist social workers with other students across disciplines in a shared setting and with a population of interest to transfer skills in collaborative action.

A number of Interdisciplinary Certificate Programs include courses that, in combination with MSW core courses, supports the development of marketable skills. The Anderson and Diaz (2015) market report found that skills in the delivery of social services (i.e., community food and housing services) were in greatest demand among regional employers and case management skills were the second in demand.

This trend was similar but in reverse for national employers. The third most sought after skills among national and regional employers involved the delivery of mental health care which was related to a number of subsequent skills sought in treatment planning, collaboration, crisis intervention, and screening. In a national survey of 1,405 MSW graduates, George Washington University Health Workforce Institute (GWUHWI) (2019b) found that 79 percent were hired to provide mental and behavioral health services. This is congruent with earlier studies by the GWUHWI (2017, 2018a) that found MSW graduates were often employed in outpatient health settings, government agencies, and nursing homes or residential care facilities. They often provided social assistance and administrative services. MSW graduates were also more likely to work in hospitals and schools. They worked with individuals who had low income, Medicaid eligible, or involved in the child welfare system. Again, ECU's MSW Program can meet the needs of this essential workforce in Kentucky.

1. Specify any distinctive qualities of the program.

MSW students will complete an interdisciplinary certificate program as part of the advanced generalist degree pathway, without any additional coursework or barriers to accessibility (i.e., synchronistic evening or weekend courses) (Table 2). Certificates require the completion of asynchronous, online electives that are specific to workforce needs. Current options for interdisciplinary certificate programs include addictions intervention, mental health, child and family services, social advocacy and justice, and leadership and management. MSW students are required to complete three electives from the certificate curriculum, a practicum in a related setting, and a capstone project that demonstrates learning. Other required advanced practice courses will support student synthesis of learning and provide the scaffolding for independent integration of interdisciplinary knowledge and application as an advanced generalist social worker.

2. Are there existing programs in the state?

a. Does the proposed the proposed program differ from existing programs? Yes.

The MSW Program adds to current offerings by building on student capacity to independently integrate social work theory, practice, and research. This "integrative" approach supports the practice of advanced generalist intervention in collaboration with professionals across disciplines, settings, and populations. Four out of five online MSW Programs in Kentucky have an advanced generalist concentration (Table 1), which is the second most popular concentration in the US (Table 3). There only appear to be three online *integrative* advanced generalist programs in the United States (US). They are [Fordham](#) in New York (Future-focused Advanced Integrative Practice), the [University of Iowa](#) (Integrative Macro Practice), and [West Virginia University](#) (Advanced Integrated Practice).

**Table 1. US and Kentucky MSW Programs in 2019**

	US	Kentucky
Undergraduate Programs	518	14 <sup>1</sup>
Online	27	4 <sup>2</sup>
Graduate Programs	255	8 <sup>3</sup>
Online	84	5 <sup>4</sup>
Advanced Generalist Concentration	65	4 <sup>5</sup>
Online	33	4 <sup>6</sup>
<sup>1</sup> Asbury, Brescia, Campbellsville, ECU, KCU, KSU, Morehead, Murray, NKU, Spalding, UK, UoL, UPike, and WKU <sup>2</sup> Brescia, Campbellsville, ECU, and UoL <sup>3</sup> Asbury, Brescia, Campbellsville, NKU, Spalding, UK, UoL, and WKU <sup>4</sup> Brescia, Campbellsville, UoL, UK, and WKU <sup>5</sup> Campbellsville, Spalding, UK, and WKU <sup>6</sup> Brescia, Campbellsville, UK, and WKU		

<b>Table 3. US MSW Program Method Specializations in 2017</b>	
<b>Program Method Specializations</b>	<b>Total Social Work Schools</b>
Clinical/Direct Practice	113
Advanced Generalist	65
Community	31
Administration	23
Policy Practice	8
Nonprofit Management	5
<b>Grand Total</b>	<b>245</b>

The regular program consists of a foundation course sequence and concentration (or advanced standing) course sequence. Students who are admitted into the Regular Program start with foundation generalist courses to ensure students have mastered content usually addressed in undergraduate social work programs. These students and students accepted into the Advanced Standing Program proceed into concentration courses to learn how to integrate generalist social work theory (i.e., diversity, values and ethics, and human behavior I/II theories), practice (i.e., generalist social work practice roles and application), and research (i.e., methods, data collection, and analysis).

MSW students will gain additional experience in applying an integrative approach by drawing from interdisciplinary perspectives. Students will complete an Interdisciplinary Certificate Program that requires the completion of three elective courses in the certificate curriculum from disciplines across the University. A related Integrative Practicum and Integrative Capstone project are required as part of this course sequence. Therefore, MSW students will take elective courses and work as advanced generalist social workers with other students across disciplines in a shared setting and with a population of interest to transfer skills in collaborative action.

A survey conducted in January 2019 with EKU BSW students (n=43) provided initial insight into the types of Interdisciplinary Certificate Programs to develop. The top five responses in order of preference were child welfare, social and criminal justice, addictions treatment, and domestic violence prevention. When asked to identify other practice areas of interest, the majority of respondents reported (55%) mental health or counseling. The final selection was based on popular national MSW certificate offerings (Table 4) (CSWE, 2018), employment trends (GWUHWI (2017, 2018a, 2018b, 2019a, 2019b), and certificates available in other Kentucky programs (Table 5). These Interdisciplinary Certificate programs are listed in Table 6 in order of anticipated popularity.

<b>Table 4. US MSW Certificate Options in 2017</b>	
<b>Certificate Type</b>	<b>Total Social Work Schools</b>
Aging/Gerontology	47
School Social Work	42
Addictions	23
Nonprofit Management	21
Child Welfare	19
<b>Grand Total</b>	<b>111</b>

<b>Table 5. Kentucky MSW Certificate Options in 2019</b>	
<b>UoL</b>	<b>UKY</b>
Psychosocial Oncology	Child Welfare
School Social Work	School Social Work
	Military Behavioral Health
	*Clinical Social Work
	*Integrated Behavioral Health
	*Individualized
*Identified as “cognates” rather than certificate programs.	

<b>Table 6. Proposed ECU Certificate Options Relative to Current Options</b>		
<b>UoL</b>	<b>UKY</b>	<b>ECU</b>
Psychosocial Oncology	Child Welfare	Child and Family Services
School Social Work	School Social Work	Mental Health
	Military Behavioral Health	Addictions Intervention
	*Clinical Social Work	Leadership and Management
	*Integrated Behavioral Health	Social Advocacy and Justice
	*Individualized	
*Identified as “cognates” rather than certificate programs.		

Unlike other social work graduate programs in Kentucky with certificate programs (Table 6), ECU’s Interdisciplinary Certificate Programs are embedded in the MSW program curriculum. No additional courses are required beyond the total hours to graduate because every Interdisciplinary Certificate Program consists of electives and social work courses that are embedded in the MSW program curriculum. Therefore, Interdisciplinary Certificate Programs developed to support the integrative advanced generalist social work concentration are a unique feature of ECU’s MSW program. These Interdisciplinary Certificate Programs provide MSW students a means through which they can customize their career path.

- b. Does the proposed program serve a different student population (i.e. students in a different geographic area) from existing programs?  
If yes, please explain. Yes.

Another unique feature of the ECU MSW Program is access to Interdisciplinary Certificate Programs that other graduate students, non-degree seeking students, and post-graduate students can take for professional development. Access to Interdisciplinary Certificate Programs provide an affordable, time-limited academic pathway for students to obtain a credential that supports professional development without the need to invest in obtaining another degree. Students will gain access to courses they may not be able to take otherwise. Non-MSW students are required to complete six electives included in the program curriculum. Students who participate in an Interdisciplinary Certificate Program will gain insight into different professions. This benefits not only social work graduate students, but also other students who learn more about the role of professional social workers and/or other disciplines associated with courses included in the certificate option.

- c. Is access to existing programs limited?  
If yes, please explain. Yes.

Access to online education is limited for students in Kentucky (Table 1). The majority of online MSW programs are not accessible for students who are already employed, especially those living and working

in Kentucky. There are various requirements such as campus residency, synchronous courses, and sporadic on-site campus visits and/or in-person class attendance. Twenty-five online MSW programs disallow Kentucky residents from enrolling. Currently, there are only nineteen programs that offer an advanced-standing MSW degree program that is 1) completely online with no residential requirements and 2) allow Kentucky resident admissions. In addition, current social work certificate options in other schools are not typically interdisciplinary or allow open enrollment of graduate students, non-degree seeking students, and post-graduate students. Again, without ECU's Interdisciplinary Certificates, students might not access these graduate courses otherwise.

- d. Is the excess demand for existing similar programs? If yes, please explain. – N/A
- e. Will there be collaboration between the proposed program and existing programs? Please explain the collaborative arrangement with existing programs.  
Please explain why there is no proposed collaboration with existing programs.  
Please explain the collaborative arrangement with existing programs.  
Please explain why there is no proposed collaboration with existing programs.

Collaboration is largely through Programs, Departments, and Colleges affiliated with ECU; however, the MSW Program will also collaborate with many professional bodies. Some of these are as follows:

National Association of Social Workers (NASW) <https://www.socialworkers.org>  
 NASW of Kentucky <http://naswky.com>  
 Kentucky Society for Clinical Social Work <http://www.kscsw.org>  
 Kentucky Association of Social Work Educators (email distribution list only)  
 Council on Social Work Education <https://www.cswe.org>  
 American Board of Examiners in Clinical Social Work <https://abecsw.org>  
 Association of Oncology Social Work <http://www.aosw.org>  
 Clinical Social Work Association <https://www.clinicalsocialworkassociation.org>  
 Rural Social Work Caucus <http://www.ruralsocialwork.org>  
 Society for Social Work Leadership in Health Care <http://sswlhc.org>  
 School Social Work Association of America <http://www.sswaa.org>  
 American Council for School Social Work <https://www.acssw.org>  
 Social Work Hospice and Palliative Care Network <http://www.swhpn.org>

#### **D. Advance Practice Doctorates - N/A**

1. Does the curriculum include a clinical or experiential component?
  - a. List and discuss the nature and appropriateness of available clinical sites.
  - b. Are there official agreements with clinical sites?
    - i. Supply letters of commitment from each clinical site that specifies the number of students to be accommodated and identifies other academic programs that also use the facilities.
2. Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field.
3. Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.
4. Explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed.
5. Provide evidence that funding for the program will not impair funding of any existing program at any other public university.

## E. Cost and Funding of the Proposed Program

1. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below.

A. Funding Sources, by year by program	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources (New, Existing)	N/A	N/A	N/A	N/A	N/A
Total Resources Available from Other Non-State Sources (New, Existing)	N/A	N/A	N/A	N/A	N/A
State Resources (New, Existing)	N/A	N/A	N/A	N/A	N/A
Internal allocation/Internal reallocation	N/A	N/A	N/A	N/A	N/A
Internal reallocation					
Student Tuition: New (New, Existing)	642,140	1,416,680	1,568,940	1,568,940	1,568,940
Narrative Explanation/Justification: Describe the impact of this program on enrollment, tuition, and fees. <i>e-Campus programs are funding entirely by tuition dollars brought in by the student, and are not supplemented by other sources.</i>					
TOTAL	642,140	1,416,680	1,568,940	1,568,940	1,568,940

B. Breakdown of Budget Expenses/Requirements	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Staff	N/A	N/A	N/A	N/A	N/A
Executive, administrative, and managerial	N/A	N/A	N/A	N/A	N/A
Other Professional	N/A	N/A	N/A	N/A	N/A
Faculty	397,442	532,350	589,680	589,680	589,680
Graduate Assistants	N/A	N/A	N/A	N/A	N/A
Student Employees	N/A	N/A	N/A	N/A	N/A
Academic and/or Student Services	68,250	68,250	68,250	68,250	68,250
Other Support Services	64,214	141,668	156,894	156,894	156,894
Faculty Development	N/A	N/A	N/A	N/A	N/A
Assessment	N/A	N/A	N/A	N/A	N/A
Student Space and Equipment	N/A	N/A	N/A	N/A	N/A
Faculty Space and Equipment	N/A	N/A	N/A	N/A	N/A
Other	86,000	86,000	86,000	86,000	86,000
TOTAL	615,906	828,628	894,365	894,365	894,365
Narrative/Explanation/Justification: <i>All expenses are tied to the program, and funded from tuition revenues.</i>					

## **PART II**

1. For a new program, provide the catalog description as being proposed.  
The Master of Social Work (MSW) Program builds on a generalist foundation to prepare students to be advanced generalist social workers. Advanced generalist social workers integrate the application of social work theory, practice, and research to support the well-being of individuals, groups, families, organizations, and communities. Toward this end, advanced generalist social workers draw from interdisciplinary perspectives and mobilize the strength of collective action.
2. For a revised program, provide the current program requirements using strikethrough for deletions and *underlines* for additions. – N/A
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension. – N/A



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## Online MSW Program CPE Information

### 1. Number of credit hours for the program

The Eastern Kentucky University (EKU) Master of Social Work (MSW) Program will consist of 30 credit hours in the Advanced Standing Program and 60 credit hours in the Regular Program.

### 2. The expected enrollment for each of the first 5 years

The expected enrollment for the first 5 years can be based on students who are enrolled in and graduate from our BSW Programs. The Online BSW Program started Fall 2017 and has grown at an unprecedented rate (Figures 1, 2). Semesters are divided into eight-week sessions resulting in a Fall A and Fall B session, Spring A and Spring B session, and a Summer session. This allows for students to concentrate on completing one or two eight-week courses at a time. Between Fall A 2017 and Fall B 2019, enrollment has grown 10 times and the number of active students has doubled. There are currently 119 active students with approximately 30 more students expected to start in Spring 2020. One student has graduated and approximately 16 more students will graduate in Spring 2020. In addition, the Face-to-Face BSW Program is well-established having started in Spring 1977. Student enrollment and retention has largely been consistent with periods of outperforming other social science programs at EKU. This program has an average enrollment of 250 students and annual graduation rate of 50 students.

Figure 1. Enrollment from Fall A 2017 – Fall B 2019

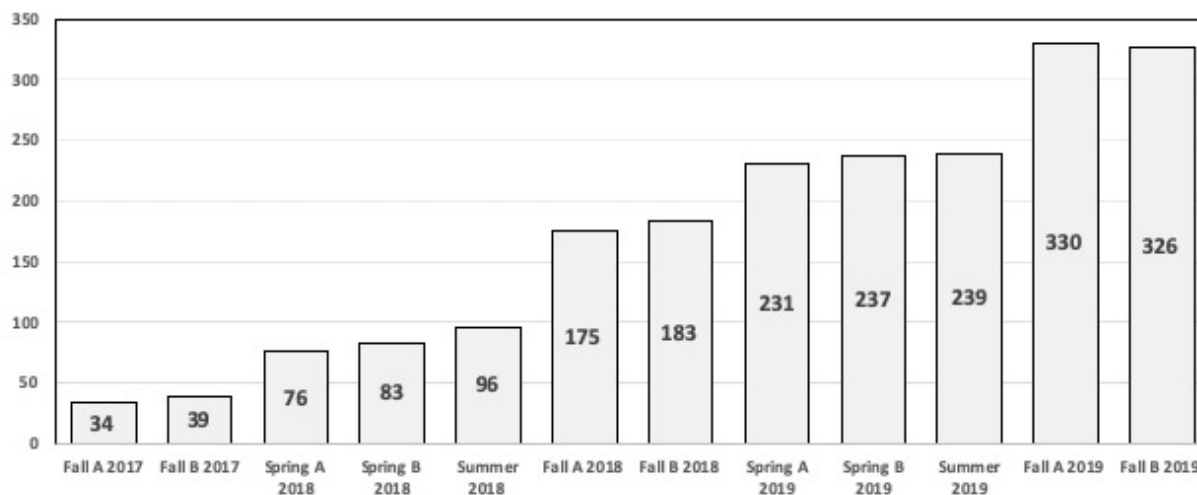
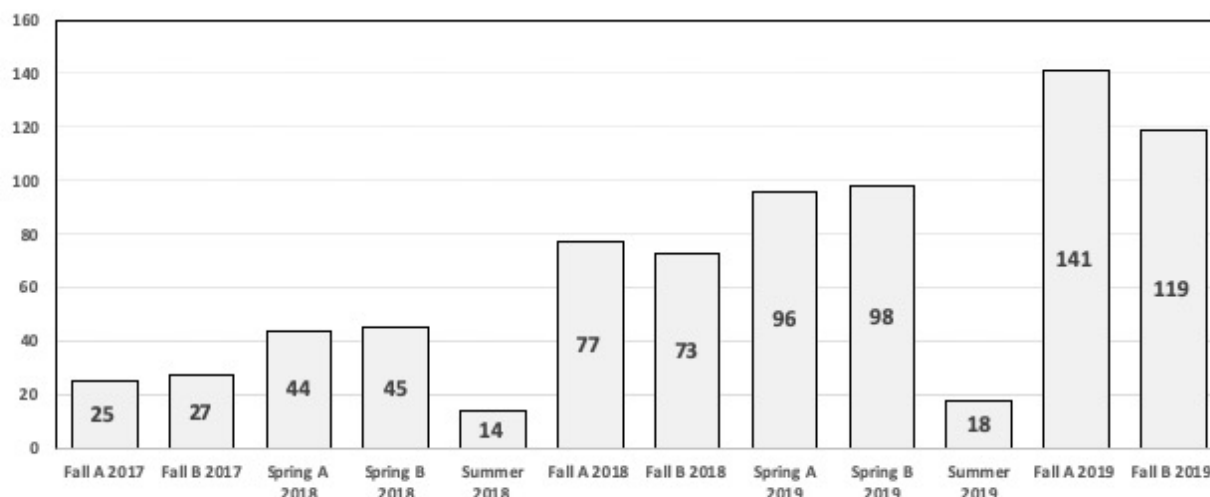


Figure 2. Active Students from Fall A 2017 – Fall B 2019



Current and past Baccalaureate Social Work (BSW) students have expressed a desire to obtain a master's degree from ECU. A survey conducted in January 2019 with ECU BSW students (n=43), further substantiated this support. The majority of students were in the face-to-face BSW program (76.7%). When combining the number of students in the face-to-face and online BSW programs (100%), slightly less than half (49%) had taken online classes. The number of online classes taken was relatively small (median = 6, range 1-44). Nevertheless, every student (100%) said they were planning to (90.7%) or would consider going to (9.3%) graduate school and nearly every student (83.7%) said they were planning to (44.2%) or would consider going to (39.5%) an online MSW program. Given the majority of these students were either seniors (41.9%) or juniors (39.5%) and half (50%) identified as non-traditional, it is reasonable to assume that these students would consider an online MSW program at ECU. Students already have relationships with faculty and classmates that would provide immediate support.

It is reasonable to assume that the face-to-face and online BSW programs will support student enrollment. (Access to the MSW Program may likewise support BSW program enrollment as well.) To further determine a reasonable estimate of average enrollment in the MSW Program, enrollment numbers of comparable Council on Social Work Education (CSWE) accredited online MSW programs were reviewed (n=34). Each CSWE accredited program is required to post program outcomes which sometimes include a total number of students in each program. This assumes the number of students evaluated correlates with the number of students enrolled. Only data about online students from nine schools could be obtained. The average number of students enrolled was 29 and ranged from 20 to 64 students. In each program, more students were identified as Advanced Standing students. This is to be expected since MSW students with a BSW can apply for Advanced Standing status and complete the program in a shorter time than students without a BSW degree who are required to complete the regular program.

Based on these data, a conservative estimate of average enrollment includes 4 Advanced Standing Program students per semester (fall, spring, and summer) and 2 Regular Program

students per semester (fall and spring) the first year. Enrollment will increase by 2 Advanced Standing Program students and 1 Regular Program students per semester the subsequent years until reaching a plateau in year 3. This would yield an average enrollment for each of the first five years as follows:

Year	Advanced Standing	Regular	Total Enrollment
1	12	4	16
2	18	6	24
3	24	8	32
4	24	8	32
5	24	8	32

### **3. The average wage, number of job openings, and growth projections (%) for graduates at the regional, state, AND national levels**

According to a market research report by Anderson and Diaz (2015), the demand for social workers has been historic with a 23 percent increase in the south since the second half of 2013. The Bureau of Labor Statistics (BLS) (2019) estimates that all social work jobs will grow much faster than average, 11 percent between 2018 and 2028, due to an increased demand for healthcare and social services specific to areas of specialty. The Bureau of Labor Statistics (2019) provides an overview of jobs for both undergraduate and graduate social workers:

- Employment of child, family, and school social workers is projected to grow 7 percent from 2018 to 2028, about as fast as the average for all occupations. Child and family social workers will be needed to work with families to strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. In schools, more social workers will be needed due to rising student enrollments. However, employment growth of child, family, and school social workers may be limited by federal, state, and local budget constraints.
- Employment of healthcare social workers is projected to grow 17 percent from 2018 to 2028, much faster than the average for all occupations. Healthcare social workers will continue to be needed to help aging populations and their families adjust to new treatments, medications, and lifestyles.
- Employment of mental health and substance abuse social workers is projected to grow 18 percent from 2018 to 2028, much faster than the average for all occupations. Employment will grow as more people seek treatment for mental illness and substance abuse. In addition, drug offenders are increasingly being sent to treatment programs, which are staffed by these social workers, rather than being sent to jail.

- Furthermore, it is expected that mental health and substance abuse social worker employment will grow by almost 20 percent over the next decade. In particular, there will be a strong demand for social workers specializing in substance abuse. Opportunities for social workers in private practice will expand, as they are preferred over more costly psychologists. Competition for social worker jobs is expected in cities where training programs for social workers are prevalent. Opportunities will be greater in rural areas, in which it is often difficult to attract and retain qualified social workers. (para. 2-4)

Despite national demand, there is great disparity in the number of social workers employed in Kentucky (GWUHWI, 2017). This is not surprising since the demand for social workers is relatively low in rural areas (GWUHWI, 2018a); however, Kentucky is a federally designated medically underserved area with a shortage in health and mental health care professionals (Health Resources & Services Administration, 2019). The need for Kentucky institutions to train and retain qualified social workers will continue to grow as baby boomers age and societal needs change.

In fact, there are many factors that contribute to the demand of MSW graduates including individual expectations and experiences. The George Washington University Health Workforce Institute (GWUHWI) (2018a) conducted a survey to estimate the demand for recent MSW graduates in 2018. The researchers used seven indicators to assess relative demand for different social work roles, responsibilities, and practice locations (Figure 3). These indicators are as follows:

1. The percentage of respondents who had difficulty finding a position they were satisfied with
2. The percentage of respondents who had to change their plans because of limited social work-related job opportunities
3. The average number of social work-related job applications submitted
4. The average number of social work or social work-related job offers received
5. Respondents' overall assessment of social work or social work-related jobs/opportunities within 50 miles of the site where they completed their social work degree
6. Expected total gross income from a principal position
7. Overall satisfaction with a social work position

Figure 3. Demand Relative to Principle Employment Setting

Principal Employment	Search Difficulty	Change of Plans	# Job Applications	# Job Offers	View of Job Market	Starting Income	Job Satisfaction	Index
1. Higher education institutions (N=44)	2	3	1	7	1	6	1	3.0
2. Outpatient health care services (N=161)	3	4	7	3	5	3	4	4.1
3. State, local, or federal government agency (N=169)	4	5	3	10	4	1	6	4.7
4. Nursing or residential care facility (N=25)	5	2	4	1	10	5	8	5.0
5. Hospital in-patient facility (N=85)	8	6	6	6	7	2	3	5.4
6. Rehabilitation facility (N=20)	1	1	9	9	3	10	9	6.0
7. Educational establishment outside of higher education (N=78)	9	7	5	4	8	8	2	6.1
8. Private for-profit facility or business (N=49)	6	8	10	2	9	4	5	6.3
9. Private social work practice (N=43)	7	10	2	5	6	9	9	6.9
10. Private, not-for-profit, tax-exempt, or charitable organization (N=352)	10	9	8	8	2	7	7	7.3

Note: Ranking (1 = high demand, 10 = low demand). Actual question asked is, "In your principal position, who are you (or will you) be working for?"

The "View of Job Market" provides a perception of job demand by MSW graduates seeking employment. A higher number reflects there being more jobs available, while a higher number for "Search Difficulty" suggests more difficulty in securing a position in that setting. For example, although there was moderate difficulty (rank = 5) in finding employment in a nursing or residential care facility, job seekers were not likely to have to change plans (rank = 2), i.e., choose a different type of job, due to a lack of opportunities in this setting.

Employment in higher education was associated with the highest job satisfaction (rank = 1) even though wages were not much above average (rank = 6). There appeared to be more difficulty (rank = 8) in securing employment in hospital in-patient facilities as job seekers often had to change in plans (rank = 8) to secure employment, but these positions offered high wages (rank = 2) and job satisfaction (rank = 3). This is similar to jobs in outpatient health care settings, but there was less search difficulty (rank = 3) and need to change plans (rank = 4) reported.

Most recent national data by the George Washington University Health Workforce Institute (GWUHWI) (2019a) reported that the median income for new MSWs is \$42,500; the median salary was higher (\$47,500) for those going into positions in hospitals, government agencies, and educational institutions. Although the mean income for male MSWs was higher than that for female MSWs (\$47,500 vs \$43,750, respectively), the median income was the same at \$42,500. MSWs also earned the most in large cities (\$48,250) versus all others (range \$42,500 to \$43,000).

#### 4. The types of jobs a graduate can get

The George Washington University Health Workforce Institute (2019a,c) also found that most MSWs (89% to 92%) were satisfied with their degree. They often became social workers due to flexibility in job opportunities, good knowledge base, social justice orientation, and opportunity for self-growth. Most graduates who searched for social work-related positions were offered a job (ranging from 76% to 79%) with 75% planning to seek licensure and nearly 50% planning to continue their education. MSW graduates assumed a wide variety of positions some of which did not include social worker in their title, but required social work skills like the following:

##### Caseworker/Care Coordinator/Manager

- Case Worker
- Care Coordinator
- Care/Case Manager
- Clinical Care Coordinator
- Mental Health Specialist/Counselor

##### Program Coordination/Project Management

- Program Coordinator/Manager
- Director of Program Events
- Intergenerational Program Coordinator
- Program Analyst

##### Academic/Education

- Researcher/Research Assistant
- Student Support
- School Coordinator
- Teacher/Assistant, including Special Ed
- School Counselor

##### Other job titles

- Adoption and Foster Recruitment Supervisor
- Advocate
- Chemical Dependency Counselor
- Family Liaison
- Forensic Interviewer

Most MSWs were hired to engage in direct service provision with individuals, families, or groups. A recent national survey of 1,405 MSW graduates indicated that 79 percent of MSW graduates provided mental and behavioral health services (GWUHWI, 2019c). They were often

employed by non-profit agencies, outpatient health centers, government agencies, and nursing homes or residential care facilities (GWUHWI, 2017, 2018b). MSW graduates were also responsible for social assistance and administrative services and worked with individuals with low income, largely children and families. MSW graduates, more than undergraduates, were employed in hospital and school settings.

MSW graduates from online programs are also distinct from face-to-face program graduates. According to the George Washington University Health Workforce Institute (GWUHWI) (2019b), online MSW graduates were more likely to be female, significantly older, African-American, and employed full-time. They were also more likely to work in rural, smaller communities with children and adolescents. A majority of social work clients experienced substance abuse issues and lived below the poverty level. Regardless of the type of MSW program, Black/African American MSW graduates were more likely to have employer funding for graduate school, return to their previous employer, and worked for the government (GWUHWI, 2019c; 2018a,b).

**5. Any information on discussions we have had with WKU, UK, and UL regarding their programs (the NOI (Notice of Intent) asks for feedback from other institutions**

The development of the MSW program has been an ongoing process dating back to 2017. During this time, faculty had informal conversations with faculty in other social work programs in Kentucky with more recent conversations with EKU BSW students and alumni. These conversations have been positive, but more formal conversations are necessary now that plans for the MSW Program are solidifying.

**6. Budgetary rationale that includes:**

- **How the program will be funded**
- **What other programs will be affected**
- **Why this program is considered an efficient and effective use of funds**

E-Campus programs are self-funded, reliant only on their own revenues to pay for program expenses. This requires educational innovation that builds on past and current success in online education. One of the signature features of the EKU MSW Online Program is student access to Interdisciplinary University Certificate Programs. Interdisciplinary University Certificate Programs have been created as an extension of the MSW Online Program based on popular national MSW certificate offerings, employment trends, and certificates in other Kentucky programs. The curriculum for each certificate includes online graduate courses being offered by partners across the University and are specific to the certificate being offered, and so this collaboration helps offset the cost of developing new social work electives. Interdisciplinary partners include Political Science, Occupational Science and Occupational Therapy, Health Promotion & Administration, Safety, Security and Emergency Management, Homeland Security, Justice, Policy & Leadership, Early Elementary/Middle Grade/Secondary, Special Education, Educational Foundations, Counseling, Educational Psychology, and Educational Administration.



This efficient approach is unusual for other social work graduate programs, which typically require students to take additional social work electives beyond requirements for a MSW degree to earn a certificate. Interdisciplinary partners will provide instruction that supports MSW student specialization in integrative, advanced generalist social work. This concentration prepares MSW students to work collaboratively across disciplines and settings. MSW students are also required to take foundation and/or advanced standing social work courses for certificate and graduate degree completion. These courses assist students in the application of integrative advanced generalist skills which includes service learning through practicum placement in the community. Interdisciplinary Certificate Programs will also provide other graduate-level students an alternative pathway to earn an affordable, academic credential and experience the benefits of collaboration with social work students in related courses and settings. Therefore, the Online MSW Program is a growth opportunity as it provides needed access to social workers for local communities, the Commonwealth, and beyond.

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<p><b>Online MSW Program Curriculum Student Learning Outcomes</b></p> <p>The Online MSW Program uses the Council on Social Work Educational Policy and Accreditation Standards (EPAS) to assess student learning across the curriculum. These competencies also align with EKU's graduate student learning outcomes (GSLO):</p> <p>GSLO 1. Explain, discuss, and apply, clearly and accurately, the key concepts and central theories, and demonstrate expertise appropriate to social work.</p> <p>GSLO 2. Formulate and express important/essential questions and issues related to social work with clarity and accuracy, and appropriate depth and breadth</p> <p>GSLO 3. Identify, collect, analyze and evaluate relevant information to understand essential questions and issues and to advance knowledge in social work</p> <p>GSLO 4. Identify, analyze and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories</p> <p>GSLO 5. Generate new knowledge, application or creative expressions through the self-reflective synthesis of information, evaluation and analysis of critical questions or issues/problems related to social work</p> <p>GSLO 6. Communicate clearly and legibly using oral, written and/or artistic forms</p> <p>GSLO 7. Identify and demonstrate the ethical values appropriate to social work</p> <p>The mastery of these competencies is facilitated through course content and activities then evaluated through assignments.</p>									
<b>Foundation Courses</b>									
SWK 800	The Social Work Relationship	X	X	X	X	X	X	X	X
SWK 810	Human Behavior/Social Environment I	X	X	X	X	X	X	X	X
SWK 815	Human Behavior/Social Environment II (SWK 800 Prereq, SWK 810 Prereq or Coreq)	X	X	X	X	X	X	X	X
SWK 820	Social Work Practice I (SWK 800 and SWK 810 Prereq, SWK 825 Coreq)	X	X	X	X	X	X	X	X
SWK 825	Social Work Research Methods (SWK 800 and SWK 810 Prereq, SWK 820 Prereq or Coreq)	X	X	X	X	X	X	X	X
SWK 830	Social Work Practice II (SWK 815 and SWK 820)	X	X	X	X	X	X	X	X
SWK 840	Social Work Practice III (SWK 820 and SWK 830 Prereq, SWK 845 Coreq)	X	X	X	X	X	X	X	X
SWK 845	Social Policy Analysis and Advocacy (SWK 800)	X	X	X	X	X	X	X	X
SWK 850	Foundation Practicum (MSW Program Admission, Field Dir. Approval, SWK 800 and SWK 810 Prereq)	X	X	X	X	X	X	X	X
SWK 855	Foundation Capstone (All SWK Foundation Courses/Advanced Standing Admission Prereq)	X	X	X	X	X	X	X	X
<b>CONCENTRATION COURSES</b>									
SWK 860	Integrative Macro Practice (SWK Foundation or Advanced Standing Prereq)	X	X	X	X	X	X	X	X
SWK 870	Integrative Mezzo Practice (SWK Foundation or Advanced Standing Prereq)	X	X	X	X	X	X	X	X
SWK 880	Integrative Micro Practice (SWK Foundation or Advanced Standing Prereq)	X	X	X	X	X	X	X	X
SWK 890	Integrative Practicum (Admission to AS or all foundation courses completed, Field Dir. Approval, SWK 860, SWK 870, and SWK 880 Coreq)	X	X	X	X	X	X	X	X
SWK 895	Integrative Capstone (All SWK Foundation and/or AS courses completed Prereq)	X	X	X	X	X	X	X	X
<b>SOCIAL WORK ELECTIVES</b>									
SWK 900	Independent Study in Social Work	Varies							
SWK 561/761	Introduction to Addictions Intervention	X	X	X	X	X	X	X	X
SWK 562/762	Addictions Treatment, Recovery, and Prevention	X	X	X	X	X	X	X	X
SWK 863	Stress Management and Self-Care	X	X	X	X	X	X	X	X
SWK 864	Child and Family Services	X	X	X	X	X	X	X	X
SWK 865	Social Gerontology	X	X	X	X	X	X	X	X
SWK 866	Crisis Intervention	X	X	X	X	X	X	X	X
SWK 867	Spiritual Sensitivity for Helping Professionals	X	X	X	X	X	X	X	X

Eastern Kentucky University  
Board of Regents

Regular Quarterly Meeting  
Agenda

February 28, 2020

Room 219  
Powell Student Center  
Eastern Kentucky University

1:00 p.m.

- I. Call to Order
- II. Election of Officers
- III. Information Items
  - A. Staff Reports
    - i. Legislative Update (Ethan Witt)
    - ii. Innovation Fund Presentation (Tom Martin) ..... 477
  - B. Additional Reports to the Board
    - i. Marco Ciocca, Faculty Senate Chair
    - ii. Ashley Thacker, Staff Council Vice Chair
    - iii. Madison Lipscomb, SGA President
    - iv. David McFaddin, Interim President
    - v. Lewis Diaz, Chair
- IV. Action Items
  - A. Consent Agenda
    - i. Approval of the December 12, 2019 Board Meeting Minutes (Lewis Diaz) ..... 511
    - ii. Personnel Actions (President McFaddin)..... 280
    - iii. Approval of Nominees for Staff Emeritus (Ashley Thacker) ..... 287
    - iv. Recommended Sabbatical Program Participants for 2020-2021 (Sherry Robinson) ... 289
    - v. Report from the Council on Academic Affairs (Sherry Robinson) ..... 292
    - vi. Revision to Academic Policies (Sherry Robinson) .....58
    - vii. Revision to Administrative Policies (Haley Norberg) .....67
    - viii. Revision to Model Laboratory School Policies (John Williamson) ..... 122
    - ix. Approval of SGA Constitutional Amendment (Madison Lipscomb).....16
  - B. Approval of Easement for Kit Carson Commons Project (Dana Fohl) .....46
  - C. Approval of 2020 Regularly Scheduled Board Meetings Dates
- V. New Business
- VI. Executive Session
- VII. Other Business
- VIII. Adjournment

The background of the slide features a faint, stylized illustration of a university building. On the right side, there is a prominent clock tower with a large clock face. The building has several arched windows and a gabled roof. The overall style is minimalist and academic.

# **Alternative Textbook Challenge Grant**

**Kelly Smith, Associate University Librarian**

# The Problem: Textbook costs are a barrier to student success

- Average textbook cost per student per year: **\$1,200**
- 65% of students report not buying textbooks
- Cost has risen 4x faster than inflation rate over past 10 years.
- Adding to student loan debt
- Bundling and access codes

Effect of Textbook Costs on Students\*





\*2016 Florida Student Textbook Survey  
<http://tinyurl.com/2016textbookstudy>



# A Solution: Open Educational Resources (OERs)

- OER Definition  
*textbooks and other materials that are published under an “open” license that permits free and unfettered public use, adaptation, and sharing*
- OERs are typically published with a Creative Commons license agreement



Traditional 	Open 	Comparing Traditional & Open Textbooks
	✓	Available free and unrestricted online
	✓	Available in print for \$20-\$40
	✓	Electronic versions never expire
	✓	Can be customized by faculty
	✓	Creative pedagogical potential
✓	✓	<b>Written by expert authors</b>
✓	✓	<b>Peer reviewed</b>
✓	✓	<b>High educational quality</b>
✓	✓	<b>Include problem sets, etc.</b>
✓		Cost up to \$400
✓		Publish unnecessary new editions
✓		Bundle books with expensive add-ons

# Cost Savings

- A small pilot program at the University of Massachusetts **saved students more than \$1 million in just four years.**
- Tidewater Community College has developed a **business administration degree program** that relies exclusively on open course materials, **reducing the cost of attendance for participating students by 25%.**

**Textbook Costs at EKU**  
**Fall 2019 Sampling of Gen Ed Courses**

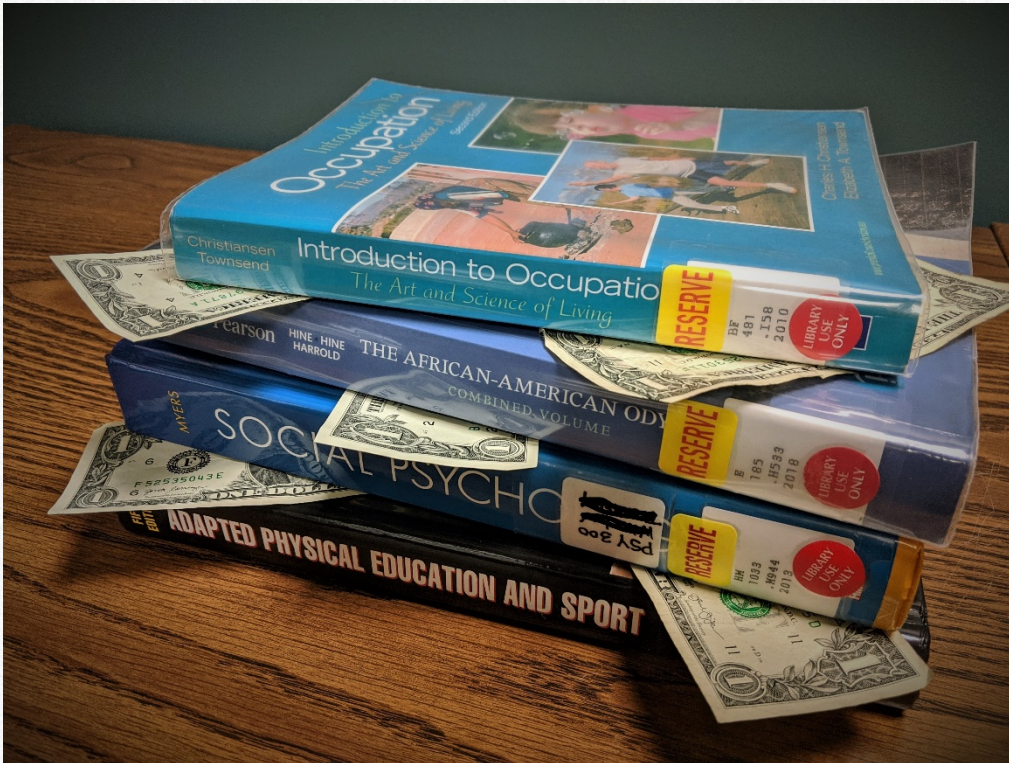
Course #	Course Name	Textbook \$	Fall 19 Enrollment	Potential Cost Savings with OER
SOC 131	Sociology	\$150.00	448	\$67,200.00
MAT 105	Mathematics	\$146.65	261	\$38,275.65
CMS 210	Public Speaking	\$118.25	315	\$37,248.75
POL 101	American Government	\$107.00	459	\$49,113.00
BIO 307	Anatomy & Physio I	\$100.00	294	\$29,400.00
HIS 100 & 101	History*	\$125.00	232	\$29,000.00
ENG 101	English Comp I	\$87.65	1005	\$88,088.25
BIO 100	Biology I	\$81.25	416	\$33,800.00
PSY 200	Psychology	\$68.00	856	\$58,208.00
ENG 102	English Comp II	\$48.30	341	\$16,470.30

**Total student savings if OER were adopted in these courses: \$446,803.95**

*\*History cost is average of two texts \$100 and \$150*



# Our Proposal



## Incentive Grant Levels

- *Faculty* adopt or adapt existing resources - **\$1,000**
- *Faculty* create a new resource, published in the Libraries' Encompass digital archive - **\$2,500**
- *Department* that adopts an OER for all sections of an intro course - **\$5,000**



# Why Incentive Grants?

- Recognition of additional labor involved
- Release time not generally granted
- Grants can count toward Promotion & Tenure
- Publicity & Awareness
- Proven model



***“I am so thankful for you designing a course that makes everything we need at our fingertips and not out of our pockets. I'm sure you had to do some looking around to figure it out and your effort really...shows some empathy!”***

***~Student in Dr. Matthew Winslow's Social Psychology course***

# Program Potential

- Builds rapport between faculty and students
- Shows willingness by EKSU to get student costs down
- Could serve as a tool to increase recruitment
- Evidence shows positive effect on retention and completion

## WHAT IF WE COULD SAVE STUDENTS \$200K THIS YEAR? OH WAIT...WE DID.



East Tennessee State University's (ETSU's) Open Educational Resources (OERs) Initiative provides training and financial incentives to reduce student textbook costs. OERs are free, online teaching and learning materials that instructors can retain, reuse, revise, remix, and redistribute. This program, a collaboration of the Charles C. Sherrod Library and the Center for Teaching Excellence, reduces the cost of ETSU student textbooks by encouraging innovation and experimentation with open materials. Our initiative includes the Open Educational Resources Awards Program and Open Textbook Network workshops for ETSU faculty and instructors.

### OER Awards Program

**\$30K** 

AWARDED TO 3 DEPARTMENTS and 11 Instructors. 

**17** COURSES (TOTAL OF 39 SECTIONS) Which will switch from costly textbooks to resources that are free to students. 

Our first awards save **1,700 STUDENTS** approximately **\$200K** this year alone. 

AWARDEES REPRESENT **5** DIFFERENT COLLEGES 

College of Arts and Sciences, Clemmer College, College of Clinical and Rehabilitative Health Sciences, College of Business and Technology, and College of Nursing.

### Open Textbook Network Workshops

Joined Open Textbook Network in **SPRING 2018** 

**31** ATTENDEES REVIEWED AN OPEN TEXTBOOK AND RECEIVED **\$200** STIPEND

**37** FACULTY MEMBERS ATTENDED WORKSHOPS IN FALL 2018 AND SPRING 2019

ATTENDEES FROM **7** DIFFERENT COLLEGES

College of Arts and Sciences, Clemmer College, College of Clinical and Rehabilitative Health Sciences, College of Business and Technology, College of Nursing, College of Public Health, and College of Medicine.

**More info:**

<https://libraries.etsu.edu/research/oer/>

These initiatives are funded by our students and the ETSU Student Library Fee.



EAST TENNESSEE STATE UNIVERSITY

Charles C. Sherrod Library  
Center for Teaching Excellence



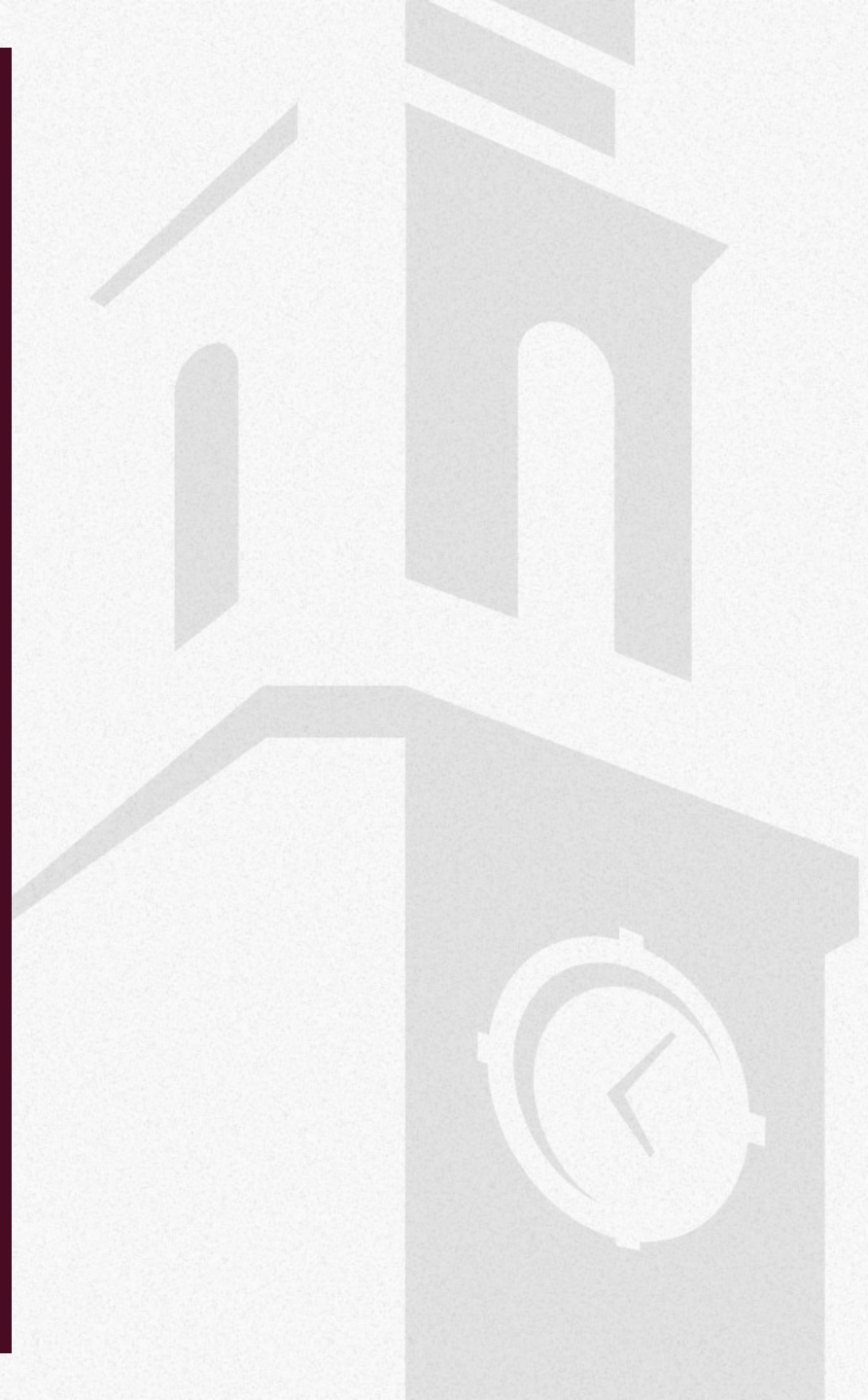
# **EKU Board of Regents Innovation Fund II**

**February 28, 2020**

## **Economic Impact Division Proposal**

**Michael J. Bradley, PhD**

**James N. Maples, PhD**



# Proposal

Create a research division to offer competitively priced economic impact, outdoor recreation, and tourism research

# Research Results

- Completed over 40 EI studies across nation
- Red River Gorge Climbers spent an estimated \$3.8 million annually.
- Access Fund, Washington, D.C.
- Red River economic development
  - Existing home sales
  - Increased tax revenues
  - New locally-owned businesses



# Media Attention

Outside

AP



LEXINGTON  
**HERALD LEADER**

# Budget

**\$59,371.38**

- Course Release/Summer Pay
- GA Position
- Marketing and materials
- IMPLAN



# Benefits of Funding this Proposal

- Short-term benefits
  - ROI within a year
- Long-term benefits
  - Continuous revenue stream
  - Student research opportunities and training
  - Faculty and student access to data
  - Presence in service region
  - Marketing and recruitment
  - Continuous education - Micro-credentialing
  - National reputation economic development research and outcomes

# Questions?

[michael.bradley@eku.edu](mailto:michael.bradley@eku.edu)

[james.maples@eku.edu](mailto:james.maples@eku.edu)





## **Therapeutic and diagnostic platform for reproductive cancers**

**Drs. Ndinguri and Calderon**

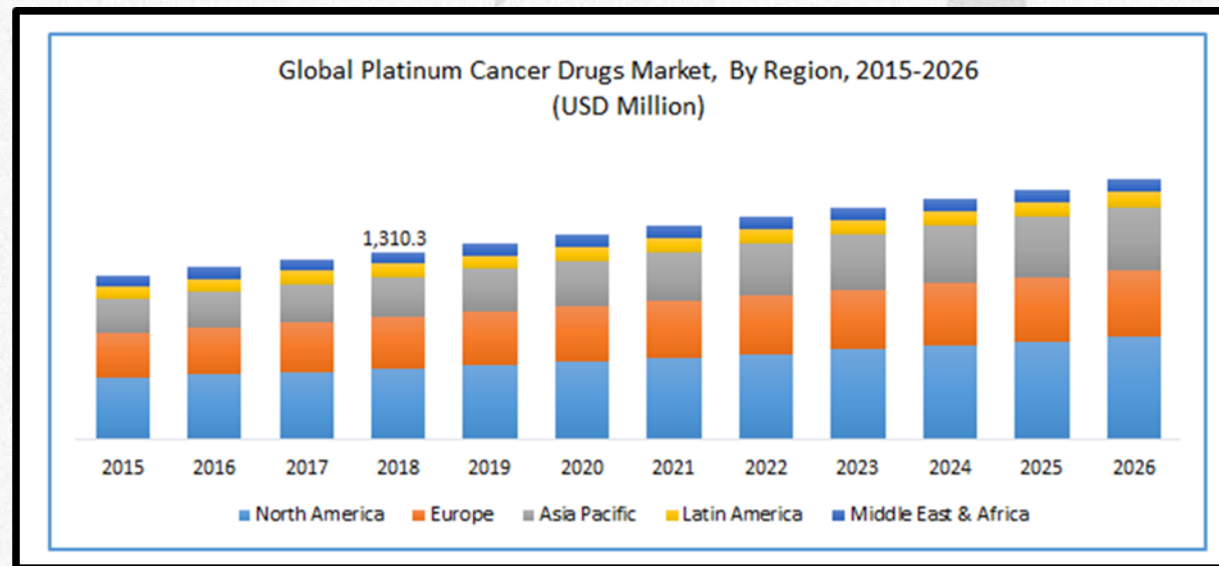
**Sparking Innovation and Change at ECU**



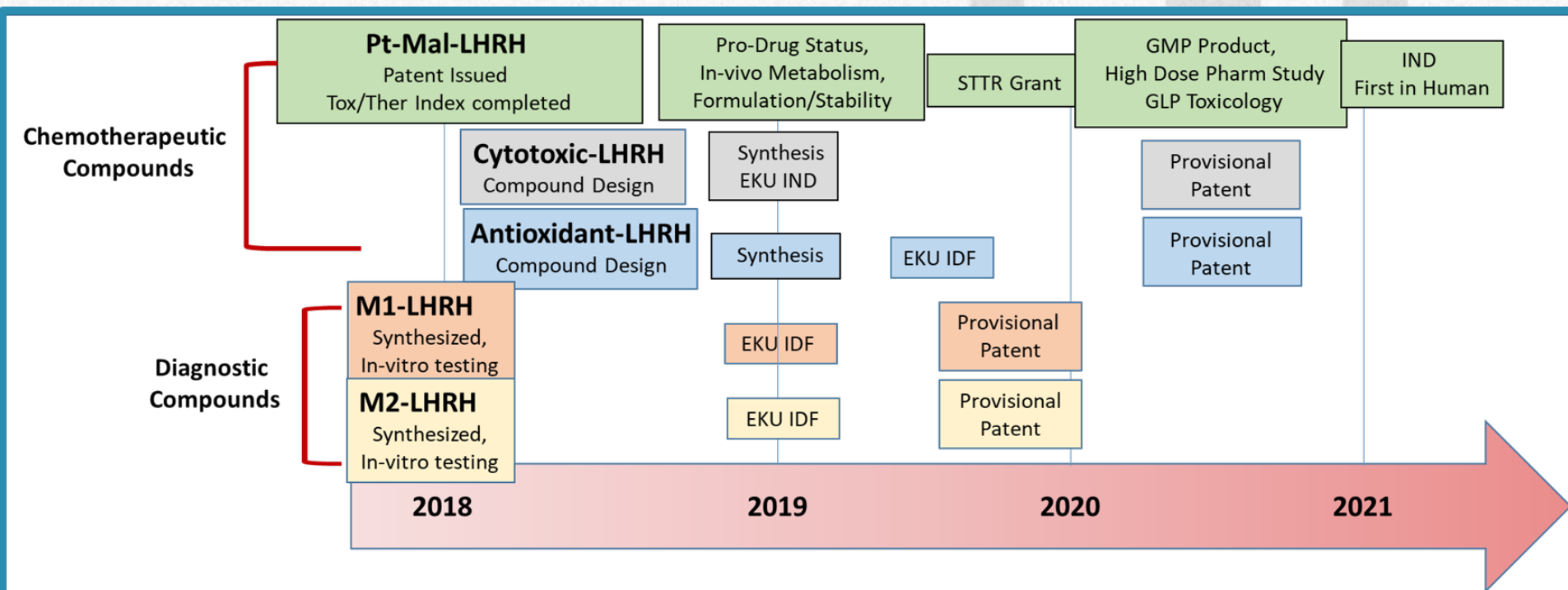
# The Problem : Lack of Targeted Cancer Treatments and Diagnostics

- There are over 539,000 people afflicted with reproductive cancers.
- Currently there are no targeting therapeutic options/competitors for both triple negative breast and metastatic ovarian cancer.
- Carboplatin is the only FDA approved platinum drug for breast cancer and Cisplatin is the first line drug for ovarian.

No Therapeutic Options – 75-77% Mortality Rate	Afflicted Per Year
Triple Neg. Breast	50,000
Metastatic Ovarian	14,000
Cisplatin-Resistant	50-70% Occurrence



# Milestones and Current Status



# Project 1 : Pt-Mal-LHRH

## Patent : Issued and Continuation Filed Licensing Agreement for ECU

Issued PATENT NO. 10130717



UNITED STATES PATENT AND TRADEMARK OFFICE

UNITED STATES DEPARTMENT OF COMMERCE  
United States Patent and Trademark Office  
Address: COMMISSIONER FOR PATENTS  
P.O. Box 1450  
Alexandria, Virginia 22313-1450  
www.uspto.gov

APPLICATION NO.	ISSUE DATE	PATENT NO.	ATTORNEY DOCKET NO.	CONFIRMATION NO.
15/367,428	11/20/2018	10130717	005283.152790	1006

26974 7590 10/31/2018  
STOLL KEENON OGDEN PLLC  
300 WEST VINE STREET, SUITE 2100  
LEXINGTON, KY 40507-1801

### ISSUE NOTIFICATION

The projected patent number and issue date are specified above.

#### Determination of Patent Term Adjustment under 35 U.S.C. 154 (b) (application filed on or after May 29, 2000)

The Patent Term Adjustment is 0 day(s). Any patent to issue from the above-identified application will include an indication of the adjustment on the front page.

If a Continued Prosecution Application (CPA) was filed in the above-identified application, the filing date that determines Patent Term Adjustment is the filing date of the most recent CPA.

Applicant will be able to obtain more detailed information by accessing the Patent Application Information Retrieval (PAIR) WEB site (<http://pair.uspto.gov>).

Any questions regarding the Patent Term Extension or Adjustment determination should be directed to the Office of Patent Legal Administration at (571)-272-7702. Questions relating to issue and publication fee payments should be directed to the Application Assistance Unit (AAU) of the Office of Data Management (ODM) at (571)-272-4200.

## Continuation Patent



US 20190111077A1

### (19) United States

(12) **Patent Application Publication** (10) Pub. No.: US 2019/0111077 A1  
(43) Pub. Date: Apr. 18, 2019

#### (54) LHRH-PLATINUM CONJUGATES FOR TREATING REPRODUCTIVE CANCERS

- (71) Applicant: Eastern Kentucky University,  
Richmond, KY (US)
- (72) Inventors: Margaret Ndinguri, Richmond, KY  
(US); Lindsay Calderon, Lexington,  
KY (US)
- (73) Assignee: Eastern Kentucky University,  
Richmond, KY (US)

- (21) Appl. No.: 16/159,232  
(22) Filed: Oct. 12, 2018

#### Related U.S. Application Data

- (63) Continuation of application No. 15/367,428, filed on  
Dec. 2, 2016, now Pat. No. 10,130,717.
- (60) Provisional application No. 62/263,350, filed on Dec.  
4, 2015.

#### Publication Classification

- (51) Int. Cl.  
A61K 33/24 (2006.01)  
A61K 47/64 (2006.01)  
C07K 7/23 (2006.01)  
C07F 15/00 (2006.01)  
C07K 19/00 (2006.01)
- (52) U.S. CL.  
CPC ..... A61K 33/24 (2013.01); A61K 47/64  
(2017.08); C07K 19/00 (2013.01); C07F  
15/0093 (2013.01); C07K 7/23 (2013.01)

#### (57) ABSTRACT

The conjugation of luteinizing hormone-releasing hormone (LHRH) with activated cisplatin using a malonate linker gives rise to a new Platinum-LHRH conjugate that effectively targets tumor cells that express the LHRH receptor. The Pt-LHRH conjugate may be used in a method for killing or inhibiting the growth of a tumor cell, especially in late state, highly invasive and aggressive stage IV tumors and in reoccurring tumors.

Specification includes a Sequence Listing.

17 additional claims for analogue variations

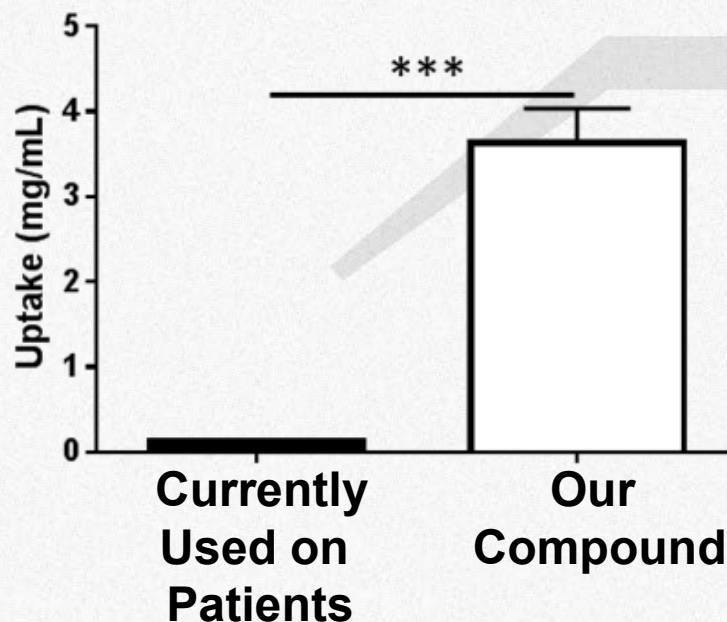
15 claims accepted including composition of  
matter and method of use



# Project 2 : Diagnostic Radionuclides

Provisionary Patent Filed  
C3 Collaboration/REACH Grant

Our Compounds are able to accumulate at higher amounts in cancer cells



# Next Steps

- **Licensing Agreement** – Milestone agreement and structure for ECU
- **USIU of Africa** – Collaboration continued; ECU global presence
- **NIH REACH** grant - Diagnostic Imaging compounds
- **Research/Experimental Supplies** – Metabolite breakdown (prodrug) and bioavailability
- **Investigational New Drug** proposal draft



# Acknowledgments

- Board of Regents
- President McFaddin
- Provost Pogatshnik
- Interim AVP Martin
- Our Students



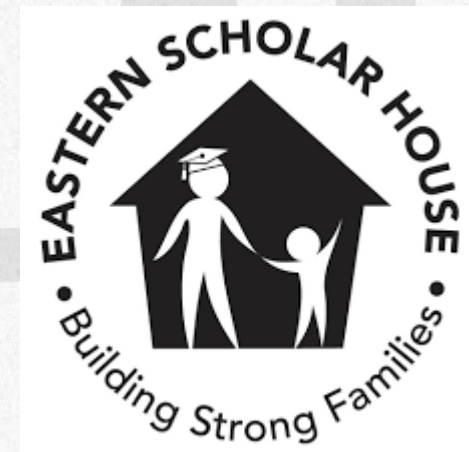
The background of the slide features a faint, stylized illustration of a building with a clock tower. The building has several arched windows and a prominent clock face on the tower. The illustration is in a light gray color, blending into the white background.

## **ADDRESSING BARRIERS TO ACCESS**

**Expecting to Win... Both today and tomorrow.**



# Introduction



# U.S. Chamber of Commerce

- The demands of parenthood make it especially difficult for student parents to complete their degrees
- Among all postsecondary students with children, only 27% attain a degree within six years

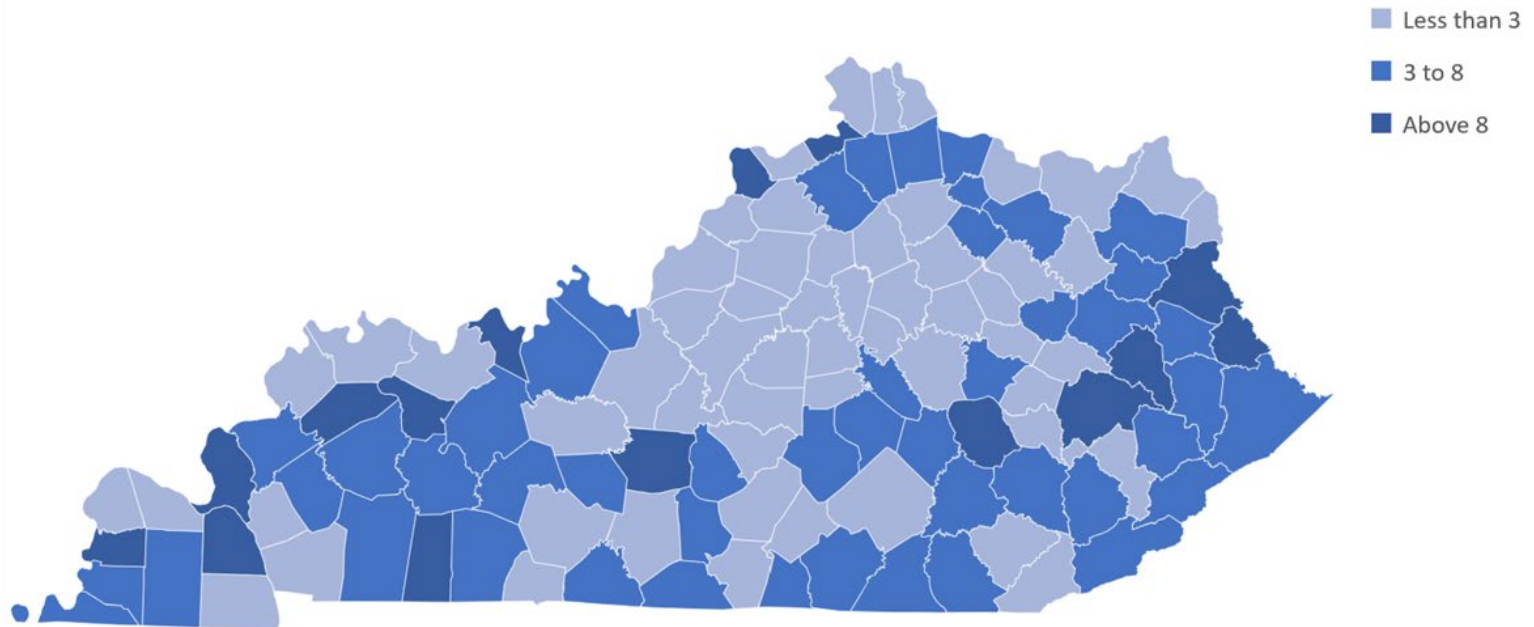


# The Current Market is a “Desert”

- A child care “desert” is any census tract with more than 50 children under age 5 that contains either:
  - No child care providers – *or* -
  - So few options that there are more than three times as many children as licensed child care slots.

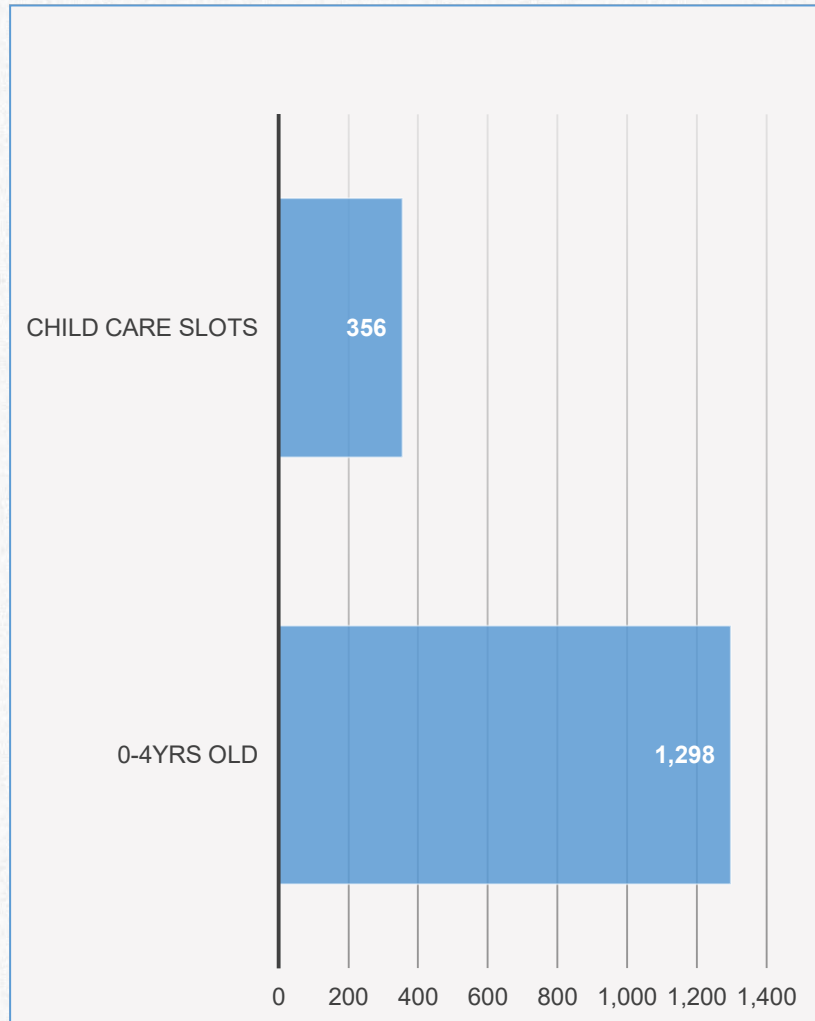
# Deserts in the Blue Grass

Ratio of Children Under 5/Child Care Capacity  
November 2018  
*child care deserts = counties with ratios of 3 or higher*



Powered by Bing  
© GeoNames

# Clay County Kentucky



Of the 533 children  
ages 3-4

67.4%

POVERTY



# EKU's Standard of Quality

- The Burrier Child Development Center (BCDC) is an early childhood lab school program accredited through the [National Association for the Education of Young Children \(NAEYC\)](#).
- The Center has a 5-STAR rating by KY All Stars - [Kentucky Department of Education and CHFS Division of Childare.](#)



# Strategic Partnership



# Budget

## Contract/Personnel

- 1 Teacher (FTE) \$30,160
- 2 Instructional Assistants (.5 FTE) \$20,80
- Fringe \$33,124

## Supplies/Materials

- Office supplies \$550
- License fees \$250
- Classroom supplies/materials \$1,500

## Equipment

- Classroom Equipment \$9,500
- Training/ Technical Assistance \$3,200

## Total Budget Request

\$99,084



# Sustainability of Proposal

## Strategic Partnerships

- Head Start
- Clay Co. Public Schools
- Local CECC's
- Save The Children
- Berea College
- KCTCS

## Funding

- CCAP
- CCAMPIS Vouchers
- Tuition/Fees
- Partners for Education
- Foundations

# Expected Outcomes

- Recruitment
- Retention
- Workforce
- Economic Development



# Implementation Team

Dr. Rebecca Crawford BCDC Director/ CCAMPIS Coordinator

Mr. Terry Gray Director  
East Region/Manchester Regional Campus

Mr. John Roden Executive Dir./Clinical Faculty  
Early Childhood Programming



# Questions/Comments

**John W. Roden III**

Executive Director: Early Childhood  
Programming

Applied Human Sciences

[john.roden@eku.edu](mailto:john.roden@eku.edu)

**Minutes of a Regularly Scheduled Meeting  
Eastern Kentucky University  
Board of Regents**

**December 12, 2019**

**Black Box Theater  
Center for the Arts  
Eastern Kentucky University**

**Call to Order**

A regular quarterly meeting of the Eastern Kentucky University Board of Regents convened at 1:02 p.m. at the Black Box Theater, Center for the Arts, Eastern Kentucky University, Richmond, Kentucky. Mr. Lewis Diaz, Chair of the Board, presided. The following members of the Board were present:

**Present**

Mr. Lewis Diaz  
Mr. Alan Long  
Mr. Juan Castro  
Ms. Laura Babbage  
Ms. Nancy Collins  
Dr. Jason Marion  
Ms. Lynn Taylor Tye  
Mr. Vasu Vasudevan  
Ms. Janice Sword Way  
Ms. Madison Lipscomb  
Mr. Bryan Makinen, Corporate Secretary\*

**Absent**

None

**Others Present**

Dr. Michael Benson, President  
Ms. Dana Fohl, University Counsel  
Dr. Jerry Pogatshnik, Interim Executive Vice President for Academics and Provost  
Dr. Gene Palka, Vice President for Student Success and Enrollment Management  
Mr. Barry Poynter, Senior Vice President for Finance and Administration  
Members of the faculty, staff and media

\*Bryan Makinen resigned his duties as Staff Regent on December 1, 2019, but will continue to act as Corporate Secretary.

## **Information Items**

### **A. Written Informational Reports**

#### **1. Mr. Ethan Witt, Legislative Update**

Mr. Ethan Witt, Director of Government & Community Relations, submitted a written report to the Board, a copy of which is incorporated herein and will be included with the official copy of the minutes.

#### **2. Marco Ciocca, Faculty Senate Chair**

Dr. Marco Ciocca, Chair of Faculty Senate, submitted a written report to the Board, a copy of which is incorporated herein and will be included with the official copy of the minutes.

#### **3. Caelin Scott, Staff Council Chair**

Ms. Caelin Scott, Chair of Staff Council, submitted a written report to the Board, a copy of which is incorporated herein and will be included with the official copy of the minutes.

#### **4. Ms. Madison Lipscomb, President, Student Government Association**

Ms. Madison Lipscomb, SGA President, submitted a written report to the Board, a copy of which is incorporated herein and will be included with the official copy of the minutes.

### **B. Oral Informational Reports**

#### **1. Dr. Michael Benson, President**

President Michael Benson delivered the following report:

Good afternoon. Thank you for the opportunity to make a presidential report to the Board, one last time. I shall be brief. At our core, we are a teaching university. That is what our faculty do and that is the thing in which we take the most pride and make the biggest impact.

By nature and practice, I strive to be a curious, constant learner. Recently, I read what many consider to be the finest one-volume biography of Abraham Lincoln by the historian with 3 first names: David Herbert Donald. Dr. Donald taught at Johns Hopkins for 12 years before becoming the Charles Warren Professor of American History and Civilization at Harvard for nearly two decades.

There are so many Lincoln anecdotes woven throughout this work, it's hard to single out just one. But for illustrating my point today, I'll take this one found on page 576. Early in April 1865, President Lincoln decided to visit Richmond as soon as the navy had removed most of the Confederate torpedoes in the James River.



When the U.S.S. Malvern, Admiral David Farragut's flagship, could not pass a line of obstructions the Southerners had placed in the river, the President transferred to a shallow-draft barge, pulled by the tugboat Glance. After the strong river current forced the Malvern against the bridge, the tugboat was detached to rescue it, and twelve sailors rowed the President's barge upstream. President Lincoln was amused. "Admiral," he said to David D. Porter, who was in the party, "this brings to my mind a fellow who once came to me to ask for an appointment as minister abroad. Finding he could not get that, he came down to some more modest position. Finally, he asked to be made a tide-waiter (or a customs inspector). When he saw he could not get that, he asked me for an old pair of trousers." "But it is well to be humble," Lincoln concluded (p. 576).

Here is the greatest president in our nation's history, being rowed into Richmond in a small barge just days before Lee's surrender at Appomattox and 11 days before his tragic assassination at Ford's Theatre. And he uses the occasion as a teaching moment with one of his inimitable stories. What a lesson in humility and leadership.

No one of us is bigger than this place. We are simply stewards of the resources granted to us with a charge to make it better. To quote one of my heroes, George Washington Carver, "Start where you are, with what you have. Make something of it and never be satisfied." That is what we have tried to do here at Eastern Kentucky University, a place that has meant so much to so many for so long. We will always be Colonels.

At each of your places are evidences of two things I'm very proud of: the first is a booklet detailing the transformational projects which have reinvigorated our campus; the second is an infographic about our recent high school recruiting visits. We talk constantly about budgets and programs and facilities and pensions and many other things: but at day's end, we are here for students. Full stop. They are and should always remain our primary focus. My family and I thank you for this privilege to serve and wish you all the best in the future. Go Colonels!

## **2. Lewis Diaz, Chair**

Chair Lewis Diaz delivered the following report:

Thank you, Mr. President. You mentioned Coach Wells. I watched the press conference and I first want to share with you that the hashtag "Hell's Bells Here Comes Wells" is pretty good. I liked it.

Mike, your service to ECU has been outstanding. I looked at some information that Craig gave me from your first couple years about the things that you set out to accomplish, and when you look at that list, it's this update that you just gave us. Everything that you set out to do when you got here, you have done. You have served as President with tremendous zeal, and the university is better for you having been here. You have faithfully done your duty.

As President, Dr. Benson worked to create a new ceiling for this institution and the students it serves. During his tenure we saw an increase in retention rates, graduation rates, freshmen class GPA, periods of record enrollment, record giving, and as we have talked about, the most extensive revitalization of our campus in more than fifty years that includes new residence halls, a first-class

dining facility, phase two of the state's most impressive science building, new and renovated athletic facilities, a new student recreation center, and the renovation of the Powell student center that reimagines that space in its entirety. All of these accomplishments happened at a time where there were shrinking state appropriations, resulting in tough decisions and fundamental changes to the way that ECU operates. Throughout, Dr. Benson worked tirelessly to manage change on campus and advocate for Eastern off campus.

Dr. Benson is a historian. I am too. I believe that when historians look at Eastern Kentucky, and they look at its Presidents, they will look to Dr. Benson as Dr. Martin's rival. Dr. Benson is the Dr. Martin of our generation, and for that I thank you, sir.

I also know that later today, we will take on a resolution to confer upon President Benson the title of President Emeritus, which is well deserved. That's not something that we've done for every President, but if ever there was a President to do it for, it's Dr. Benson. Sir, I am so honored to have met you and to have had the opportunity to work closely with you. I call myself a President Benson fan.

### **C. Executive Session**

Chair Diaz entertained a motion pursuant to KRS 61.815 to enter closed session for the purposes stated in KRS 61.801(1)(f), for the purpose of discussing matters relating to the appointment or discipline or dismissal of an individual employee pursuant to KRS 61.810(1)(f). A motion was made to go into executive session by Regent Tye. The motion was seconded by Regent Collins. The motion passed by voice vote, and the Board, thereby, convened in closed, executive session at 1:44 p.m.

A motion was made by Regent Babbage to come out of executive session and return to the open session of the Board of Regents meeting. The motion was seconded by Regent Castro. The motion passed by voice vote and Board of Regents thereby returned to open session at 3:42 p.m. Chair Diaz noted that no action was taken during closed session.

### **Action Items**

#### **A. Consent Agenda**

Chair Diaz presented to the full Board the following items on the Consent Agenda for approval:

##### **i. Approval of the Minutes for the Full Board Meeting on August 29, 2019**

A motion was made by Regent Babbage to approve the minutes for the Full Board meeting on August 29, 2019. The motion was seconded by Regent Castro. The motion passed unanimously by voice vote.

##### **ii. Personnel Actions Report**

A motion was made by Regent Vasudevan to approve the Personnel Actions Report. The motion was seconded by Regent Collins. The motion passed unanimously by voice vote.

**iii. Approval of the OVC Governing Board Certification Form**

A motion was made by Regent Babbage to approve the OVC Governing Board Certification Form. The motion was seconded by Regent Vasudevan. The motion passed unanimously by voice vote.

**iv. Approval of Degree Candidates for Fall 2019**

A motion was made by Regent Castro to approve the Degree Candidates for Fall 2019 commencement. The motion was seconded by Regent Marion. The motion passed unanimously by voice vote.

**v. Council on Academic Affairs Presentation**

A motion was made by Regent Castro to approve the Council on Academic Affairs program proposals. The motion was seconded by Regent Collins. The motion passed unanimously by voice vote.

**vi. Approval of Honorary Degree for P.G. Peeples**

A motion was made by Regent Babbage to approve an honorary degree for P.G. Peeples. The motion was seconded by Regent Castro. The motion passed unanimously by voice vote.

**vii. Approval of Audit for the Fiscal Year Ending June 30, 2019**

A motion was made by Regent Long to approve the audit for the fiscal year ending June 30, 2019. The motion was seconded by Regent Castro. The motion passed unanimously by voice vote.

**viii. Land Lease – Kit Carson Commons Project**

A motion was made by Regent Castro to approve the audit for the fiscal year ending June 30, 2019. The motion was seconded by Regent Tye. The motion passed unanimously by roll-call vote.

**New Business**

Regent Long recommended a made motion to employ David McFaddin as the interim President for Eastern Kentucky University. The motion was seconded by Regent Castro. The motion passed unanimously by voice vote.

One resolution was presented to the Board for approval:

**Eastern Kentucky University Board of Regents Resolution in Recognition of Michael T. Benson and Designation as President Emeritus.**

Regent Long presented the following resolution:

**WHEREAS,** Michael T. Benson, D. Phil., was appointed by the Board of Regents as the Thirteenth (13<sup>th</sup>) President of Eastern Kentucky University beginning August 1, 2013;

**WHEREAS,** during Dr. Benson's tenure, the University has awarded nearly 42,000 total degrees, has reached record high enrollment of 16,881 students, has increased its freshman retention rate by 11 percent, and has increased its four-year graduation rate by almost 20 percent;

**WHEREAS,** under Dr. Benson's leadership, the University embarked on a nearly \$300 million campus revitalization, the most ambitious initiative in its history, including the construction of a Science Building, two public-private residence halls, the Turner Gate, the University's first parking garage, the University Carloftis Gardens; the privately-funded student dining facility, the student-funded recreational center and renovations to the student center, the privately-funded Eastern Scholar House, and improvements in athletics facilities, including a new baseball stadium, new softball stadium, new baseball and softball hitting and pitching facilities, upgrades inside Alumni Coliseum, and a new east side of Roy Kidd Stadium;

**WHEREAS,** Dr. Benson has served as President of the University with distinction, teaching courses; being a bold, public advocate for higher education and tirelessly representing the University as a leader among his peers on SACS-COC committees, NCAA committees, OVC committees, CPE committees, and as an author of numerous articles and one book on the impact of higher education to the Commonwealth and society more broadly;

**WHEREAS,** Dr. Benson's vision for the University and personal mantra of "Make No Little Plans" has thrust the University into a nearly-complete \$50 million capital campaign, the largest and most successful campaign in University history, with nearly 75% of the campaign goal being raised;

**WHEREAS,** Dr. Benson's faithful and successful service to the University has presented him with a litany of opportunities to promote ECU in Kentucky and beyond;

**WHEREAS,** all of these accomplishments and more happened during a period of shrinking state appropriations, resulting in tough decisions and fundamental changes to the operation of ECU.

**BE IT THEREFORE RESOLVED,** that the Eastern Kentucky University Board of Regents hereby highly commends Dr. Benson for the invaluable contributions he has made to Eastern Kentucky University; and, with special appreciation for the excellent leadership he has provided,

for the countless hours he has devoted, and the exemplary service he has rendered, the Board of Regents hereby officially bestows the title of President Emeritus upon Dr. Michael T. Benson.

Done this the Twelfth Day of December, 2019, by the Board of Regents of Eastern Kentucky University.

A motion was made by Regent Babbage to approve the Resolution in Recognition of Michael T. Benson and Designation as President Emeritus. The motion was seconded by Regent Long. The motion passed unanimously by voice vote.

### **Adjournment**

Regent Marion thanked President Benson for the model of moral character that he sets in the Richmond community and his service to Eastern Kentucky University.

Student Regent Lipscomb thanked President Benson for his leadership throughout her time at EKU.

Regent Makinen thanked President Benson, his wife, and children for their service to EKU and the Richmond community. Regent Makinen praised President Benson's character and integrity in the face of the hardest economic times of the institution's history.

Regent Vasudevan praised President Benson's efforts in increasing the visibility and reputation of EKU throughout his tenure.

Chair Diaz stated that there will be a search committee for a permanent President. Regent Marion will co-chair that search committee together with Bryan Makinen as Corporate Secretary. The Board will immediately issue an RFP to hire a search firm to assist the co-chairs in creating a committee and to guide the committee in the process of choosing the next President of EKU.

There being no further business, Chair Diaz requested a motion to adjourn. A motion was made by Regent Long to adjourn the meeting. The motion was seconded by Regent Castro. The motion passed by voice vote, and the meeting was thereby adjourned at 3:56 p.m.

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Bryan Makinen

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Date